

2006-2007

UNDERGRADUATE
CATALOG

State University of New York
College at Cortland
P.O. Box 2000
Cortland, New York 13045
(607) 753-2011
www.cortland.edu

2006-2007 Undergraduate Catalog Information

The catalog for the State University of New York College at Cortland is published by the Institutional Advancement Office. This edition covers undergraduate programs for the 2006-2007 academic years. Information in it is accurate as of August 2006. Circumstances may require that a given course be withdrawn or that alternative offerings be made. Names of instructors for courses and days and times of class sessions are given in the *Course Schedule*, available to students prior to the official registration period.

Applicants are reminded that the State University of New York College at Cortland is subject to the policies promulgated by the Board of Trustees of the State University of New York. Fees and charges are set forth in accordance with such policies and may well change in response to alterations in policy or actions of the legislature during the period covered by this publication. The College reserves the right to change its policies without notice.

This catalog includes admission information, academic policies of the College, requirements for bachelor's degrees, descriptions of courses, and requirements for majors and minors.

The catalog also can be accessed on SUNY Cortland's Web site at www.cortland.edu/catalog/.

Those interested in general information about the College should contact the Admissions Office. Information about summer and winter programs may be obtained from the Summer and Winter Session Office.

Affirmative Action/ Nondiscrimination Policy

Admission to State University of New York and to SUNY Cortland is without regard to race, sex, color, creed, sexual orientation, national origin, disability or marital status. Under Title IX of the Education Amendments of 1972 all aspects of an institution's operations, from admission of students to student participation in activities and classes to employment, are affected by guidelines for implementation of Title IX established by the Department of Health and Human Services and by the Americans with Disabilities Act of 1990.

Contact the Student Disability Services Office, Van Hoesen Hall, Room B-1, (607) 753-2066 with questions regarding disability services. Questions and/or complaints about the College's policies and practices as they relate to affirmative action should be referred to the Affirmative Action Office, Miller Building, Room 301. The telephone number is (607) 753-2302.

Contents

INTRODUCTION			
Message from the President	6	Foundations and Social Advocacy	157
Mission Statement	7	Inclusive Special Education	158
All-College Student Learning Goal	8	Geography	160
Assessment Philosophy	8	Geology	166
About SUNY Cortland	8	Health	171
School of Arts and Sciences	9	History	182
School of Education	10	Honors Program	188
School of Professional Studies	11	Human Service Studies	189
Provost and Vice President for Academic Affairs Office	12	Individualized Degree	192
		Interdisciplinary Centers	193
ENTERING SUNY CORTLAND		Center for Advancement of Technology in Education (CATE)	193
Admissions	14	Center for Aging	193
Freshman Application and Criteria	14	Center for International Education, James M. Clark	194
Transfer Application and Criteria	15	Center for Multicultural and Gender Studies	195
Sources of Additional Credit or Advanced Standing	17	Interdisciplinary Studies (Course Descriptions)	196
International Student Admission	17	International Communications and Culture	197
Part-Time Study	18	International Studies	207
Tuition and Fees	18	Jewish Studies	214
Financial Advisement	24	Latin American Studies	215
New York State Programs	24	Literacy	216
Federal Programs	26	Mathematics	217
Other Federal Aid	27	Military Science	222
Independent/Non-traditional Students	27	Native American Studies	225
Good Academic Standing for Financial Aid Eligibility	28	Performing Arts	225
Scholarships	30	Philosophy	231
		Physical Education	233
DEGREE REQUIREMENTS		Physics	238
General Education	38	Political Science	243
Bachelor's Degree Requirements	44	Pre-Engineering	251
English Composition and Writing-Intensive Courses	46	Pre-Environmental Science and Forestry	252
Foreign Language Requirement	47	Psychology	252
Presentation Skills Requirement	48	Recreation and Leisure Studies	257
Quantitative Skills Requirement	48	Religious Studies	265
Requirements for New York State Teaching Certificate	49	Science Course Descriptions	266
		Sociology/Anthropology	266
TERMINOLOGY GUIDE		Speech Pathology and Audiology	275
Course Information	52	Sport Management	279
Course Prefixes	53	Urban Studies	283
Major, Minors, Concentrations, Approved Programs of Study and HEGIS Codes	54	Women's Studies	283
SUNY Cortland Teacher Certification Exam Pass-Rates	58		
		INTERNATIONAL PROGRAMS/STUDY ABROAD	
ACADEMIC POLICIES		International Programs	286
Enrollment	60		
Matriculation Guidelines	62	CAMPUS RESOURCES/STUDENT SUPPORT	
Field Experiences: Student Teaching, Fieldwork, Co-Op Programs, Internships, Practica	64	Academic Support and Achievement Program	290
Evaluation	65	Advisement and Transition	290
Transfer Credit Policies	67	Athletic Facilities	290
Withdrawal	67	Auxiliary Services Corporation (ASC)	291
Additional Recognition of Academic Excellence	68	Campus Activities and Corey Union	292
Graduation	69	Child Care Center	292
Grading System	70	Computing Services	293
		Memorial Library	294
ACADEMIC DEPARTMENTS, PROGRAMS OF STUDY AND COURSE LISTINGS		Multicultural Life	294
Adolescence Education	72	Outdoor Education Facilities	295
African American Studies	73	Outreach Services	296
Anthropology/Sociology	77	Recreational Sports	296
Art and Art History	84	Residential Services	297
Asian/Middle Eastern Studies	90	Student Development Center	297
Athletics	91	University Police	299
Biological Sciences	92		
Chemistry	100	FACULTY AND ADMINISTRATION	
Childhood/Early Childhood Education	105	State University of New York	302
Cinema Study	120	SUNY Board of Trustees	303
Communication Studies	121	University Centers and Colleges	303
Computer Applications	127	Faculty	304
Economics	129	Administration	316
English	138	Emeritus Faculty and Staff	322
Environmental and Outdoor Education	146		
Environmental Studies Course Descriptions	147	OTHER INFORMATION, INDEX	
Environmental Science	147	Accreditations	326
Exercise Science and Sport Studies	148	Retention Rates	327
		Frequently Called Numbers	328
		Academic Calendars	329
		Index	332
		Campus Map	336

Areas of Study

INCLUDES MAJORS, MINORS AND CONCENTRATIONS

Adapted Physical Education	234	Earth Science	108, 167	New Communication Media.....	122
Adolescence Education	72	Economics.....	130, 134	New Media Design.....	85
Biology (7-12)	95	Engineering 3+2.....	101, 239	Outdoor Leadership	259
Chemistry (7-12)	101	English	138	Outdoor Recreation	259
Earth Science (7-12).....	167	English Language Arts.....	110	Philosophy (Social).....	231
English (7-12)	139	Environmental and Cultural		Physical Education	234
French (7-12)	197	Interpretation	260	Physics	238, 241
French and Spanish (7-12)	198	Environmental Health.....	173	Physics and Engineering (3+2)	239, 251
Mathematics (7-12).....	218	Environmental Management	131	Political Economy and	
Physics (7-12).....	240	Environmental and Outdoor		Public Policy.....	134
Physics and Mathematics (7-12).....	219, 240	Education.....	146	Political Science.....	244, 245
Social Studies (7-12)		Environmental Science.....	93, 101, 147,	Pre-Engineering.....	251
dual major with:		167, 239	Pre-Environmental Science	
African American Studies (7-12)	74	Environmental Studies	111	and Forestry	252
Anthropology (7-12)	80	Ethnic Studies	79	Professional Writing	140
Economics (7-12)	133	Europe	209	Psychology	253, 254
Geography (7-12).....	162	Exercise Science.....	151	Psychology of the	
History (7-12)	182	Financial Management	132	Exceptional Child.....	254
International Studies (7-12)	212	Fitness Development	151	Public Administration and	
Political Science (7-12).....	245	French	112, 199, 200	Public Policy.....	244, 246
Sociology (7-12).....	269	Graphic Information Systems.....	161	Public Relations and Advertising	121
Spanish.....	198	Geography	161, 163, 210	Recreation	258
Africa	208	Geology.....	166, 168	Recreation Management.....	260
African and African American History	73	Geophysics	239	Social Gerontology	269, 270
and Community Development.....	73	Global Economic Systems	210	Social Philosophy	231
African American Studies	74	Global Political Systems	211	Social Sciences.....	115
Allied Health.....	172	Health Care Administration		Sociology.....	267, 269
American Musical Theatre.....	226	and Planning.....	172	Spanish.....	112, 199, 200
Anthropology	78, 80	Health Communication	174, 176	Speech and Hearing Science	276
Applied Anthropology.....	78	Health Education	175	Speech and Language Disabilities	276
Archaeology	80	Health Science	172	Sport Management.....	279, 280
Americas Archaeology	79	Historical Development	210	Sport Studies	152
World Archaeology.....	79	History	182, 183	Studio Art	84, 86
Art History.....	85	Honors Program.....	188	Teaching English as a	
Art Studio	84, 86	Human Resource Management	132	Second Language.....	200
Asia and Pacific Basin	208	Human Service Studies.....	190	Theatre.....	227
Asian/Middle Eastern Studies	90	Humanities	113	Therapeutic Recreation	261
Athletic Training	149	Inclusive Special Education	158	Tourism Development.....	161, 163
Biology.....	92, 95, 108	Individualized Degree Program	192	Urban Studies.....	282
Biology and Environmental		International Business and		Water Resources	167
Science	93	Economics.....	133	Wellness Health Promotion.....	175, 177
Biomedical Sciences	93	International Health.....	174, 176, 211	Women's Studies.....	211, 284
Business Economics.....	131	International Political Economy			
Camp Management.....	260	and Public Policy.....	130		
Chemistry	100, 102	International Program in Recreation.....	265		
Chemistry and Engineering (3+2)	101, 251	International Studies	212		
Chemistry and Environmental		Jewish Studies.....	214		
Science	101	Journalism.....	122		
Childhood Education.....	106	Kinesiology	150		
Cinema Study	120	Language and Literature.....	140		
College Health Promotion and		Latin America.....	209		
Prevention Services.....	173, 175	Latin American Studies	215		
Communication Studies.....	121, 122	Law and Justice	244		
Community Health Education.....	173	Leisure/Recreation Program Delivery	258		
Comparative Politics and		Literature	140		
International Relations	246	Literature and Writing.....	140		
Computer Applications	127	Management	134		
Conservation Biology.....	94	Mathematics.....	114, 217, 219		
Cooperative Programs	95, 251	Media Production	122		
Criminology.....	267, 268	Military Science	222		
Culture and Globalism	209	Music	227		
Early Childhood Education.....	106	Musical Theatre.....	226		
Early Childhood Education/ Childhood Education.....	107	Native American Studies	225		
		Natural Resource Recreation			
		Management	260		

Introduction

Message from the President



Welcome to SUNY Cortland. As the tenth president of the College, I am proud of this fine institution and its place within the State University of New York system.

SUNY Cortland has compiled an impressive record of accomplishment and is poised for even greater achievements.

In particular, I am excited that teaching remains the central function of SUNY Cortland and that excellence in teaching continues to be its primary goal. I am also proud that the College is a place where faculty members are teacher-scholars who recognize and appreciate how scholarship and teaching can inform the learning process. Further, as a SUNY institution, the College shares SUNY's commitment to excellence and access, providing a quality education to many citizens who never could have afforded it otherwise.

Throughout the years, SUNY Cortland has met the needs of students of varying abilities and backgrounds, providing them with the opportunity and tools to meet educational, career and life objectives. Many of our more than 56,000 alumni are first-generation college graduates, and they occupy positions that run the gamut from teacher to performing artist to politician to stockbroker. Still, these alumni share common bonds, such as the lifetime friendships they developed on campus, and the faculty, staff members and coaches who motivated them to achieve more than they thought was possible. Frequently, too, SUNY Cortland students and graduates understand their responsibility to their communities and play an active service role in those communities.

Virtually any institution of higher education is capable of producing literate graduates who have mastered fundamental skills and knowledge. At SUNY Cortland, we strive for more: To produce graduates who can make a difference in an ever-changing world. As you review this catalog, take note of the qualities we emphasize in our programs, including: a solid knowledge base; writing, reading, and speaking skills; problem solving and critical thinking; effective interpersonal communication; and the intelligent use of technology.

We also seek to develop these qualities within the context of challenges facing our world, such as the preservation of our environment; the appreciation of diversity and of art, music and theater; an understanding of history; the roots of prejudice; and the power of science and technology. In this way, we strive to prepare our students to apply what they know for the betterment of society, for "the common good."

Once more, welcome, and I hope this represents the beginning of a productive and lasting relationship between you and the College.

Erik J. Bitterbaum
President

Mission Statement

Recommended by the SUNY Cortland Faculty Senate on April 7, 1998, and approved by the president of the College, April 9, 1998.

Making a Difference: Educating for the Common Good

State University of New York College at Cortland is one of 13 four-year colleges in the SUNY system. We share important academic goals with our sister institutions and are especially proud of our distinctive strengths, strong majors and a history of more than 135 years of teacher education. Today, SUNY Cortland is a comprehensive college of arts and sciences offering undergraduate and graduate programs in the liberal arts and a variety of professional fields. We are committed to excellence in teaching, scholarship, research and service to the community. Quality teaching has been the highest priority since our founding in 1868. We are committed to a comprehensive curriculum, building on our traditional strengths in teacher education and physical education and enhancing our high-quality programs in the arts, humanities and sciences.

Our students gain skills, knowledge and conceptual understanding in their discipline; furthermore, they grow intellectually and acquire fundamental life skills and values. Among these are a desire to learn, an ability to think critically, an awareness of the excitement of discovery, an appreciation of diversity, and a respect for physical and emotional well-being. Our students are immersed in a broad-based general education program, develop oral and written communication skills and acquire an aesthetic sensibility. All students have opportunities to develop and utilize technology in their studies while also assessing the impact of technology on individuals and society.

SUNY Cortland fosters personal excellence and seeks to develop students who are independent learners living enriched lives. Additionally, we focus on helping students become good citizens with a strong social conscience and an appreciation of the environment and diverse intellectual and cultural heritages. We strive to instill within students a sense of responsibility, an eagerness to make a difference in their community and an awareness of the important positive role they must play in an increasingly global society. The SUNY Cortland faculty, staff and administration, together with dedicated alumni, all work toward preparing our graduates to make a difference in the lives of others.

Statement recommended by the SUNY Cortland Faculty Senate and approved, after editing, by the president of the College, March 29, 1993.

The College and Cultural Diversity

State University of New York College at Cortland is dedicated to the affirmation and promotion of diversity in its broadest sense. The mission of the College requires that people of every background be able to study and work here with an expectation of respectful treatment.

The College seeks to establish standards of behavior that honor the dignity and worth of individuals regardless of gender, ethnicity, race, age, physical or mental abilities, religious beliefs, sexual and affectional orientation, or socioeconomic class.

A major goal for Cortland is to develop and maintain an atmosphere that supports learning about prejudice and discrimination so that the College community can strive to reduce it not only on campus but wherever it is encountered.

While open debate on diversity issues can often make discordant viewpoints more highly visible, the College recognizes the need for individuals to become educated about the effects of personal biases within an atmosphere of safety and respect.

An environment where it is safe to explore differences enables everyone to make more progress toward a campus community that celebrates, rather than simply tolerates, the richness inherent in the pluralism of the College.

All-College Student Learning Goal

All major programs of study at SUNY Cortland establish specific learning objectives for their students. On April 30, 1996, the College's Faculty Senate endorsed the All-College Student Learning Goal, a statement of desired learning outcomes for all who graduate from the College. This goal is

stated as follows: A major expectation for all SUNY Cortland students at the point of graduation is that they possess the skills necessary to gather relevant information, evaluate it critically, and communicate it effectively to an audience in written and oral forms.

Assessment Philosophy

SUNY Cortland is committed to an ongoing assessment of its programs and services. Outcomes assessment offers a means of ascertaining the nature of our students' experiences as learners and as part of the College community. At the same time, students become more aware of the stages in the learning process through the reflection that assessment encourages. SUNY Cortland's assessment program helps students see their college experience in a larger context and take greater responsibility for their own education.

Assessment is closely tied to program enhancement, planning, and faculty and staff development. As faculty and staff members articulate their goals and reflect on the effects of their work, they discover new possibilities for meeting their own expectations and their students' needs.

SUNY Cortland views assessment as a shared responsibility. Faculty, students and staff are expected to participate in a variety of assessment activities, both in and out of class. The College's administration actively supports

assessment by providing resources and recognizing faculty and staff efforts as significant service to the College. Our collective effort allows us to monitor ourselves in order to benefit students and to produce a satisfying college experience of high quality.

In an effort to obtain the fullest possible picture of their strengths and weaknesses, programs and units use multiple methods of evaluation, many of which are embedded in course work and program activities. Educational outcomes measures, portfolios, alumni and student opinion surveys, exit interviews, discipline-specific content tests, and course-teacher evaluations are among the most commonly-used approaches.

We see assessment as a dynamic process that provides all areas of the College with valuable information about how well we are accomplishing our objectives as an educational institution. Through outcomes assessment activities and what we learn from them, the College continually seeks to improve the quality of its offerings.

About SUNY Cortland

State University of New York College at Cortland traces its beginnings to 1868 and offers programs leading to the award of bachelor's and master's degrees both in the arts and sciences and in professional studies.

SUNY Cortland is a moderate-sized institution with approximately 6,000 undergraduate students and 1,300 graduate students. State assisted, Cortland is a charter member of the State University of New York. The College now has more than 56,000 living alumni, and Cortland graduates can be found in each of the 50 states, the District of Columbia and more than 40 foreign countries.

The campus is located in Cortland, a small city in the geographic center of New York State adjacent to the Finger Lakes and within an hour's drive of Syracuse, Ithaca and Binghamton.

The College campus covers 191 acres located within walking distance of the City of Cortland's business district.

The main campus is divided into three distinct areas. Most of the classroom buildings, the Memorial Library, the Miller Building, Brockway Hall and Cheney and DeGroat residence halls are found on the upper campus. The remaining residence halls, Neubig Hall and Corey Union are at the center of the campus. Studio West, Park Center, Lusk Field House, the Stadium Complex, athletic fields and tracks are located on the lower campus.

A shuttle bus service is operated between the lower and upper campuses when classes are in session.

Arts and Sciences

SCHOOL OF

Dean's Office
Old Main, Room 124
(607) 753-4312
www.cortland.edu/artsandsciences/

ADMINISTRATORS

Mark Prus, dean; Jerome O'Callaghan, associate dean;
Linda Simmons, staff assistant to the deans

ROLE OF THE DEAN

The dean oversees all the activities of the academic departments and interdisciplinary centers in the School of Arts and Sciences. The school consists of 18 departments distributed among the divisions of fine arts and humanities, social sciences, and natural sciences and mathematics.

The School of Arts and Sciences also includes adolescence teacher education programs in English, foreign languages, mathematics, natural sciences and social studies. The adolescence teacher education programs are housed in the appropriate academic departments. The dean is responsible for overall supervision of the school and specifically for curriculum, program development, budget and personnel.

The dean's office is staffed by two secretaries, one for the dean and one for the associate dean, as well as by a staff assistant and student assistants.

ROLE OF THE ASSOCIATE DEAN

The associate dean assists the dean in the management of the school. This includes addressing student issues such as academic policy interpretation and clarification, withdrawals and leaves of absence from the College, academic probation, suspension, dismissal, reinstatement and readmission, including contracts. The associate dean approves course overloads and serves as the dean's curricular representative at the school and college level. The associate dean also is the director of the Individualized Degree Program.

ROLE OF THE STAFF ASSISTANT TO THE DEANS

The staff assistant to the deans reviews and evaluates transcripts for undergraduate students, including returning students, transfer students and second bachelor's degree students. The staff assistant also reviews requests for transfer credit and assists the dean and associate dean as necessary.

DEPARTMENTS AND PROGRAMS WITHIN THE SCHOOL

Adolescence Education

- English (7-12)
- French (7-12)
- French/Spanish (7-12)
- Mathematics (7-12)
- Social Studies (7-12)
- Spanish (7-12)

Adolescence Education: Science (7-12)

- Biology
- Chemistry
- Earth Science
- Physics
- Physics and Mathematics

African American Studies

- Art and Art History
- Biological Sciences
- Chemistry
- Communication Studies
- Economics
- English
- Geography
- Geology
- History
- International Communications and Culture
- Mathematics
- Performing Arts
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology/Anthropology

INTERDISCIPLINARY MAJORS

- International Studies
- Individualized Degree Program

INTERDISCIPLINARY MINORS

- Asian/Middle Eastern Studies
- Computer Applications
- Environmental and Outdoor Education
- Jewish Studies
- Latin American Studies
- Native American Studies
- Social Gerontology
- Urban Studies
- Women's Studies

Education

SCHOOL OF

Dean's Office
Cornish Hall, Room D-206
(607) 753-5430
www.cortland.edu/education/

ADMINISTRATORS

Edward Caffarella, dean; Marley S. Barduhn, associate dean; Linda Simmons, staff assistant to the deans

ROLE OF THE DEAN

The dean oversees all the activities of the academic departments and units within the School of Education. The school consists of four academic departments and several special programs.

The dean is responsible for overall supervision of the school and for curriculum, program development, budget and personnel. The dean of education is also the teacher certification officer for the College.

The dean's office is staffed by two secretaries, one for the dean and one for the associate dean, as well as by a staff assistant and student assistants.

ROLE OF THE ASSOCIATE DEAN

The associate dean assists the dean in the management of the school. This includes addressing student issues such as academic policy interpretation and clarification, withdrawals and leaves of absence from the College, academic probation, suspension, dismissal, reinstatement and readmission, including contracts. The associate dean approves course overloads and serves as the dean's curricular representative at the school and college level.

The associate dean is also the director of the Migrant Education Outreach Program.

ROLE OF THE STAFF ASSISTANT TO THE DEANS

The staff assistant to the deans reviews and evaluates transcripts for undergraduate students including returning students, transfer students and second bachelor's degree students. The staff assistant also reviews requests for transfer credit and assists the dean and associate dean as necessary.

DEPARTMENTS, UNITS AND GRADUATE ACADEMIC PROGRAMS WITHIN THE SCHOOL

Access to College Education Program (ACE)
Center for Educational Exchange (CEE)
Center for the 4th and 5th Rs
Childhood/Early Childhood Education Department
Cortland's Urban Recruitment of Educators (C.U.R.E.)
Educational Leadership Department (C.A.S.)
Field Placement Office
Foundations and Social Advocacy Department
(Special Education and Urban Education)
Liberty Partnerships Program (LPP)
Literacy Department
Migrant Education Outreach Program (MEOP)

Professional Studies

SCHOOL OF

Dean's Office
Studio West, Room B-1
(607) 753-2701
www.cortland.edu/professionalstudies/

ADMINISTRATORS

Roy H. Olsson Jr., dean; Raymond Goldberg, associate dean; Linda Simmons, staff assistant to the deans

ROLE OF THE DEAN

The dean oversees all the activities of the academic departments within the School of Professional Studies. The school consists of six academic departments.

The dean is responsible for overall supervision of the school and for curriculum, program development, budget and personnel.

The dean's office is staffed by two secretaries, one for the dean and one for the associate dean, as well as by a staff assistant and student assistants.

ROLE OF THE ASSOCIATE DEAN

The associate dean assists the dean in the management of the school. This includes addressing student issues such as academic policy interpretation and clarification, withdrawals and leaves of absence from the College, academic probation, suspension, dismissal, reinstatement and readmission, including contracts. The associate dean approves course overloads and serves as the dean's curricular representative at the school and college level.

ROLE OF THE STAFF ASSISTANT TO THE DEANS

The staff assistant to the deans reviews and evaluates transcripts for undergraduate students including returning students, transfer students and second bachelor's degree students. The staff assistant also reviews requests for transfer credit and assists the dean and associate dean as necessary.

DEPARTMENTS WITHIN THE SCHOOL

Exercise Science and Sport Studies
Health
Physical Education
Recreation and Leisure Studies
Speech Pathology and Audiology
Sport Management

Provost and Vice President for Academic Affairs

OFFICE

ADMINISTRATORS

Elizabeth Davis-Russell, provost and vice president for academic affairs; Nancy Aumann, associate provost for academic affairs; Eunice Miller, staff assistant to the provost

ROLE OF THE PROVOST AND VICE PRESIDENT

The provost acts in the absence of the president and serves as the chief academic officer, with responsibility for maintaining academic standards within the College and also has oversight for academic support programs. The office is responsible for development and application of College policies within the academic areas of the College, management of the academic affairs budget, review and approval of curriculum changes, review for recommendation to the president of all new academic positions, replacements, promotions, tenure decisions or continuing appointments, and assistance in the development of College responses to accreditation and other external mandates. The provost represents the College at various SUNY, regional and national meetings.

ROLE OF THE ASSOCIATE PROVOST FOR ACADEMIC AFFAIRS

The associate provost is a member of the provost's senior executive staff, reporting directly to the provost and vice president for academic affairs. The position is responsible for the overall coordination and support of SUNY Cortland's implementation of all curricular issues and programs.

ROLE OF THE SENIOR STAFF ASSISTANT TO THE PROVOST

The senior staff assistant has responsibilities in the areas of academic dishonesty, national searches, special event planning and budgeting, and serves as the provost's liaison to a variety of groups.

Division of Academic Affairs
Miller Building, Room 408
(607) 753-2207
www.cortland.edu/administration/provost

ACADEMIC CENTERS, DEPARTMENTS AND PROGRAMS WITHIN THE OFFICE

Athletics
Center for the Advancement of Technology in Education
(CATE)
Center for Aging
Center for Environmental and Outdoor Education
Center for International Education, James M. Clark
Center for Multicultural and Gender Studies
Disabilities Studies Institute
Faculty Development Center
Honors Program
Institute for Civic Engagement
International Programs

Entering SUNY Cortland

Admissions

Admissions Office
Miller Building, First Floor
(607) 753-4711
E-mail: admissions@cortland.edu
www.cortland.edu/admissions/

Evaluation Policy

The State University of New York College at Cortland seeks a diverse and academically strong student body. While competitive in admission standards, the admission policy and practice will not discriminate on the basis of age, race, religion, sex, sexual orientation, disability, national origin or marital status.

Freshman Application and Criteria

All applications are individually reviewed. Admission decisions are based on a variety of factors; however, primary consideration is given to course selection and performance. Results from the American College Test (ACT) or the Scholastic Achievement Test (SAT), class rank, extracurricular activities, essays and recommendations also enter into the admission decision. Completion of the application includes the following:

1. The completed State University of New York undergraduate application, available in secondary school guidance offices in New York State or directly from the SUNY Cortland Admissions Office, which should be mailed to: SUNY Application Services Center, Albany, N.Y. 12246. The application will be forwarded to the SUNY Cortland Admissions Office.
2. Official secondary school transcript or official results from the General Equivalency Diploma (GED). Those with prior military service must also provide a copy of their discharge papers (DD214).
3. Official results from the ACT or SAT examinations.
It is recommended that scores be sent directly from the testing agency.
4. The completed SUNY Cortland supplemental application, available at www.cortland.edu/admissions/supplemental, along with one letter of recommendation.
If additional information is needed, the Admissions Office will contact students. While there is no deadline for filing the application, it is recommended that applications for the fall semester be completed before March and applications for the spring semester should be completed before December.

Candidates for admission must graduate from a secondary school program or present a General Equivalency Diploma. Preparation for freshman candidates should include the following:

- | | |
|---|-----------------------------|
| English----- 4 units | Social Studies-----4 units |
| Science----- 3-4 units | Foreign Language--3-4 units |
| Mathematics | |
| 1) completion of Regents math course III (with exam) or state math exam B <i>or</i> | |
| 2) candidates who attend a school in New York State that does not offer the Regents or who are from out of state will need 3-4 units. | |

Students who apply to the musical theatre major will need the academic criteria listed above and will need to audition for faculty in the Performing Arts Department. Both of these criteria will be used in offering admission to the musical theatre major at SUNY Cortland.

All applicants are expected to be enrolled in a college preparatory track according to their state requirements (Regents level or higher in New York State).

SUNY Cortland is committed to a strong liberal arts foundation in all of its academic programs. Therefore, admission to the College will be granted to those applicants who present the strongest academic programs in English, social studies, mathematics, science and foreign language regardless of the intended major. A challenging college preparatory program with significant achievements both in and out of the classroom will help ensure an application that is competitive.

Decisions

Notification of fall semester admission decisions begins in early January and continues on a rolling basis, approximately 10 days following a completed application decision. Notification of spring admission decisions occurs on a rolling basis.

Deposits

A deposit is requested upon acceptance. Deposit fees are waived for Educational Opportunity Program (EOP) candidates. The deposit secures a place in the entering class and residence hall room for a specific semester. For fall semester applicants, the \$50 tuition and \$150 room deposits are due on May 1. Fall applicants accepted after April 1 will have 30 days from the date of the acceptance letter to submit the deposits. Spring semester applicants must submit deposits within 30 days of the date of the acceptance letter.

Deposits are not refundable beyond the deposit due date. No deposits will be refunded after the beginning of the semester.

Early Decision

An early decision option is available to fall semester freshman applicants who have decided that SUNY Cortland is their first choice college and plan to enroll here if accepted. Students should only select this option if Cortland is their first choice.

Early decision candidates will be asked to sign a letter of commitment agreeing to withdraw all other admission applications if accepted. To be considered for early decision, the completed freshman SUNY application must be received by the Application Services Center (ASC) by Nov. 1, and all additional application materials must be received by the Admissions Office by Nov. 15. In addition, an early decision commitment agreement, sent upon receipt of the application, must be returned to the College by Dec. 15.

Decision letters will be sent on a rolling basis through Dec. 15. If accepted for early decision, tuition and room deposits are due by Jan. 15.

Early Admission

The early admission option combines the final year of secondary school with the first year of college. Courses are selected during the first year at Cortland that meet requirements for completion of a high school diploma while simultaneously making progress toward a bachelor's degree.

Highly motivated students who will complete their junior year of secondary school may apply for admission as a college freshman.

In addition to the other freshman admission requirements, early admission applicants must submit a letter of recommendation from a school counselor, discussing the applicant's potential for success and outlining the courses needed to satisfy secondary school graduation requirements.

Note: Federal financial aid programs will not be available to early admission candidates until graduation from secondary school is officially confirmed.

Special Admission Opportunities

EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

This admission option is designed for motivated applicants from New York State who are ineligible for admission under the traditional admission standards due to educational and economic disadvantages but demonstrate the potential for completing a college-level program.

EOP students are enrolled in the same degree-granting programs as the traditionally admitted student. EOP students receive individualized support, including tutoring as well as academic, career and personal counseling, in order to ensure their academic success. In addition, EOP students receive financial aid to help with the cost of room, board, tuition, books and personal expenses.

Eligibility is based on guidelines established by the State University of New York and the State Education Department. Transferring to SUNY Cortland as an EOP student requires previous matriculation in an EOP, HEOP, College SEEK, or Discovery program.

Further information is included in the SUNY Application Viewbook. Additional questions should be referred to the Educational Opportunity Program Office, Cornish Hall, Room 116, (607) 753-4808.

SPECIAL TALENT ADMISSION

SUNY Cortland recognizes that achievements outside of traditional academic areas require exceptional commitment and may indicate further potential for success in college. Special talent admission considers applicants who demonstrate excellence in areas such as performing or visual arts, athletics, or writing.

Those interested in being considered for special talent should send evidence of their accomplishments to the appropriate academic department or coach at SUNY Cortland. Only applicants nominated by a Cortland faculty member or coach will be considered in light of special talents. Students must be nominated as a special talent candidate prior to an admission decision.

ALUMNI ADMISSION

The College provides the opportunity for those who have enjoyed the benefit of a Cortland education to nominate applicants they believe would be successful here and contribute to the campus. Only four to five students will be offered admission to Cortland through this program each year.

A written nomination from a SUNY Cortland alumnus/alumna must be sent to the Admissions Office by Feb. 5. The sponsor must identify his or her year of graduation and indicate that he or she is nominating the applicant for the Alumni Admission Program. This sponsor should have a direct relationship with the applicant he or she is endorsing. We do not accept nominations from blood relatives.

The applications of nominees ineligible for regular admission will be reviewed by an Alumni Association Committee to determine whether they will be invited to campus in March for an interview to provide further consideration. Some applicants may not need an interview for admission.

Applicants must be nominated as alumni admission candidates prior to an admission decision. This option is available only to freshman applicants interested in fall semester admission. Those denied admission cannot later be reconsidered in light of recommendations from alumni.

Transfer Application and Criteria

SUNY Cortland welcomes applications from students who have attended post-secondary institutions. Application decisions are based primarily on previous cumulative academic performance. To be considered for transfer admission, students must provide official transcripts from all previous colleges attended, whether they completed course work or withdrew. Failure to report all college-level work attempted may result in withdrawal of admission or dismissal from the College. Completion of the application includes the following:

1. The completed State University of New York undergraduate application, available in transfer or secondary school guidance offices in New York State, or directly from the SUNY Cortland Admissions Office, which should be mailed to: SUNY Application Services Center, Albany, N.Y. 12246. The application will be forwarded to the SUNY Cortland Admissions Office.
2. Official college transcripts, sent from all post-secondary institutions attended. Those with prior military service must also provide a copy of their discharge papers (DD214).
3. Official secondary school transcript or official results from the General Equivalency Diploma (GED).
4. The SUNY Cortland Supplemental Application, available at www.cortland.edu/admissions/supplemental, and letters of recommendation are optional for transfer students.

Candidates are encouraged to apply before March for the fall semester and before December for the spring semester.

Admissions Criteria

Students with three semesters or more of course work completed or a total of 45 credit hours:

a minimum cumulative grade point average of 2.5 on a 4.0 scale is required for admission. Some programs, however, are more competitive. SUNY Cortland gives preference to those who have or will complete an associate's degree.

Students with two semesters or less of course work or a total of 30 credit hours or less:

a minimum cumulative grade point average of at least 3.0 on a 4.0 scale and who would have been considered acceptable as a freshman candidate based on their high school record.

Advanced Standing

Only course work satisfactorily completed at regionally accredited collegiate institutions will be accepted. Usually credit is allowed only for those courses in which a grade of "C-" or better has been earned. However, credit may be granted for "D" grades if the student has received an Associate of Arts (A.A.), Associate of Science (A.S.) or any bachelor's degree at the time of first admission to SUNY Cortland.

Grades of Pass "P" and Satisfactory "S" awarded at another institution may be accepted at the discretion of the associate dean of the school of the student's major at the initial point of matriculation. The associate deans will have the opportunity to:

- a. decline to accept the course,
- b. waive a requirement on the basis of a Pass “P” and Satisfactory “S” grade without granting course credit,
- c. allow the course to count as its equivalent at Cortland in the case of activity/participation courses,
- d. award credit under the General Elective (GEN) or Liberal Arts (LAS) labels.

All credits accepted for transfer must have been earned at institutions granted regional accreditation by the Council for Higher Education Accreditation (CHEA), e.g., the Middle States Association, Southern Association, North Central Association, New England Association, Northwest Association, or Western Association of Secondary Schools and Colleges.

While credits are transferable, grades earned at other colleges are not calculated in the Cortland grade point average. Grade point averages which qualify students for honors and recognition at Commencement are based exclusively upon course work at Cortland.

Students entering SUNY Cortland with an A.A. or A.S. will, in most instances, be able to complete requirements for a bachelor’s degree with an additional 60 to 64 credit hours of course work. Students pursuing professional degree programs, such as those leading to teacher certification, may need additional courses to fulfill requirements over and above the minimum needed to earn a Cortland bachelor’s degree. Requirements for the bachelor’s degree are listed in the Degree Requirements section of this catalog.

Transfer Credit Evaluation

SUNY Cortland grants the maximum number of transfer credits possible for courses completed at other accredited colleges. The following guidelines and policies apply to transfer credit evaluation:

Transfer students may receive up to 64 credit hours of transfer credit from two-year colleges. This maximum credit-hour total includes any 100- or 200-level courses, Advanced Placement, College Level Examination Program, College Proficiency or International Baccalaureate credits. Transfer students from four-year colleges or universities may receive additional credit hours toward degree requirements at Cortland — up to 79 credit hours in arts and sciences programs, and up to 83 credit hours in certification programs. A minimum of 45 credit hours of course work as well as half of the major, minor and/or concentration must be completed in residency at Cortland to earn a Cortland bachelor’s degree.

If a student proposes to transfer in credit from a distance learning course, the College will only consider credits offered by an institution that has recognized national accreditation. These courses will be treated as regular transfer courses. No other distance learning courses will be accepted for credit.

SUNY Cortland has a credit-hour system. Credits completed at institutions with a quarter-hour system are converted according to College policy. One quarter hour equals two-thirds of a credit hour.

Courses taken in parallel programs at other institutions usually satisfy bachelor’s degree requirements at Cortland. If a student changes degree plans, it is possible that some courses taken at other institutions will not meet degree requirements in an alternate program at Cortland. One half the credit hours for the major, minor or concentration must be completed at Cortland.

To assure a clear articulation between programs at other institutions and specific majors at Cortland, students are encouraged to consult this catalog and to complete only those courses at other institutions that will fulfill specific Cortland major/degree requirements.

An evaluation of transfer credits is completed upon request. Students who have been offered admission and indicate their intent to attend Cortland will automatically receive an evaluation of transfer credits. Each evaluation will indicate the maximum number of transfer credits applicable to the SUNY Cortland degree as well as the number of credit hours needed to complete the degree.

Transfer Student General Education Requirements

Transfer students are required to satisfy the State University of New York General Education (GE) Requirements. The SUNY GE Requirements consist of 12 subject areas: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, Foreign Languages, Basic Communication, Critical Thinking and Information Management.

In addition, all transfer students intending to graduate from SUNY Cortland will be required to complete a General Education program specific to SUNY Cortland that includes components of a Skills Base (Academic Writing, Writing Intensive Courses, Presentation Skills, Quantitative Skills, Foreign Language) and a Knowledge Base (American State and Society, Prejudice and Discrimination, Contrasting Cultures, Fine Arts, History and History of Ideas, Literature, Science, Technology and Human Affairs, Natural Sciences).

By completing SUNY Cortland’s General Education Program, including the Skills Base and Knowledge Base, students may also meet the SUNY General Education requirements. Through the advisement process, special care must be taken to ensure that appropriate courses are taken to meet the SUNY requirements in social studies, American history and mathematics. See General Education beginning on page 38 for more information.

Transfer students who at the time of first admission to SUNY Cortland enter with a completed A.A., A.S. or any bachelor’s degree from a regionally accredited institution will be waived from the Knowledge Base requirements of SUNY Cortland’s GE program. All students must fulfill the Skills Base requirements through transfer of equivalent course work or completion of courses while at Cortland. Students enrolling without an A.A. or A.S. or with an A.A.S. will be required to fulfill both the Skills Base and Knowledge Base requirements under the SUNY Cortland General Education Requirements.

Transfer students who do not have an A.A. or A.S. are permitted to waive from one to three SUNY Cortland GE category requirements, depending upon the number of hours accepted by SUNY Cortland for transfer credit.

Under this policy, students entering SUNY Cortland with 20.5 to 35 hours of transfer credit will be entitled to waive one course requirement. Students entering with 35.5 to 50 hours of transfer credit will be entitled to waive two course requirements. Students entering with more than 50 hours of transfer credit will be entitled to waive three course requirements. No student may waive both courses in the Natural Sciences category or courses in both the Literature and Fine Arts categories or courses in both the History and History of Ideas and American State and Society categories.

Transfer students entering SUNY Cortland must fulfill the all-College requirements, as well as writing intensive courses, quantitative skills and foreign language as the major specifies.

All transfer students required by mandate to satisfy the State University of New York General Education Requirements will be required to do so whether entering with a degree or not.

Decisions

Notification of fall semester admission decisions begins in early January and continues on a rolling basis, approximately 10 days following a completed application decision. Notification of spring admission decisions occurs on a rolling basis.

Deposits

A deposit is requested upon acceptance. Deposit fees are waived for Educational Opportunity Program (EOP) candidates. The deposits secure a place in the entering class and residence hall room for a specific semester. For fall semester applicants, the \$50 tuition and \$150 room deposits are due on May 1. Fall applicants accepted after April 1 will have 30 days from the date of the acceptance letter to submit the deposits. Spring semester applicants must submit deposits within 30 days of the date of the acceptance letter.

Deposits are not refundable beyond the deposit due date. No deposits will be refunded after the beginning of the semester.

Sources of Additional Credit or Advanced Standing

SUNY Cortland will accept a maximum of 30 credit hours earned through such sources as Advanced Placement, College Level Examination Program, or College Proficiency and/or the International Baccalaureate. This maximum applies to all of these courses combined, not individually.

Challenge Examinations

At the discretion of individual departments, students may arrange challenge examinations to demonstrate proficiency in the content areas of specific courses for academic credit. Faculty may arrange written, oral or performance exercises to establish competency, and the appropriate number of credit hours will be awarded for satisfactory performance with a grade of P. Interested students should contact the department chair responsible for the content area they wish to challenge. If the department agrees to supervise the challenge, the student is referred to the office of the associate dean to complete the appropriate form and pay a fee, if appropriate.

Credit for International Baccalaureate Courses

Students enrolling at SUNY Cortland who have completed International Baccalaureate course work will receive advanced standing toward their bachelor's degree at Cortland as follows:

1. Students who have completed the International Baccalaureate diploma will receive up to a maximum of 30 credit hours (one year's advanced standing).
2. Students who have not completed the International Baccalaureate diploma will receive equivalent credit for up to two introductory courses for each higher level examination in which a grade of four or better has been earned.
3. Subsidiary/standard level subjects will be evaluated on an individual basis.

Credit for Courses Taken in Military Service

Credit for and/or waiver of courses or programs taken while in the military service may be granted by the associate dean of the school in which the student majors with the consultation of the appropriate department chair if these courses or programs are parallel to courses offered at Cortland.

Credit for Equivalency Examinations

Under State University of New York policy, credit will be granted for published examinations from the following test series, provided that the specified minimum Cortland performance levels are met and that the examinations are in areas that normally receive transfer credit at Cortland.

Cortland students are not eligible to receive credit by equivalency examinations when they are enrolled in or have completed a higher-level course within the same discipline.

A maximum of 30 credit hours may be earned through these published examinations:

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Credit is granted for Subject Examinations based on the American Council on Education (ACE) recommended score for awarding credit. No credit is given for CLEP General Examinations. SUNY Cortland equivalent course information is available on the Transfer Admission Web site. At this time, Cortland is not a test center for the College-Level Examination Program. Information regarding test centers can be obtained by contacting the College Board, Program Director, College-Level Examination Program, Educational Testing Service, Princeton, NJ 08541.

COLLEGE PROFICIENCY EXAMINATIONS

Credit granted for performance at a grade level of C.

ADVANCED PLACEMENT PROGRAM

Credit granted for a score of three or higher within the scale of five points used for this program.

PROGRAMS SPONSORED BY NONCOLLEGIATE ORGANIZATIONS AND THE ARMED FORCES

SUNY Cortland observes the recommendations of the American Council on Education's Office on Educational Credit and of the University of the State of New York's Program in Noncollegiate Sponsored Instruction in the evaluation of education experiences sponsored by noncollegiate organizations and the military when the content is considered appropriate as transfer credit.

Credit for and/or waiver of courses or programs taken under the auspices of a noncollegiate organization or the armed forces may be granted by the associate dean of the student's major with the consultation of the appropriate department chair.

International Student Admission

SUNY Cortland welcomes applications from foreign nationals seeking matriculation into undergraduate and graduate programs. Prospective students are sent the following materials which must be returned to the SUNY Cortland Admissions Office unless otherwise designated.

- State University of New York Application along with a \$40 (U.S. dollars only) application fee in the form of a bank or money order. This must be sent to the Application Services Center in Albany in the envelope provided with the application.
- Application for International Students (English proficiency report, essay and financial support statement).
- Test of English as a Foreign Language (TOEFL) exam report.
- SAT or ACT for applicants who are attending high school in the U.S.
- Official high school transcript with professional translation of all documents into English along with the original documents.

Part-Time Study

Registrar's Office
Miller Building, Room 224
(607) 753-4702
www.cortland.edu/registrar/

Services for part-time undergraduate-degree students are provided by academic departments. Services for non-degree community residents are provided by the Registrar's Office, Miller Building, Room 224.

The Registrar's Office hours are Monday through Friday, 8 a.m.- 4:30 p.m. The telephone number is (607) 753-4702.

Part-time and Non-degree Status

Undergraduate students may enroll in courses on a part-time, non-degree basis by registering through the Registrar's Office.

Undergraduate non-degree students (UND) may not register for more than a total of 11.5 credit hours. At this point an undergraduate student must apply through the Admissions Office for matriculated status or discontinue work at Cortland. If accepted, such students will register with other matriculated students in accord with the registration schedule available on the Web.

Qualified high school juniors and seniors are eligible to enroll in college-level courses at Cortland as part-time, non-degree students with a letter of recommendation from their school guidance counselors. They may be enrolled in freshman or sophomore-level courses upon the approval of their school guidance counselors.

All students who have been academically dismissed are ineligible for non-matriculated status. Students should consult the *Undergraduate Catalog* to be certain that all prerequisites for courses in which they may enroll have been fulfilled. Registration for non-degree students opens the first day of the semester on a course availability basis, after degree students have been advised and registered.

Tuition and Fees

Bursar/Student Accounts Office
Miller Building, Room 323
(607) 753-2313
www.cortland.edu/business/bursar.html

Expenses listed in this section are current as of the time of publication. All charges are subject to change without prior notice. It is recommended that students inquire about current rates or check the Web site at www.cortland.edu.

Residency

The SUNY system was designed to provide quality educational access to qualified residents of New York State. SUNY residency standards require that students have established a domicile, a principal and permanent home to which one always intends to return, as opposed to temporary residence incidental to community college or university attendance. A person may have many residences but only one domicile.

Students who have not maintained a domicile in New York State for a period of one year prior to their first registration are not considered residents. One does not acquire domicile by mere physical presence in New York for purposes of attending a college or university. Proof of domicile is based on documented, previous and continuing intention to remain in New York State. Mere physical presence in New York for a 12-month period does not constitute domicile. Persons who have been physically present in

Identification Cards

All students who register for courses at the College are required to have a SUNY Card. For more information, refer to page 291 in this catalog.

Registration (Non-degree Students)

All non-degree undergraduate students register for courses through the Registrar's Office. The full *Course Schedule* and all pertinent registration information including important dates and deadlines are available at www.cortland.edu/registrar on the Web.

Eligible students may enroll and pay at the time of registration the day classes begin on a course availability basis.

Students who do not pay their tuition bill for the courses for which they have registered by the payment deadline will be de-registered.

Summer Session

A summer session schedule of courses, programs and services is available on the Web early in the spring semester. Courses are available in one ten-week session, two consecutive five-week sessions, and four two-and-a-half-week sessions, two in Summer Session I and two in Summer Session II.

New York for more than 12 months, but have maintained (or are dependents of someone who maintains) a permanent and principal residence outside of New York or who intended to leave New York upon termination of their studies will not be eligible for resident tuition rates. Students who are receiving resident educational benefits from another state are nonresidents.

Dependent students are considered residents of the state where their parents/guardians live. Their documentation would rely on information relating to themselves and parents or legal guardians. Students claiming emancipation must furnish evidence of both financial independence and establishment of domicile.

Such documentation would include, but not be limited to, independent filing of both federal and New York State full-year resident tax returns, documented duration and purpose of physical presence in New York, exclusion of parental income on FAFSA documents, exclusion of parental claim for dependency on tax returns, employment within New York, state of residence of the student's family (parents, spouse, children), voter registration, vehicle registration, real property ownership or evidence of residential rental lease, student's assets or liabilities, evidence of utilities in the student's name, sources and extent of parental or other income, and place of residence during school recesses.

Driving a vehicle registered to one's parent or use of PLUS loans constitutes acceptance of parental support. If students continue to accept financial support from parents, they may not be considered emancipated, even if the parents do not claim the students as dependents for tax purposes.

Emancipated students are totally responsible for paying all of their educational costs. The amount of income claimed by students must be in excess of educational expenses, including those expenses associated with living in non-university housing. Income includes financial aid awarded directly to the students with the exception of parental loans.

Non-immigrant aliens admitted to the United States in visa categories which prohibit them from establishing a United States residence would not be able to obtain resident tuition rates, regardless of the time domiciled in New York State. The Bursar/Student Accounts Office will determine if a visa falls within one of these categories. Immigrant aliens who may lawfully reside in the United States on a permanent basis may obtain resident tuition rates under normal domiciliary requirements.

Military personnel, their spouses or dependents may qualify for resident tuition rates while the military person is stationed on active duty on a full-time basis in New York. Documentation of such must be provided each semester for active military personnel and their dependents, as well as an application for resident tuition rates.

Governor Pataki signed an amendment to section 355 of the Education Law that provides that students who complete both their junior and senior years, as well as graduate from a New York State high school may qualify for resident tuition rates if they attend SUNY Cortland within five years of high school graduation. The students must provide the Bursar/Student Accounts Office with a certified high school transcript to substantiate this fact along with an application for resident tuition rates.

The Bursar/Student Accounts Office has complete information regarding residency. Applications for residency for tuition purposes may be obtained at the Bursar/Student Accounts Office or downloaded from the Bursar/Student Accounts Web page at www.cortland.edu. Residency applications must be completed no later than the last day to add or register for courses for the semester in question. In accordance with SUNY policy, any students who fail to complete and return the application and provide required documentation in order to confirm New York resident status will be charged nonresident tuition rates.

Tuition

In accordance with SUNY Board of Trustees Policies, tuition charges are assessed by the student's matriculation status. Nonmatriculated students are charged tuition by the level of the course, as defined by the institution: undergraduate rates for undergraduate-level courses and graduate rates for graduate-level courses. Matriculated students are charged tuition based on the level of their matriculation. Matriculated undergraduate students will be charged undergraduate rates for all courses taken, regardless of course level.

A confirmation/remittance portion of the billing statement must be returned each semester to confirm attendance and acceptance of charges. Online acceptance of charges may be substituted if the student's billed charges are fully covered by financial aid at the time payments are due or Web payment options are utilized.

Full-time* resident undergraduate (annual – fall and spring semesters)	\$4,350
Full-time* nonresident undergraduate (annual – fall and spring semesters)	\$10,610
Part-time resident undergraduate (per credit hour)	\$181
Part-time nonresident undergraduate (per credit hour)	\$442

* Students are considered full time for tuition and financial aid purposes at 12 or more credit hours.

Students must be registered for 12 unduplicated hours in order to be eligible for TAP. A minimum of six credit hours is required for receipt of federally guaranteed subsidized or unsubsidized student loans. Please contact the Financial Advisement Office for details.

Fees

COLLEGE FEE

The College Fee is \$25 per year or \$12.50 per semester for full-time students. The fee is required under the administrative policy of State University of New York and generally is not refundable.

PROGRAM SERVICE CHARGE

The College's Program Service Charge is required of all students enrolled in credit-bearing course work and is designed to incorporate various normally required fees and charges including athletic, student health service, transportation, technology and student activity fees into one consolidated charge. It is understood that all students will not equally participate in each of the components but will receive equivalent overall benefit from the universally available services, enhancing the campus life experience.

PARKING AND VEHICLE REGISTRATION FEE

Students are required to register their vehicles with the University Police Department. The cost for parking on campus is \$56.20 per semester. This includes parking and registration fees and New York State sales tax.

ROOM AND BOARD

Room and board expenses vary depending on accommodations and the meal plan chosen by the student. Basic charges are listed in the table of estimated costs on page 22.

TUITION DEPOSIT

The student admission deposit of \$50, billed at the time of acceptance, is credited toward the payment of tuition.

ROOM DEPOSIT (ON-CAMPUS HOUSING)

New students pay a room deposit of \$150 at the same time as the admission deposit. Returning students are required to pay a \$150 room deposit at the time of on-campus housing assignment. This is applied to the payment of room charges.

OTHER FEES AND FINES

Certain courses have additional expenses associated with them that may be charged to cover costs of student materials or special equipment necessary for instruction, i.e. scuba equipment, art materials, etc. These are noted on the Web course listings and will be included on a semester bill. Other courses may have additional costs, payable directly by the student that will not show on a billing statement, such as study abroad programs which require airfare or travel expenses.

Student health insurance is available through ASC. Effective Fall 2007, all full-time SUNY Cortland undergraduate students (defined as enrolled for 12 or more credit hours) are required to have health insurance of their own or must purchase coverage through ASC. Students with comparable coverage may waive campus insurance. Students on study-abroad programs, either inbound or outbound, may be required to purchase additional insurance. Rates change annually. Please inquire at the Bursar/Student Accounts Office for international insurance rates.

The State University authorizes charges for items such as returned checks, late registration, rebilling and drop/add fees. Fines are authorized for parking violations, the late return or loss of library materials and failure to return physical education or infirmary equipment. Residence hall damage fees may be assessed for damage to residence hall premises. All fees are subject to change.

Account Re-bill/Late Payment Charge (maximum per bill) .	\$50
Alumni Fee (optional — per semester)	\$2.50
Drop/Add Fee (per transaction).....	\$20
Fingerprint Service for Certification	\$99
Graduate Application Fee	\$65
Health Transcripts (each).....	\$4
Late Registration Fee	\$40
Monthly Payment Plan Fee (per semester)	\$35
Returned Item Charge.....	\$20
applied to financial instruments, such as checks, credit cards, ACH transactions returned unpaid by bank	
Parking Fines (under 60 days due).....	\$20
Parking Fines (after 60 days).....	\$30
Parking Permit (per semester)	\$56.20
SUNY Card	\$10
SUNY Card (replacement)	\$15

Tuition and Fee Payment Policies

PAYMENT POLICIES

Students who register for the fall semester during the official registration period are billed in July with payment due in August. Advance registrants for the spring semester will be billed in December with payment due in early January. Summer advance registrants will be billed in late April with payment due in May. Winter Session bills will be mailed in late November with payment due in early December.

Students who register in person after Web registration closes must be prepared to make payment arrangements or show proof of financial aid sufficient to cover their charges at that time. Students who register during add/drop are also expected to make payment arrangements at that time.

Bills for semester charges are mailed to the permanent address on record. Students are responsible for ensuring the accuracy of their billing (permanent) address. Records should be checked often. The Registrar's Office should be notified of any address, telephone or e-mail address changes.

Billing is done on a semester basis. Statements reflect charge and financial aid information as of print date. Deferral of billed charges against financial aid is dependent upon completion of all necessary paperwork, maintenance of satisfactory academic progress and program pursuit, and receipt of documentation from funding sources. Students are responsible for payment of account balances if their financial aid awards do not become actual, are reduced or are removed for any reason. Semester bills plus any monthly statements should be retained for tax and reimbursement purposes.

Students must return the confirmation/remittance portion of their billing statement or confirm attendance online. Online confirmation is available for students whose billed charges are fully covered by financial aid or who are using the Web payment option. Receipt of the online confirmation or remittance portion confirms attendance in classes for the semester indicated. Failure to return the confirmation/remittance portion, along with valid deferral or required payment, by the due date will result in deletion of courses. A postmark on or prior to the payment due date does not constitute evidence of having paid on time. Payments received late are subject to assessment of a late rebilling fee. Payments are deposited upon receipt. We cannot accept post-dated checks.

Students are responsible for notifying the Registrar's Office or Graduate Studies Office as soon as possible if they have registered for the upcoming term but cannot attend.

Fees and assessments are due as indicated on billing statements. Other accrued debts owed to the College, or to any agency thereof, must be paid prior to registration. If the registration occurs in error, the College reserves the right to cancel current registrations for prior unpaid obligations. The College also reserves the right to withhold all information regarding the records of students, including transcripts, and prohibit future registration or granting of degrees for students in arrears in the payment of fees or other charges.

State law requires this agency to engage in collection activity on delinquent accounts. Accounts remaining unpaid at the end of the semester must be referred to outside collection agencies, the state attorney general or the state Department of Taxation and Finance. Late fees, interest and collection charges may be added to accounts considered more than 30 days past due pursuant to New York State, SUNY and Division of Budget Requirements.

RETURNED CHECK POLICY

All financial instruments, including checks and Web checks (ACH checks), that are returned unpaid will incur a \$20 returned item charge. All checks returned unpaid by the bank will be redeposited once. If the check is returned a second time, payment must be made by money order, certified check, cash or credit card. A \$20 returned item charge will be incurred for the second rejected submission. Rejected credit card payments also will incur returned item charges.

MONTHLY PAYMENT PLAN OPTION

To assist students and parents/guardians in meeting financial obligations while attending the State University of New York College at Cortland, an installment plan is available. This five-payment option may be selected on the semester billing statement or online. The cost is \$35 per semester and must be paid with the first payment. The participation fee is not refundable. Subsequent payments are due on the 15th of each month (September-December for the fall semester and February-May for the spring semester). If the 15th falls on a weekend or holiday, payment is due the next immediate business day. The College cannot offer a payment plan for winter or summer terms due to their short duration.

Payments not received by the due date are subject to assessment of a late rebilling fee. Payment plan enrollment is for the current semester only. Students who fail to enroll during the first month of the plan (August for fall semester or January for spring semester) must make up any payment amount missed. All payment plans end the last month of the semester and must be paid in full. The College reserves the right to deny future participation to students who fail to remain current on time-payment plans.

Refunds

Students who withdraw from SUNY Cortland before the semester begins or after a semester is under way may be entitled to receive refunds of some of the paid charges, deposits and fees. Those who are denied permission to register at the College will be entitled to a full refund of tuition, room and board charges paid for that term. Students will receive a full refund of tuition and fees when a course is canceled by the College.

TUITION DEPOSIT

For students who are admitted into terms that begin between June 1 and November 30, the admission deposit is refundable if requested on or before May 1. For students who are admitted into terms that begin between December 1 and May 31, the admission deposit is refundable if requested on or before November 1. If a student is notified of acceptance after April 1 for the fall semester or October 1 for the spring semester, the deposit is refundable if both of the following conditions are met: The refund must be requested within 30 days after notification of acceptance is sent to the student, and the refund must be requested before the first day of classes in the term for which the deposit was paid. No deposits will be refunded after the beginning of a semester.

Students who have forwarded deposits based on conditional acceptance by the College, but are found inadmissible, are eligible for refund of the admission deposit. Students who withdraw to enter full-time, active military service are eligible for refund of the admission deposit.

ROOM DEPOSIT

To receive a refund of the room deposit, current students must provide written notification of withdrawal from the College to Residential Services by May 1 prior to the fall semester and by Nov. 1 prior to the spring semester. If individuals submit their deposit after April 1 or Oct. 1, a refund will be granted if the written request is received within 30 days of the payment of the deposit and before the first day of occupancy. All new entering students will follow the same guidelines as for the tuition deposit.

TUITION AND FEES

Reduction of tuition liability is made according to SUNY Board of Trustees Policies. Students incur liability based on the length of the academic term and the date of official withdrawal. To qualify for liability adjustments and possible refund of paid amounts, students must follow the College's official withdrawal policy and fill out and properly submit official withdrawal from course or withdrawal from college form(s), which may be obtained at the Registrar's Office.

Unofficial withdrawals and judicial terminations/suspensions do not qualify for any reduction of tuition or fee liability. Stop payment orders on checks or credit card payments do not constitute official withdrawal.

Fee liability will only be adjusted up through the end of the first week of classes.

Tuition liability calculations are separate and distinct from aid eligibility calculations. Financial aid packages will be affected by applicable Federal Title IV Regulations for students who withdraw before the 60 percent completion point of the semester. Those receiving federal financial aid in the forms of guaranteed student loans, Pell, SEOG and Perkins loans may end up losing part or all of any aid awarded and/or paid. Students who are awarded 100 percent reduction of tuition and fee liability may not be eligible for any financial aid for that term. Any aid that has already been disbursed to the student may have to be immediately repaid to the College.

There will be no tuition or fee liability for a student who withdraws to enter full-time active duty in the Army, Navy, Marine Corps, Air Force or Coast Guard of the United States. A student who is a member of a National Guard or Army, Navy, Marine Corps or Air Force Reserve Unit is entitled to reduced liability only if, in the judgement of the designated school official, the student is unable to attend classes due to hardship beyond the student's control and the student has made bona fide efforts to permit continued attendance. Documentation of membership and official orders must be provided to the College prior to liability reduction. In the event that a refund is granted to a student in National Guard or Reserve status, documentation of membership, orders and reasons for such actions shall be in writing and retained by the College (Bursar/Student Accounts Office).

No money shall be refunded unless application for refund is made within one year after the end of term for which the tuition requested to be refunded was paid to State University of New York. Students requesting medical leave of absence should contact the Bursar/Student Accounts Office for refund information.

A student who is given permission to cancel his/her registration shall be liable for payment of tuition in accordance with the following schedule:

TUITION LIABILITY DURING INDICATED WEEK

<i>Length of term</i>	<i>First</i>	<i>Second</i>	<i>Third</i>	<i>Fourth</i>	<i>Fifth</i>
Full Semester	0	30%	50%	70%	100%
12-week term	0	40%	60%	100%	
10-week term	0	50%	70%	100%	
9-week term	0	55%	75%	100%	
Quarter or					
8-week term	0	60%	80%	100%	
7-week term	0	65%	100%		
6-week term	0	70%	100%		
5-week term	0	75%	100%		
		<i>Second day of classes</i>	<i>Remainder of first week</i>	<i>After first week</i>	
4-week term	0		50%	100%	
3-week term	0		65%	100%	
2-week term	0		80%	100%	
1-week term	100%	— no refund once semester begins			

Note: The first day of classes as scheduled by the campus shall be deemed to be the first day that any classes are offered, as scheduled by the campus' Academic Calendar Committee. The first day of the semester, quarter or other term, and the first week of classes for purposes of this section shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed.

Refunds will be made by check and mailed to the last known permanent address that the College has for the person seeking the refund. Room, tuition and board refunds require two to four weeks for processing.

COLLEGE FEE

Once the semester begins, the College fee is nonrefundable, unless class is canceled by the College.

PROGRAM SERVICE OR COURSE ACTIVITY FEES

The Program Service Fee is refundable only if the student withdraws before the end of the first week of classes. After that date, the Program Service Fee is nonrefundable. Special activity fees, such as lab fees, art materials, etc., are not refundable after the end of the first week of classes.

ROOM

Room refunds are based upon the date personal belongings are removed from the room and check-out procedures have been followed. In addition to forfeiture of the \$150 room deposit, students who occupy a room for three weeks or less will receive a prorated refund based on the weekly charge for the number of weeks (or partial weeks) housed. Students who occupy a room after the Saturday following the third full week of occupancy in the residence halls will be liable for the entire semester's room rent. Terminations of the housing license due to judicial sanctioning do not receive a refund of room charges.

BOARD

Dining plan options may be changed only by written request filed at the ASC Office in Neubig Hall prior to the close of business on the Friday of the first full week of classes.

The New York State Sales Tax Code governs the terms for tax-exempt dining plan refunds. The code stipulates that qualified refunds for tax-exempt plans will be based on time criteria and not plan utilization (see *College Handbook*). ASC will grant prorated refunds for nondisciplinary withdrawals, limited to the first 10 weeks of the semester. No refunds will be granted for disciplinary withdrawals. Exceptions and special situations will be evaluated on a case by case basis by the ASC executive director. All eligible refunds will be reduced by a rate that fairly represents noncontrollable business overhead expenses. Refunds for the declining balance portion of the meal plan are prorated for the time remaining in the current dining schedule; the refund will reflect the prorated balance or the actual balance, whichever is lower.

Refunds are coordinated with the SUNY Cortland Bursar/ Student Accounts Office. The dining plan refund will be applied to any balance or debt owed to the College or ASC.

REFUND/REPAYMENT OF FINANCIAL AID FUNDS

Students who withdraw from the College before completing 60 percent of the semester for which they received financial aid may be required to return or repay part or all of the aid received, depending upon the date of withdrawal.

Up through the 60 percent point of the semester a prorated schedule, as set by the federal government, is used to determine the amount of Title IV aid a student has earned for the payment period. This percentage is determined by dividing the total number of days completed by the student for the term by the total number of calendar days in the payment period, start to end of semester, excluding scheduled breaks of five days or more and days that the student was on approved leave of absence. The total amount of Title IV aid earned is then determined by multiplying this percentage by the total amount of Title IV aid disbursed plus the Title IV aid that could have been disbursed for the payment period (semester). Anything in excess of this amount must be returned to the federal programs in the following order up to the total net amount disbursed by each source: Unsubsidized student loans, subsidized student loans, Perkins Loans, parent PLUS loans, Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG) and other Title IV programs. Students are responsible for returning to SUNY Cortland any part of unearned aid that was disbursed to them.

Students should consult with the Financial Advisement Office prior to withdrawal to determine the financial impact. It is imperative that students adhere to the College's official withdrawal procedure to ensure the proper refund calculation.

Estimated Costs for a Year at SUNY Cortland*

	IN STATE	OUT OF STATE
Tuition and Fees	\$5,387	\$11,647
Room	\$4,900-\$6,320 depending on room choice	
Meal Plan	\$3,190-\$3,590 depending on plan choice	
Other Costs:	May include books, supplies, lab/activity fees, parking/registration and personal expenses	

Note: One-half of the above full-year tuition, room, board and all fees is due and payable to the College prior to the beginning of each semester. A monthly payment plan is available. The admission deposit of \$50, which is required of all new students, and the room deposit of \$150, will be applied to first-semester billings. A separate budget is available for commuter students.

*Based on 2006-2007 full-time/resident and nonresident. Subject to revision.

New York State Residents – Charges Per Semester*

CREDIT HOURS	TUITION	COLLEGE FEE	PROGRAM SERVICE CHARGE	TOTAL
.5	90.50	0.85	21.16	112.51
1.0	181.00	0.85	42.30	224.15
1.5	271.50	1.28	63.46	336.24
2.0	362.00	1.70	84.60	448.30
2.5	452.50	2.13	105.76	560.39
3.0	543.00	2.55	126.90	672.45
3.5	633.50	2.98	148.06	784.54
4.0	724.00	3.40	169.20	896.60
4.5	814.50	3.83	190.36	1,008.69
5.0	905.00	4.25	211.50	1,120.75
5.5	995.50	4.68	232.66	1,232.84
6.0	1,086.00	5.10	253.80	1,344.90
6.5	1,176.50	5.53	274.96	1,456.99
7.0	1,267.00	5.95	296.10	1,569.05
7.5	1,357.50	6.38	317.26	1,681.14
8.0	1,448.00	6.80	338.40	1,793.20
8.5	1,538.50	7.23	359.56	1,905.29
9.0	1,629.00	7.65	380.70	2,017.35
9.5	1,719.50	8.08	401.86	2,129.44
10.0	1,810.00	8.50	423.00	2,241.50
10.5	1,900.50	8.93	444.16	2,353.59
11.0	1,991.00	9.35	465.30	2,465.65
11.5	2,081.50	9.78	486.46	2,577.74
12.0	2,175.00	12.50	506.00	2,693.50

*Per credit hour. Effective Fall 2006 Semester: Tuition and fees are subject to change without prior notice, resulting from SUNY Board of Trustees or New York State legislative actions.

Non-New York State Residents – Charges Per Semester*

CREDIT HOURS	TUITION	COLLEGE FEE	PROGRAM SERVICE CHARGE	TOTAL
.5	214.50	0.85	21.16	243.01
1.0	429.00	0.85	42.30	485.15
1.5	643.50	1.28	63.46	727.74
2.0	858.00	1.70	84.60	970.30
2.5	1,072.50	2.13	105.76	1,212.89
3.0	1,287.00	2.55	126.90	1,455.45
3.5	1,501.50	2.98	148.06	1,698.04
4.0	1,716.00	3.40	169.20	1,940.60
4.5	1,930.50	3.83	190.36	2,183.19
5.0	2,145.00	4.25	211.50	2,425.75
5.5	2,359.50	4.68	232.66	2,668.34
6.0	2,574.00	5.10	253.80	2,910.90
6.5	2,788.50	5.53	274.96	3,153.49
7.0	3,003.00	5.95	296.10	3,396.05
7.5	3,217.50	6.38	317.26	3,638.64
8.0	3,432.00	6.80	338.40	3,881.20
8.5	3,646.50	7.23	359.56	4,123.79
9.0	3,861.00	7.65	380.70	4,366.35
9.5	4,075.50	8.08	401.86	4,608.94
10.0	4,290.00	8.50	423.00	4,851.50
10.5	4,504.50	8.93	444.16	5,094.09
11.0	4,719.00	9.35	465.30	5,336.65
11.5	4,933.50	9.78	486.46	5,579.24
12.0	5,305.00	12.50	506.00	5,823.50

*Per credit hour. Effective Fall 2006 Semester: Tuition and fees are subject to change without prior notice, resulting from SUNY Board of Trustees or New York State legislative actions.

Financial Advisement

Financial Advisement Office
Miller Building, Room 205
(607) 753-4717
www.cortland.edu/finadv/

Information contained in the financial advisement section of this catalog is reflective of federal/state/college information and regulations as of spring 2006 and is subject to change.

The Financial Advisement Office exists to provide a broad range of financial services, advice and education to students, their families and the Cortland area community. Its work includes all of the functions normally associated with financial aid and a number of additional services targeted both to aid recipients and to those students not receiving traditional need-based financial aid.

The bulk of the work still revolves around grants, scholarships, student loans and work-study, but the office also can provide good information about everything from student credit cards to parent loans and home equity loans. It also endeavors to educate students on general financial matters, from budgeting and proper credit use, to identity theft prevention and managing a credit report/FICO score.

The Financial Advisement Office staff wants to be available throughout a student's Cortland experience to share financial knowledge and provide good-sense answers to financial questions. Students are invited to visit the office and meet with an advisor. That's why their motto is, "We're more than just financial aid."

The Basics of Traditional Financial Aid

An individual student may receive a combination of funding from grant, scholarship, loan and work-study programs, which together are known as a "financial aid package." Each package is created with a focus on the individual student's unique situation.

Most traditional student financial aid is awarded based on financial need. Need is defined as the total cost of college attendance minus the amount the family is able to pay. The amount the family is able to pay is called the "expected family contribution" and is determined based on a formula mandated under federal law. The cost of attendance includes tuition, fees, room, board, books and supplies plus allowances for personal expenses and transportation.

The Financial Advisement Office also administers many funding programs that are not based on need, including scholarships (institutional and external), veteran's benefits, parent loans and alternative loans. The total aid received from all programs combined can never exceed the student's cost of attendance.

The Financial Aid Application Procedure

The Free Application for Federal Student Aid (FAFSA) is required each year that a student requests financial assistance. SUNY Cortland's deadline for filing the application is March 31 prior to the award year. While those who apply late are still eligible for certain financial aid programs, late applicants are likely to experience significant delays in the processing and payment of awards.

Students are strongly encouraged to submit their FAFSA application online at www.fafsa.ed.gov. Early filing of the FAFSA is strongly recommended, but this document may not be submitted prior to January 1 preceding the award year.

The submission of a FAFSA results in the production of a Student Aid Report (SAR) which is e-mailed or sent to students' home address. The data also are sent electronically to SUNY Cortland's Financial Advisement Office and the New York State Higher Education Services Corporation (NYSHESC). The Financial Advisement Office determines eligibility for federal student financial aid such as grants, loans, work-study and other need-based higher education assistance sources.

Types of Financial Aid

There are four basic types of aid programs — grants, scholarships, loans and employment. Funds received from grants, scholarships and employment do not have to be repaid. The amount and usage may be restricted. Most aid programs are subject to legislative revision from time to time, and the descriptions that follow are based on information that is accurate at the time of publication.

New York State Programs

Tuition Assistance Program (TAP)

Application Procedures: New York State Higher Education Services Corporation (NYSHESC), 99 Washington Ave., Albany, N.Y. 12255, offers an online application process based on information reported in the FAFSA filed by students. Students are encouraged to complete the online TAP application immediately after completing the online FAFSA.

NYSHESC determines applicants' eligibility and e-mails an award certificate to applicants indicating the amount of the grant. Award data are sent to the Financial Advisement Office electronically, and the College automatically defers payment on approved TAP awards.

Selection of Recipients and Allocation of Awards: The TAP grant is an entitlement program. There is neither a qualifying examination nor a limited number of awards. The applicant must:

- be a New York State resident and a U.S. citizen or permanent resident alien;
- be enrolled full-time and matriculated at an approved New York State postsecondary institution;
- meet family net taxable income criteria.

Students attending on a part-time basis because of a disability may receive a partial TAP award. These students should self-identify to the Financial Advisement Office for part-time TAP consideration.

Undergraduate students generally may receive TAP awards for four years, eight semesters, of study. Students enrolled in approved five-year programs, or in a state-sponsored opportunity program (EOP), may receive undergraduate awards for five years. Graduate students may receive awards for four years. No students (including opportunity students) may receive awards for more than a total of eight years of undergraduate and graduate study.

Award Schedule: The amount of the TAP award is scaled according to level of study, tuition charge and family New York State net taxable income. The income measure is by family or independent student net taxable income from the preceding tax year and, for dependent students support from divorced or separated parents. This income is further adjusted to reflect other family members enrolled full-time in postsecondary study. Under no circumstances will the total TAP award exceed tuition charges.

Note: Full-time students who repeat courses that they have passed for the purpose of improving their grades may jeopardize their eligibility for TAP. Regulations provide that students must take at least 12 credit hours of new course work each semester to qualify for full-time status. If any of those 12 hours are in a course being retaken for the purpose of improving a previous passing grade, the student will fail to qualify as a full-time student and will lose eligibility for TAP.

Educational Opportunity Program (EOP)

An applicant must:

- be a New York State resident;
- be academically disadvantaged according to definitions promulgated by the Office of Special Programs of the State University;
- have the potential to complete a degree program at SUNY Cortland,
- be economically disadvantaged according to guidelines approved by the Board of Regents and the director of the budget.

Students are admitted to the EOP Program at the time of acceptance to SUNY Cortland and may not enter the program after attending as a non-EOP student. Selection of eligible applicants is conducted by the Admissions and Financial Advisement Offices in conjunction with EOP guidelines.

VESID Grants (Vocational Rehabilitation)

Information about state-provided financial assistance to students with disabilities may be obtained from the regional office of Vocational and Educational Services to Individuals with Disabilities (VESID).

Aid for Part-time Study

This program is for part-time undergraduate students enrolled in degree programs in New York State. Part-time study is defined as being enrolled for three to 11 credit hours per semester.

Application Procedure: Students should contact the SUNY Cortland Financial Advisement Office annually for an application form. The form must be completed and submitted to the Financial Advisement Office with any required supporting documents. Students must also complete a FAFSA form to apply for a Federal Pell Grant. APTS Applications must be received in Financial Advisement by the 30th day of the semester in order to be considered for that semester. Fall applicants are automatically considered for spring semester awards. No awards are made for summer.

Selection of Recipients and Allocation of Awards: Applicants must be working toward an undergraduate degree as part-time students; be residents of New York State; be either a U.S. citizen, permanent resident alien or refugee; and apply for a federal Pell Grant (FAFSA). Funds for this program are limited and are directed to those students with the greatest need.

State Aid to Native Americans

Application Procedures: Application forms may be obtained from the Native American Education Unit, New York State Education Department, Education Building, Room 543, Albany, N.Y. 12234. The completed application form should be forwarded by the applicant to the Native American Education Unit along with the following materials:

- official transcript of high school record or photocopy of General Equivalency Diploma;
- letter(s) of recommendation from one or more leaders in the community attesting to personality and character;
- personal letter, setting forth clearly and in detail educational plans and desires;
- signatures of the parents of minor applicants, approving education plans;
- official tribal certification form.

Selection of Recipients and Allocation of Awards: The applicant must:

- be a member of one of the Native American tribes located on reservations within New York State;
- have graduated from an approved high school or have earned a General Equivalency Diploma or be enrolled in a program in an approved postsecondary institution leading to degree-credit status and the General Equivalency Diploma;

- be enrolled in an approved postsecondary institution in New York State. State Aid to Native Americans is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

Award Schedule: The award is for a maximum of four years of full-time study, a minimum of 12 credit hours per semester. Students registered less than full time will be funded at a reduced level.

Rights and Responsibilities of Recipients: Students are responsible for notifying the Native American Education Unit in writing of any change in student status or program or institutional enrollment.

Regents Awards for Children of Deceased or Disabled Veterans

Application Procedures: A special application, obtainable from the high school principal or counselor, must be filed with the New York State Higher Education Services Corporation (NYHESC), 99 Washington Ave., Albany, N.Y. 12255. Documentary evidence to establish eligibility is required with the application. Any high school counselor can provide assistance with this.

- *Selection of Recipients and Allocation of Awards:* The applicant must be the child of a veteran who died or who has a current disability of 40 percent or more or who had such disability at the time of death, resulting from U.S. military service during one of the following periods:

April 16, 1917-Nov. 11, 1918

Dec. 7, 1941-Dec. 31, 1946

June 27, 1950-Jan. 31, 1955

Oct. 1, 1961-May 7, 1975

Aug. 2, 1990-end of hostilities; and

- a legal resident of New York State.

Legal residence in New York State on the part of the parent is also required at the time of entry into military service or, if the parent died as the result of military service, at the time of death.

Regents awards to children of deceased or disabled veterans are independent of family income or tuition charge, and are in addition to such other grants or awards to which the applicant may be entitled.

Award Schedule: The award is available for up to five years, depending on the normal length of the program of study or full-time study in a college or in a hospital nursing school in New York State.

Awards for Children of Corrections Officers

These awards are available to the children of corrections officers deceased or disabled in the line of duty in New York State. The terms of the award are almost identical to the children of deceased or disabled veterans awards above except for the service date and location restrictions. Applicants may request application materials from NYSHESC by calling (888) NYS-HESC.

Memorial Scholarships for Children and Spouses Of Deceased Police Officers and Firefighters

These awards are available to the spouses and children of police officers and firefighters killed as the result of injuries sustained in the line of duty. Awards are for full SUNY undergraduate tuition and certain additional non-tuition costs in conjunction with other state and federal grants. Applicants may request application materials from NYSHESC by calling (888) NYS-HESC.

Vietnam Veteran/Persian Gulf Veteran Tuition Award

These awards are available to full- and part-time students who are Vietnam or Persian Gulf veterans and enrolled in undergraduate programs at degree-granting institutions in New York State. The awards may not exceed tuition. In cases where the applicants have received Tuition Assistant Program (TAP) awards, the combined awards may be no greater than tuition and the TAP awards will be reduced accordingly.

Application Procedure: Applicants may obtain Vietnam Veterans/Persian Gulf Veterans Tuition Award Supplement forms from the SUNY Cortland Financial Advisement Office, the New York State Higher Education Services Corporation (NYSHESC), 99 Washington Ave., Albany, N.Y. 12255 or by calling (888) NYS-HESC.

Selection of Recipients and Allocation of Awards: Applicants must

- have been residents of New York State on April 20, 1984, or at the time of entry into service and resume residency by Sept. 1, 1987;
- have served in the U.S. Armed Forces in Indochina between Jan. 1, 1963, and May 7, 1975, or the Persian Gulf War between Aug. 2, 1990 and the end of hostilities;
- be discharged from the U.S. Armed Forces under other than dishonorable conditions;
- be enrolled in approved undergraduate programs in degree-granting institutions in New York State; and
- have applied for Tuition Assistance Program (TAP) and Pell Grant awards.

Federal Programs

Title IV Student Aid

The term "Title IV Student Aid" is used to describe the Federal Pell Grant, Federal SEOG, Federal Work-Study, Federal Perkins Loan, Federal Stafford Student Loan and Federal PLUS (Parent) Loan programs. A single application procedure is used for these programs, and the application data are used to determine eligibility for many other programs.

Application Procedures: Students apply for Title IV Aid by filing a Free Application for Federal Student Aid (FAFSA). The FAFSA should be submitted for processing according to the directions in the instruction booklet. A Student Aid Report (SAR) will be sent to the applicant from the federal processor and the application data will be transmitted electronically to the Financial Advisement Office. Based upon these data, the student's eligibility is determined by the Financial Advisement Office. Funds are paid directly to the student's institutional account. Overages above billed charges are refunded directly to the student by the Bursar/Student Accounts Office.

Federal Pell Grants

The Federal Pell Grant Program is a grant for students from lower-income households. Students are eligible for Pell Grants until they have received their first bachelor's degree, dependent upon continuing need. The amount of the award will be affected by federal allocation, cost of attendance and full- or part-time enrollment status.

Application Procedures: Students who submit the FAFSA are automatically considered for this aid source based on Expected Family Contribution (EFC) as determined by the federal formula.

Responsibilities of Recipients: Students must continue to make satisfactory academic progress in the program in which they are enrolled. The students must not owe any refunds on Pell Grant or other awards paid or be in default on repayment of any student loan.

Federal Supplemental Educational Opportunity Grants (SEOG)

The Federal SEOG program is a federal grant program designed to supplement the Pell Grant program. A limited amount of funding is available for Pell-eligible students with additional need. Early submission of the FAFSA application will ensure a student's consideration for SEOG awards.

Application Procedures: Students who submit the FAFSA are automatically considered for this aid source based on need and timeliness of FAFSA application.

Selection of Recipients and Allocation of Awards: SEOG grants are available to Pell-eligible students enrolled at least half-time in an undergraduate degree program. The student must continue to make satisfactory academic progress to maintain eligibility.

Academic Competitiveness Grant

The Academic Competitiveness Grant is a new grant program effective Fall 2006 for Pell-eligible freshmen and sophomores who meet certain academic criteria. The U.S. Department of Education will send applications to Pell-eligible students during the spring. More information on this grant is available on the Web site at: www.cortland.edu/finadv.

National SMART Grant

The National SMART Grant is a new grant program effective Fall 2006 for Pell-eligible juniors and seniors enrolled in certain academic programs. The U.S. Department of Education will send applications to Pell-eligible students during the spring. More information on this grant is available on the Web site at: www.cortland.edu/finadv.

Federal Perkins Loan

This loan program is available in addition to traditional student loans for students with exceptional need. Total annual funding is limited and is based upon continuing collection of existing loans.

Application Procedures: Students who submit the FAFSA are automatically considered for this aid source based on need and timeliness of FAFSA application.

Selection of Recipients and Allocation of Awards: Loans are available to students enrolled at least half-time in an undergraduate degree program. Student must continue to make satisfactory academic progress to maintain eligibility.

Federal Work-Study Program (FWS)

This program provides part-time employment opportunities for students on campus and in the community. Students are paid as regular part-time employees except that no FICA tax is withheld.

Application Procedures: Students who submit the FAFSA are automatically considered for this aid source based on need and timeliness of FAFSA application.

Selection of Recipients and Allocation of Awards: Positions are generally awarded to full-time undergraduate students. The student must continue to make satisfactory academic progress to maintain eligibility. Factors considered by the Financial Advisement Office in placing students to positions are student location preferences, class schedule, activity schedule and health status. The hourly rate of pay will vary with experience and skill level required for position.

Federal Subsidized/Unsubsidized Stafford Loans

These loans are the traditional “student loans” which are provided by banks/lending institutions and guaranteed by a guarantee agency.

Application Procedures: Students who submit the FAFSA are automatically considered for this aid source based on need. SUNY Cortland’s financial aid package will automatically include Federal Subsidized and/or Unsubsidized Stafford student loan eligibility.

Special Note to First Time Borrowers: First-time borrowers will receive a Master Promissory Note (MPN), generally after June 15 prior to the award year. Return of the completed, signed promissory note will complete the student portion of the process. In future years, the existing MPN will be used and a new MPN will not be necessary. Entrance interviews are required of all first-time student loan borrowers. The College has arranged for students to perform this function online. Instructions for entrance interviews will be provided as part of the MPN packet.

The Federal Parent Loan For Undergraduate Students (PLUS)

The PLUS loan is a student loan that a parent borrows to assist in funding educational expenses for a dependent child. PLUS loan eligibility is based upon the student’s enrollment and Title IV eligibility and may be denied for parents with an adverse credit history. The loan amount is limited to the cost of education minus any estimated or actual financial aid eligibility.

Application Procedures: Although PLUS loans are not based on financial need, students must submit the FAFSA to prove eligibility (citizenship match, social security number verification, selective service registration, etc.) before a parent may borrow. Since many parents choose not to borrow, SUNY Cortland does not automatically add a PLUS loan to a student’s financial aid package. Parents may visit the Financial Advisement Office Web site to apply for online pre-approval. Promissory Notes and application instructions are mailed directly to the parent after pre-approval but no earlier than July 1.

Responsibilities of Recipients: Students must continue to make satisfactory academic progress in the program in which they are enrolled. The students must not owe any refunds on Pell Grant or other awards paid, or be in default on repayment of any student loan.

Other Federal Aid

United States Bureau of Indian Affairs Aid to Native Americans

Application Procedures: Application forms may be obtained from the U.S. Bureau of Indian Affairs, Office of Education, 849 C St. NW, Washington, D.C. 20240-0001. The name and mailing address of the applicant’s tribe should be stated with the request. An application is necessary for each year of study. An official needs analysis from the College Financial Advisement Office also is required each year. Each first-time applicant must obtain tribal enrollment certification from the Bureau agency or tribe which records enrollment for the tribe.

Selection of Recipients and Allocation of Awards: To be eligible, the applicant must 1) be at least one-fourth American Indian, Eskimo or Aleut; 2) be an enrolled member of a tribe, band or group recognized by the Bureau of Indian Affairs; 3) be enrolled in or accepted for enrollment in an approved college or university, pursuing at least a four-year degree; and 4) have financial need.

Rights and Responsibilities of Recipients: For grants to be awarded in successive years, the student must make satisfactory progress toward a degree and show financial need. Depending on availability of funds, grants also may be made to graduate students and summer session students. Eligible married students also may receive living expenses for dependents.

Department of Veterans Affairs Educational Benefits

Armed forces veterans planning to study under the Veterans’ Readjustment Act of 1966 (Cold War GI Bill) should contact the College’s Veterans Affairs Coordinator in the Financial Advisement Office immediately after verification of admission. Policies about benefits are determined by the U.S. Department of Veterans Affairs (VA) and questions should be directed to the regional VA office in Buffalo, N.Y.

Tutoring is available without cost to veterans, within established norms, but must be approved and verified by the College’s Veterans Affairs Office, located in the Financial Advisement Office.

While veterans are required to pay fees when due, as are all students, there are special guidelines for deferment of payments following establishment of eligibility through the Veterans Administration and the submission of a Certificate of Eligibility to the College’s Veterans Affairs coordinator. To be eligible for full-time benefits, undergraduate veterans are required to carry a course load of at least 12 credit hours.

Application Procedures: Application forms are available at all VA offices, active duty stations and American embassies. Completed forms are submitted to the nearest VA office.

Selection of Recipients and Allocation of Awards: Persons who served on active duty, were honorably discharged at the end of their tours of duty or who qualify because of service-connected disabilities, may be eligible for benefits. Veterans may apply for benefits for full-time study at an approved postsecondary institution. Eligibility generally extends for 10 years after release from service. Veterans enrolled in full-time study may also be eligible for part-time employment under VA supervision and receive extra benefits.

Rights and Responsibilities of Recipients: Educational and vocational counseling will be provided by the VA on request. A program of education outside the United States may be pursued at an approved institution of higher learning. Institutions are required to report promptly to the VA interrupted attendance or termination of study on the part of students receiving benefits.

VA Survivor’s Benefits

Children, spouses and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for postsecondary education benefits under the same conditions as veterans. Information is available from the Department of Veterans Affairs.

Independent/Non-Traditional Students

The Financial Advisement Office is responsive to the needs of independent and nontraditional students. If there are circumstances that create additional expenses such as child care costs, please discuss them with your financial aid advisor.

Financial Independence for Student Financial Aid Programs

The Federal Title IV program criteria for financial independence may be found in the FAFSA application. These criteria are mandated by federal law and regulation, but in unusual cases, exceptions can be made by the financial aid advisors. Those students who believe that the federal criteria do not accurately represent their situation due to exceptional or unusual circumstances are encouraged to contact the Financial Advisement Office.

The financial independence criteria for the New York State TAP program are distinct from the federal criteria and may result in opposite dependency status determinations under the two programs. Acceptable “Special Conditions” are prescribed in state law and administered by the New York State Higher Education Services Corporation. The College has no authority to make exceptions for the TAP program.

Students with Disabilities

Institutions of higher education are required to consider any additional costs incurred by students with disabilities when awarding financial aid. Students who anticipate such additional expenses are encouraged to contact the Financial Advisement Office.

Other Sources of Aid

Prospective students are encouraged to explore scholarship and loan opportunities in their home communities. The Financial Advisement Office administers private scholarships awarded to Cortland students. Recipients may obtain deferment of payment of some registration charges against private scholarships awarded to them if the Financial Advisement Office has official notification from the scholarship sponsor. No deferments of payment will be made against private scholarships that will be paid directly to the student.

Good Academic Standing for Financial Aid Eligibility

State Financial Aid Programs

State University of New York has University-wide standards for the award of assistance under the Tuition Assistance Program (TAP). To be eligible for New York State assistance under these standards, students must enroll in at least 12 credit hours of courses for each semester in which they receive assistance and must meet the academic progress standards shown below.

Emergency Student Loan Funds

Loan funds supported by the College’s Auxiliary Services Corporation and the SUNY Cortland Alumni Association provide small amounts to student borrowers to cover financial emergencies. These short-term loans are available beginning one week after classes begin. They must be repaid within three months or three weeks before the end of the semester, whichever occurs first, and there is no interest charged if they are repaid on time. These loans are not designed to meet tuition, college fee, on-campus housing and board charges, or the cost of books. Application is made in person in the Financial Advisement Office and approval usually is obtained in one or two days.

Part-time Employment

The Student Employment Services Office, which is part of the Career Services Office, works with the Financial Advisement Office to coordinate a multitude of student employment opportunities. Many students find a Federal Work Study position or other on-campus employment through this inter-office collaboration. A computerized job directory is maintained by Student Employment Services which also contains numerous off-campus employment openings. Typical jobs range from child care to computer operation. Students interested in obtaining jobs in the Cortland community or on campus should contact Student Employment Services, Van Hoesen Hall, Room B-4.

The Auxiliary Services Corporation (ASC), which operates food services and the College Store, also offers jobs during the year that are not advertised in Student Employment Services. Students who wish to work in this area should contact ASC directly at the offices in Neubig Hall.

During the second week of the fall semester, the Career Services Office, Auxiliary Services Corporation and many local employers come together for a Student Employment Fair. This event serves as a one-stop source for students seeking part-time employment.

In addition, TAP recipients must demonstrate “program pursuit” by completing a percentage of the minimum full-time course load each semester according to the following schedule.

<i>Year of Eligibility</i>	<i>Percent Completed</i>
1st (0-12 points)	50 percent (6 credit hours)
2nd (13-24 points)	75 percent (9 credit hours)
3rd (25-36 points)	100 percent (12 credit hours)
4th (37-48 points)	100 percent (12 credit hours)

Students who lose TAP eligibility may apply for a one-time waiver from the Financial Advisement Office. Waiver decisions are made by an appeals committee. Waivers may only be granted for exceptional and unusual circumstances beyond students’ direct control.

Standards of Satisfactory Academic Progress for Purpose of Determining Eligibility for New York State Student Aid

Before being certified for payment a student must have:	SEMESTER									
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
BACHELOR’S DEGREE										
Accrued at least this many credit hours	0	3	9	18	30	45	60	75	90	105
At least this grade point average	0	1.10	1.20	1.30	2.00	2.00	2.00	2.00	2.00	2.00
A passing/failing grade for at least these credit hours	0	6	6	9	9	12	12	12	12	12

Noncredit remedial instruction can be counted toward a full-time academic load as set forth in 145-2.1 of the Commissioner’s Regulations. The number of credit hours in this chart refers to work completed toward the degree.

Standards of Satisfactory Academic Progress for Determining Continuing Eligibility for Federal Title IV Student Aid

MINIMUM ACADEMIC PROGRESS REQUIREMENTS	MINIMUM CUMULATIVE GRADE POINT AVERAGE	CUMULATIVE CREDIT HOURS EARNED/ATTEMPTED
First-time freshman in program (23.5 or less total credit hours)*	1.00	50 percent
Less than two full years (24 to 47.5 total credit hours)*	1.75	50 percent
Two full years or more (48 or more total credit hours)*	2.00	65 percent

*The number of total credit hours is the sum of all attempted credits at SUNY Cortland (see definition below) and all credits accepted for transfer by the Admissions Office. This figure is used exclusively for placement in the appropriate progress threshold of the chart.

Federal law and regulation require institutions of higher education to establish, publish and enforce minimum academic standards for the continued receipt of Federal Title IV Financial Aid. The Title IV Financial Aid Programs are the Federal Pell Grant, Federal Supplement Educational Opportunity Grant (SEOG), Federal Work-Study Program, Federal Perkins Loan and the Federal Family Education Loan Program (including Subsidized and Unsubsidized Stafford Loans and Parent Loans for Undergraduate Students). The charts above and the attached text are the published standards for SUNY Cortland. Failure to maintain academic performance in compliance with these standards will result in loss of future eligibility for Federal Title IV Financial Aid, including loans.

Maximum Time-frame Standard: Eligibility for Title IV Financial Aid is also limited to students completing their programs within one and one-half times the normal program length. For regular, full-time undergraduate students, the maximum time frame is 12 semesters. For part-time students, transfer students, students enrolled in dual majors and students with a history of both full- and part-time enrollment, the maximum time frame is reached when the student has attempted more than one-and-one-half the number of credits required to earn the degree(s). The maximum time-frame standard for transfer student evaluation will consider only those credit hours attempted at SUNY Cortland, as well as those accepted for transfer credit by the Admissions Office.

Timing of Evaluations and Evaluation Process: The standard measures academic progress at the end of each semester in which Title IV aid is awarded to students, not including winter mini-semester. Evaluation of progress will occur shortly after final grades have been posted by the Registrar and notices will be sent out promptly. **“Attempted”** credits include all course work included in the student’s academic history at SUNY Cortland, except for transfer credits, advanced placement credits and CLEP credits. **“Earned”** credits include all attempted courses for which a passing grade has been received (quality points awarded). Grades listed as “Incomplete” or “Late Grade” at the time of evaluation will be considered attempted and unearned, but will not affect the grade point average. All other grades will be calculated in accordance with the College’s grading system, as described in the Academic Policies section of this catalog.

Data Corrections: If a student’s academic record is changed subsequent to the evaluation date, a student may submit a written request to the financial advisement director for re-evaluation of the ineligibility determination. The most common situation leading to such a request is the successful resolution of “Incomplete” or “Late” grades.

Appeal of Ineligibility Decision: A determination of ineligibility may be appealed based on mitigating circumstances. A mitigating circumstance is defined as an exceptional or unusual event or events beyond the student’s direct control that contributed to or caused the academic difficulty. Appeal letters should be addressed to the director of financial advisement and should include a complete description of the circumstances that led to the academic difficulty and a plan for future academic success. Copies of supporting documentation should also be included. All appeals are reviewed by a committee of academic and financial professional staff whose determination is final. The committee will report all appeal decisions directly to the student and to the financial advisement director.

A mitigating circumstance appeal may not be used to justify a pattern of poor performance or to override the maximum time frame standard.

Regaining Eligibility: A student who loses eligibility may regain it by successfully completing courses at SUNY Cortland with grades sufficient to meet the stated requirements. Such courses must be funded without benefit of Title IV aid. Under no circumstances will aid be paid retroactively for those courses once eligibility has been re-established. Upon completion of these courses, a student should submit a written request to the financial advisement director for re-evaluation of eligibility.

Students who have been absent from SUNY Cortland for a period of not less than eighteen months may submit a request for re-evaluation of eligibility upon re-admission to the College and demonstrated academic, professional and/or personal success during the period of absence. Such re-evaluation shall be based upon demonstrated correction of the previous academic difficulty, demonstrated success during the period of absence and likelihood of future academic success. The re-evaluation request must be in writing and addressed to the financial advisement director. The request will be reviewed by a committee of academic and financial professional staff whose determination is final. The committee will report all re-evaluation decisions directly to the student and to the financial advisement director.

Scholarships

Financial Advisement Office
Miller Building, Room 205
(607) 753-4717
www.cortland.edu/finadv/scholarships.html

SUNY Cortland offers a wide range of scholarships that are funded by the Cortland College Foundation, the SUNY Cortland Alumni Association or other groups. These awards are made possible by the generous donations of alumni, philanthropic groups, corporations, faculty, staff, emeriti and other friends of the College and are administered through the Financial Advisement Office.

Scholarships are awarded based upon academic merit or financial need, or a combination of both. Each program has its own criteria. Some are available only to new freshmen, others to continuing or transfer students.

Unless stated otherwise, scholarship recipients must comply with the standards of Satisfactory Academic Progress (SAP) guidelines on pages 28-29 of this catalog in order to maintain their scholarships. SAP is reviewed after each semester. Loss of federal aid eligibility also will result in loss of scholarship. Students who lose eligibility should follow the same appeal procedures as outlined for Federal Student Aid on page 29 of this catalog.

It is important to understand that scholarships are both an academic honor and a funding vehicle. The financial aspects of scholarships are governed by rules and regulations and are administered by the Financial Advisement Office.

Students may not receive total annual financial aid — federal, state, private, institutional grants, scholarships, loans, etc. — in excess of SUNY Cortland's budgeted cost of attendance. Sometimes it may be necessary to reduce loan eligibility, and in rare cases SUNY Cortland scholarship award amounts, in order to stay in compliance with this federal regulation. If a scholarship is received from any source other than SUNY Cortland, the Financial Advisement Office should be contacted to see how it may affect the overall financial aid package.

The following list is complete as of publication of this catalog, but new awards are added frequently. The most up-to-date information on available scholarships, as well as applications, may be found at <http://www.cortland.edu/finadv/scholarships.html> on the SUNY Cortland Web site.

Louise Margaret Abernethy Scholarship in Education

Award: One-time award of up to \$1,000

Eligibility Criteria: Presented to a junior or senior who is seeking a degree in education with a grade point average of at least 2.7, who is a resident of Cortland County and has demonstrated superior performance in student teaching placements.

Adult Learner Trust Awards

Award: One-time need-based award of up to \$2,000.

Eligibility Criteria: Need is determined by financial advisement after student completes FAFSA and entire packaging process. Preference given to neediest independent sophomore, junior and senior adult students who are seeking education in order to re-enter the work force. Also taken into consideration is a student's commitment to attending SUNY Cortland the following semester by ensuring a student has completed the class registration process. Full-time study is required as well as a 2.0 grade point average.

African American Gospel Music Award

Award: One-time merit-based award of up to \$500.

Eligibility Criteria: Awarded to incoming freshman students demonstrating strength in piano/keyboard, percussion, bass guitar/lead guitar, vocal and student directorship. Interested students need to submit an audition tape to the Admissions Office.

Alpha Delta Junior Award

Award: One-time merit-based award of up to \$1,000.

Eligibility Criteria: Presented to outstanding students who are in the top 10 percent of the junior class. Other considerations include leadership, professional promise and contributions to the community.

Alpha Kappa Phi/Agonian/Sigma Sigma Sigma/Sigma Rho Sigma Scholarship

Award: One-time merit/need-based award of up to \$4,000.

Eligibility Criteria: Created by former Alpha Kappa Phi Sorority sisters, this scholarship is available to seniors with a minimum 3.0 grade point average who are involved in campus life and demonstrate financial need.

Alpha Sigma Alpha Scholarship

Award: One-time need-based award of up to \$1,000.

Eligibility Criteria: Presented to students with a grade point average of at least 2.5 and demonstrated financial need. Must be a sophomore or junior when applying. Participation in campus activities is taken into consideration.

Arethusa Scholarship

Award: One-time merit/need-based award of up to \$1,000.

Eligibility Criteria: Awarded to a full-time sophomore, junior, senior, or graduate student having a 2.5 grade point average or better and demonstrated financial need. Leadership and involvement in campus life are taken into consideration.

Assistant Coach Scholarship

Award: Merit-based award of tuition support for up to four three-credit courses (or equivalent) per year.

Eligibility Criteria: Interested students must be SUNY Cortland students in one of the following categories:

- Matriculated or non-matriculated graduate student or matriculated or non-matriculated undergraduate student with plans to enroll in a graduate program within one-and-a-half years
- An assistant coach with responsibilities consistent with Level 5 or above
- Recipient may not participate as an athlete in intercollegiate athletics.

Marian Natoli Atkinson '54 Alumni Scholarship

Award: One-time merit-based award of up to \$500.

Eligibility Criteria: Admitted freshman student who has the highest academic credentials of all applicants who receives a letter of recommendation for admission by a SUNY Cortland graduate. Recipients of other SUNY Cortland scholarships are not eligible.

Jim and Jane Benham Chemistry Scholarship

Award: Renewable merit/need-based award of \$1,000 unless otherwise specified in award letter.

Eligibility Criteria: Awarded to an admitted freshman pursuing a chemistry major. Continued funding is based on student maintaining a 3.0 grade point average beginning with the end of the first year and monitored annually. Candidates must fill out a FAFSA, available from the Financial Advisement Office. Check on availability.

Harriet Bentley Memorial Award

Award: One-time merit-based award of up to \$600.

Eligibility Criteria: Must be a junior student who is either a member of Nu Sigma Chi sorority, a relative of a former member of the sorority, or related to an alumnus/alumna of SUNY Cortland.

Ruth Hart Blanchard '23 Scholarship

Award: One merit/need-based award of up to \$1,000 to a freshman for four years.

Eligibility Criteria: Admitted freshman majoring in early childhood education who has demonstrated high academic achievement and financial need.

Ralph Adams Brown and Marian R. Brown Scholarship

Award: Renewable merit-based award of \$1,000 unless otherwise specified in award letter.

Eligibility Criteria: Awarded to an admitted freshman or transfer student who has presented outstanding academic credentials.

Van Burd Prize

Award: One merit/need-based award of up to \$500 unless otherwise specified in award letter.

Eligibility Criteria: Awarded to an outstanding sophomore or junior English major.

Frank A. Burdick Scholarship in History/Social Studies

Award: Renewable, merit/need-based award of \$1,000 unless otherwise specified in award letter.

Eligibility Criteria: Awarded to an admitted freshman majoring in history or social studies who is resident of Cortland County. Continued funding based on student maintaining a 2.7 grade point average beginning with the end of the first year and monitored annually. Candidates must fill out a FAFSA, available from the Financial Advisement Office. Check on availability.

Marjorie Dey Carter '50 Scholarship in Urban Education

Award: Merit-based award of up to \$500.

Eligibility Criteria: Awarded to a participant in the Urban Education Program who meets the academic and extracurricular requirements.

James M. Casey '50 Scholarship

Award: One-time merit/need-based award of up to \$800.

Eligibility Criteria: Available to a sophomore, junior or senior with a 3.0 grade point average or better who has been a residence hall staff member or hall council president for at least one semester and demonstrated financial need.

Thomas and Marion Cashady '28 Scholarship

Award: Merit-based award of up to \$700, renewable.

Eligibility Criteria: Awarded to the most academically qualified freshman applicant from Seneca County.

Francis J. Cheney Scholarship

Award: Annual merit/need-based award of up to \$1,000 is available to a freshman for up to four years.

Eligibility Criteria: Admitted freshman majoring in an area of education who demonstrates the highest academic achievement and most financial need.

Yuki Chin Memorial Scholarship

Award: Amount of this merit-based award is determined by the International Programs Office.

Eligibility Criteria: The main purpose of this scholarship is to provide financial assistance for graduate students from the Capital Normal University to attend SUNY Cortland. The scholarship may also be used to benefit the following student types listed in priority order:

1. Chinese graduate students attending SUNY Cortland from other Mainland China universities
2. Graduate students attending SUNY Cortland from universities in other Asian countries

3. American undergraduates (juniors and seniors) or graduate students enrolled at SUNY Cortland who choose to study in the following order of priority at:

- a. Capital Normal University in Beijing
- b. Other Mainland China universities
- c. Other Asian universities.

Class of 1953 Scholarship

Award: One-time merit-based award of up to \$1,000.

Eligibility Criteria: Available to a senior with a 3.0 grade point average or better and demonstrated leadership on or off campus.

Class of 1985 Scholarship

Award: One-time merit/need-based award of up to \$750.

Eligibility Criteria: Available to a senior with a 2.7 grade point average or better and demonstrated financial need. Contributions made to the campus community are taken into consideration as well.

Community Scholarship for Student Volunteers and Interns

Award: One-time merit/need-based award of up to \$1,000.

Eligibility Criteria: *Open to all majors. Must have completed a minimum of 12 credit hours at SUNY Cortland. Minimum 2.5 grade point average required when applying.

*Preference given to students who are working or volunteering at the Cortland YWCA, physical education majors and females.

Cortland County Home Bureau Award

Award: One-time merit-based award of up to \$500.

Eligibility Criteria: Available to a sophomore or junior majoring in speech pathology and audiology with a 2.5 grade point average or better and demonstrated financial need.

Cortland's Urban Recruitment of Educators (C.U.R.E.) Scholarships

Award: Varies. Annual merit-based award helps to defray college costs above and beyond state and federal aid the student receives. Recipients are required to file a FAFSA. PELL and TAP awards are figured into the equation of the award amount which may fund recipients costs for in-state tuition, books, room and board.

Eligibility Criteria: Admitted students majoring in areas of education who demonstrate high academic achievement and are citizens or permanent residents of the United States. Freshmen applicants must be admitted to SUNY Cortland through the traditional application process.

First Priority: Individuals from groups who have been historically underrepresented or underserved in the teaching profession and who demonstrate a commitment to teach in high-need urban schools. For the purposes of C.U.R.E., these groups include, but are not limited to, African American, Hispanic, Native American or Alaskan Native individuals or individuals from an economically disadvantaged background.

Second Priority: Given to any other individuals from groups not historically underrepresented in the teaching profession who demonstrate a commitment to teach in high-need urban schools.

Continuation of Funding: Based on students remaining committed to C.U.R.E Program and satisfactory academic progress in a major leading to teacher certification. Recipients must maintain a 2.5 grade point average or better.

Availability: Contingent upon annual availability of funds. Number given varies.

Kenneth and Beatrice Cramer Scholarship

Award: One-time merit-based award of up to \$1,500.

Eligibility Criteria: Awarded to top female freshman applicant from Gloversville High School (N.Y.).

Nellie Davidson 1908 Scholarship

Award: One-time need-based award of up to \$1,000.

Eligibility Criteria: Presented to students with at least a 2.0 grade point average and demonstrated financial need. Must be a sophomore or junior when applying. Participation in campus activities is taken into consideration.

DeGroat Scholarship

Award: One-time merit-based award of up to \$1,500.

Eligibility Criteria: Awarded to an admitted transfer student presenting a superior academic record over a minimum of four full-time semesters completed at the time of transfer (three semesters at the time of application).

Gerald N. DiGiusto Scholarship

Award: One-time merit-based award of up to \$1,000.

Eligibility Criteria: Admitted freshman art major or an outstanding SUNY Cortland junior majoring in studio art. Freshmen applicants must be New York State residents and live within a 100-mile radius of Cortland.

P. F. Eisenhardt '67 Science Scholarship

Award: Merit/need-based award of up to \$1,000 to freshmen for up to four years and transfer students for up to two years.

Eligibility Criteria: Admitted freshmen and transfer students who are interested in pursuing an adolescence education/chemistry major and have demonstrated financial need.

Peter F. Eisenhardt and Susan Fish Arts Scholarship

Award: Renewable merit/need-based award of up to \$1,000 to a freshman for up to four years.

Eligibility Criteria: Preference given to admitted freshmen majoring in Studio Art, Art History, New Media Design, Music, Musical Theatre or Theatre and having demonstrated financial need.

Faculty Senate Memorial Scholarship

Award: One-time merit-based award of up to \$1,000.

Eligibility Criteria: Awarded to a full-time student in good academic standing demonstrating interest or ability in student governance and/or other types of leadership responsibilities on campus.

John Fantauzzi '58 Scholarships

Award: Annual merit-based award of \$3,400 to continuing students.

Eligibility Criteria: Continuing students who are the children of immigrants to the United States (first-generation American students). Awards based on academic achievement, leadership and contributions to student life.

Joyce A. Gaus '60 Scholarship

Award: Annual merit/need-based award of up to \$1,000 to a freshman for up to four years.

Eligibility Criteria: Admitted freshman majoring in the area of recreation, outdoor education, or a closely related field who demonstrates high academic achievement, leadership ability and financial need.

General Alumni Scholarships

Award: One time need-based award of up to \$700.

Eligibility Criteria: Presented to sophomore or junior students with at least a 2.5 grade point average and demonstrated financial need. Participation in campus activities is taken into consideration.

Thomas L. Goodale '61 Community Service Scholarship

Award: Renewable merit/need-based award of up to \$1,000 to a freshman for up to four years or a transfer student for up to two years.

Eligibility Criteria: Awarded to an admitted freshman or transfer student majoring in the area of recreation who has demonstrated a strong record of community or school service activities and high academic achievement. Financial need may also be considered.

Betty Blase Goodstein '48 Scholarship in Education and Physical Education

Award: One time merit-based award of up to \$1,000.

Eligibility Criteria: Presented to a student with a minimum 3.0 grade point average who has completed at least 12 credit hours of study at SUNY Cortland. Must be a junior when applying. First preference given to those majoring in early childhood education or special education/childhood education with an emphasis on working with visually- or hearing-impaired children. Second preference given to those majoring in special education/childhood education. Third preference given to those majoring in early childhood education. Fourth preference to those majoring in physical education with an emphasis on working with special needs children.

Charles T. Griffes Music Scholarship

Award: One-time merit-based award of up to \$1,500.

Eligibility Criteria: Awarded to a sophomore or junior musical theater major or a student pursuing a music minor or concentration.

Alice Thorpe Hoppey '56 Scholarship in Education

Award: Annual award up to \$1,000 to a junior for up to two years and a senior for one year.

Eligibility Criteria: Awarded to a junior or senior student demonstrating financial need and majoring in education or physical education. Preference given to students from Port Jervis, Brentwood, Newfield High School from Middle Country School District, and Ward Melville High School from Three Village School District who have demonstrated academic promise, leadership and involvement in campus activities.

Myrl Rose Crocker Howe Scholarship

Award: Annual merit/need-based award of up to \$500 is available to a female upperclassman.

Eligibility Criteria: Available to a female junior or senior majoring in elementary education; preference given to a single parent. Candidate must demonstrate excellence in academic achievement and have demonstrated financial need.

Myrl Rose Crocker Howe/McGraw Scholarship

Award: Annual merit/need-based award of up to \$500.

Eligibility Criteria: Available to a female junior or senior. Preference given to a McGraw High School graduate or graduate of a high school in a neighboring community majoring in elementary education. Candidate must have a 3.0 grade point average and demonstrated financial need.

Janey Hutchinson Music Scholarship

Award: One-time award of up to \$1,000.

Eligibility Criteria: Awarded to a senior elementary education major in good standing, who has a music minor. Scholarship applied to recipients' financial aid package during senior year.

Manley S. Hutchinson Scholarship Fund

Award: Annual award of up to \$1,000 to a freshman for up to three years.

Eligibility Criteria: Available to an incoming freshman majoring in SUNY Cortland's 3+2 physics/pre-engineering program.

Judith Smith Keleman Memorial Scholarship

Award: Renewable merit/need-based award of up to \$500 to freshmen for up to four years.

Eligibility Criteria: Awarded to an admitted freshman majoring in speech pathology and audiology. Eligible candidates must have a minimum high school average of B+ (87) and demonstrated financial need.

John B. Knox Memorial Scholarship

Award: Award of up to \$1,000 to a freshman for up to four years or a transfer students for up to two years. Merit/need-based.

Eligibility Criteria: Admitted freshman or transfer student who resides permanently in Hamilton County (N.Y.) with an interest in recreation studies and outdoor education who demonstrates high academic achievement, leadership qualities outside the classroom, and has financial need. Secondary consideration will be given to permanent residents of the Adirondack Park.

James Kradyna Summer Field Camp Scholarship

Award: One-time award of up to \$500.

Eligibility Criteria: Awarded to geology major, or equivalent, enrolled in SUNY Cortland's five-week summer geology course offered at Brauer Field Station. Selection is based on academic achievement.

Walter and Anne Kreig Memorial Scholarship

Award: Renewable merit-based award of up to \$1,500.

Eligibility Criteria: Awarded to a newly accepted and incoming transfer student majoring in education, entering with at least 26 credits, who has been involved in community service and has demonstrated financial need.

John A. MacPhee Scholarship

Award: One-time merit-based award of up to \$1,000 to support off-campus field work or attendance at a national professional conference devoted to the leisure services profession.

Eligibility Criteria: Sophomores, juniors and seniors in the Recreation and Leisure Studies Department with high academic achievement and professional promise may qualify.

Murray Family Scholarship

Award: One-time need-based award of up to \$1,000.

Eligibility Criteria: Awarded to a freshman student. Preference is given to a student who has positively affected his or her community and has demonstrated financial need.

Helen Y. Nelson Memorial Scholarship in Music

Award: One-time merit-based award of up to \$1,000.

Eligibility Criteria: Presented to a student emphasizing the study of music. Open to all students.

New York State Home Bureau Award

Award: One-time merit-based award of up to \$500.

Eligibility Criteria: Presented to a student majoring in therapeutic recreation.

Nontraditional Student Scholarship

Award: One-time merit/need-based award of up to \$500.

Eligibility Criteria: Awarded to a full-time or part-time sophomore, junior, senior or graduate student who has completed at least 12 credit hours of study at SUNY Cortland and is taking at least six credit hours in the semester the scholarship is received. Student is nontraditional in the sense that his/her college education has been interrupted. Age is not a factor. Both males and females are eligible. Preference given to deserving candidate who demonstrates financial need and has earned a minimum 2.5 grade point average.

Fr. Edward O'Heron Scholarship

Award: One-time merit-based award of up to \$1,000.

Eligibility Criteria: Awarded to a junior, senior or graduate student majoring in English or adolescence education/English. Minimum grade point average of 3.0 and 500-word essay required. Qualities of caring, community service and helping others as demonstrated by the life of Fr. O'Heron. Intellectual promise as an English teacher or writer also taken into consideration.

Overseas Academic Program Award

Award: One-time merit-based award of up to \$1,000.

Eligibility Criteria: Available to students accepted to a study abroad program, who are citizens of the United States or permanent residents having a 2.7 grade point average or better. Academic achievement and extracurricular activities are also taken into consideration.

Angela Pace Scholarship in Education

Award: Annual merit/need-based award up to \$1,000 to juniors for up to two years and senior students for one year.

Eligibility Criteria: Junior or senior majoring in elementary education who are residents of Cortland County. Candidates must have academic promise and financial need.

Fred E. and Mildred Becker Page 1900 Scholarship

Award: One-time need-based award of up to \$2,500.

Eligibility Criteria: Presented to students with at least a 2.0 grade point average and demonstrated financial need. Must be a junior or senior when applying. Participation in campus activities is taken into consideration.

Maxwell and Myrtle Park Education Award

Award: One-time merit-based award of up to \$500.

Eligibility Criteria: Presented to a junior education major with a 2.7+ grade point average who spent his or her freshman and sophomore years at SUNY Cortland.

Past Presidents Scholarship

Award: Amount of this merit/need-based award is determined annually.

Eligibility Criteria: Presented to full-time, second-semester sophomores or full-time juniors who have attended SUNY Cortland for at least two full semesters, have a 3.2 grade point average or better and have contributed to the College community. Candidates are considered on leadership ability and character. Award amounts are based on financial need.

John E. and Carole Wilsey Phillips '48 Scholarship in Elementary Education

Award: Merit/need-based award of up to \$500 to a freshman for up to four years.

Eligibility Criteria: Admitted freshman majoring in elementary education, who demonstrates high academic achievement, leadership ability and has financial need.

Residential Service Scholarships

Award: Merit/need-based award of a \$1,000 bed waiver.

Eligibility Criteria: Awarded to students who commit to living on campus, have a high school grade point average of 86 or higher and have demonstrated financial need. An annually determined percentage will be awarded based on academics and the remainder of funds will be awarded based on need. This percentage breakdown is determined annually.

H. Kendall Reynolds Memorial Scholarship in Physics

Award: One-time award of up to \$800

Eligibility Criteria: Awarded to a junior physics major with a minimum 3.0 grade point average who has demonstrated leadership within the Physics Department or College. Scholarship applied to recipient's financial package during senior year.

Kevin A. Rowell '83 Study Abroad Scholarship

Award: One-time merit-based award, amount to be determined annually.

Eligibility Criteria: Available to students accepted to a study abroad program, who are citizens of the United States or permanent residents having a 2.7 grade point average or better. Academic achievement and extracurricular activities are taken into consideration.

Louise Sawner O'Rourke '36 Scholarship for Teacher Education

Award: Renewable merit/need-based award up to \$1,000 to a freshman for up to four years.

Eligibility Criteria: Preference given to admitted freshmen majoring in early childhood education demonstrating financial need.

Jo Schaffer Scholarship in Art History

Award: One-time merit-based award of up to \$500.

Eligibility Criteria: Awarded to an outstanding undergraduate student in the senior year who has earned distinction in art history courses, or who displays great promise as an art history major. An overall grade point average of 3.0 and a 3.2 grade point average in art history course work are required.

John L. Sciera '52 Scholarship

Award: One-time merit-based award of up to \$1,500.

Eligibility Criteria: Available to a student enrolled in athletic training who has a minimum 3.0 grade point average and is pursuing a career in the field.

Sigma Delta Phi Scholarship

Award: One-time merit-based award of at least \$500.

Eligibility Criteria: This scholarship, created by the former sisters of the Sigma Delta Phi Sorority, requires that candidates must have completed at least two full semesters at SUNY Cortland at the time of application, have at least one full year of study remaining before graduation and have a 2.5 grade point average or better. Applicants must also demonstrate active participation in campus life, social involvement with other students, fulfillment of personal goals, improvement of campus life and educational opportunities.

Frederick N. Sinclair Memorial Scholarship

Award: One-time merit-based award of up to \$1,500.

Eligibility Criteria: Admitted freshman or transfer student who is a graduate of Sherburne-Earlville High School (N.Y.).

Student Government Association Leadership Scholarship

Award: One-time merit-based award of up to \$1,250.

Eligibility Criteria: Sophomores, juniors, seniors or graduate students with a minimum 2.5 grade point average demonstrating leadership skills through SGA or other campus service projects as first priority, with community service in the Cortland area as a second priority.

Ben A. Suelz Scholarship in Adolescence Mathematics Education

Award: Annual merit-based award of up to \$1,000 to freshmen for up to four years.

Eligibility Criteria: Admitted freshmen enrolled in the adolescence education: mathematics (7-12) program. High school average of at least 90 with an SAT math score of at least 600 (or equivalent ACT math score) and 3.5 units of high school math and completed scholarship application.

SUNY Cortland Merit Scholarships

Award: Annual merit-based and need-based award of up to \$2,500 to freshmen for up to four years and transfer students for up to two years.

Eligibility Criteria: Admitted freshmen and transfer students with high academic credentials and recognized leadership in student activities. Transfer students must have four completed semesters at time of transfer (three semesters at time of application). Strong leadership skills and involvement in student activities will be favored. Work-related or volunteer positions are also considered valuable. Preference given to entering freshmen in a strong college preparatory program with a 90 or higher grade point average, 1100 or higher SAT score or 24 or higher ACT score, as well as first-time transfer students with a 3.5 or higher grade point average.

SUNY Diversity Scholarships

Award: Renewable merit-based award. Freshmen receive \$1,000 during their first year. Funding in subsequent years determined annually.

Eligibility Criteria: Awarded to top freshmen candidates who have high academic achievement coming from diverse backgrounds. Included are individuals from ethnic groups that have been historically underrepresented in undergraduate education, as well as others who would contribute to the diversity of the student body by demonstrating that they have overcome demonstrable disadvantages or impediments to their success in higher education.

Theta Phi, Alpha Chapter Marjorie Dey Carter '50 Scholarship

Award: Renewable merit-based award of up to \$1,000.

Eligibility Criteria: Available to a female junior or senior majoring in Education or Recreation with a minor in outdoor recreation management and education. Candidates must have maintained a 3.0 grade point average and demonstrate outstanding leadership abilities. One recipient per year. Scholarship funding will expire in 2009.

Marion C. Thompson Memorial Scholarship

Award: One-time merit/need-based award of up to \$1,500.

Eligibility Criteria: Available to junior, senior or graduate students who are English majors having demonstrated academic success and financial need.

Donald '59 and Donna '59 Bell Traver Scholarship

Award: Renewable merit/need-based award of up to \$1,000.

Eligibility Criteria: Available to a SUNY Cortland undergraduate majoring in physical education.

Uschald Study Abroad Scholarship

Award: One-time merit/need-based award of up to \$1,000.

Eligibility Criteria: Available to students accepted to a study abroad program, who are citizens of the United States or permanent residents having a 2.7 grade point average or better and financial need. Academic achievement and extracurricular activities are also taken into consideration.

Vice President for Student Affairs Merit Scholarship

Award: One time merit-based award of up to \$500.

Eligibility Criteria: Awarded to a student with a minimum cumulative 2.5 grade point average and high standards regarding student integrity and ethics. Contributions made to the quality of student life and leadership in student life taken into consideration.

Spiegle Willcox Scholarship

Award: Annual merit/need-based award of up to \$500. May be renewable.

Eligibility Criteria: Awarded to a continuing student who is participating in instrumental ensembles and demonstrates outstanding musical performance skills and financial need.

Suzanne Wingate Memorial Scholarship

Award: One-time merit-based tuition award of up to \$1,000, applied toward the Sport Management Internship (SPM 470).

Eligibility Criteria: Awarded to a student who has a 2.5 grade point average or better, having completed 56.5 credit hours at time of application, — 12 of those credit hours to have been completed at SUNY Cortland — has demonstrated commitment of time and effort to the Sport Management Program, and is planning to enroll in a sport management internship within the next year.

Women's Scholarship in Physical Education

Award: Annual merit/need-based award of up to \$500 to a freshman for four years.

Eligibility Criteria: Awarded to an entering female freshman student majoring in physical education. A combination of academic achievements, leadership experience, involvement in extracurricular activities as well as demonstrated financial need serve as criteria for selection.

Rosemary Wortmann '56 Scholarship for Elementary Education

Award: Renewable merit/need-based award up to \$1,000 to a freshman for up to four years.

Eligibility Criteria: Awarded to an entering freshman student. Preference is given to a student from Long Island majoring in elementary education with demonstrated financial need.

Marilou B. Wright '68 Scholarship for Non-Traditional Women

Award: One-time merit-based award of up to \$1,000.

Eligibility Criteria: Awarded to a female undergraduate, 25 years of age or older, who has completed 24 credit hours at SUNY Cortland, has a 3.0 grade point average or better and is enrolled for full-time study.

Degree Requirements

General Education

The purpose of general education is to provide students with an intellectual and cultural basis for their development as informed individuals in our society. This requires that they understand the ideas that have formed our own civilization, that they appreciate other cultures and that they have knowledge of the fundamental principles that govern the physical universe.

All students must complete Cortland General Education and SUNY General Education program requirements, including general education knowledge base, quantitative skills, composition, foreign language, writing-intensive and presentation skills course requirements.

SUNY Cortland General Education

To meet the Cortland requirements, students will take one course in each of the categories listed below with the exception of the natural sciences category in which they must take two courses. These nine courses will total a minimum of 28 to 29 credit hours toward graduation.

Identifying courses that meet requirements

For a current and full listing of SUNY Cortland's courses that fulfill general education categories, refer to the General Education section of the registrar's Web site. For a listing of General Education courses offered within a particular semester, refer to the search-by-attribute feature of the online *Course Schedule*.

General Education Requirements

The Skills Base

The 15 credit hour skills base portion of the General Education Program consists of

1. Academic Writing (6-8 cr. hr.)

CPN 100: Academic Writing I (3 cr. hr.) *or*

CPN 102: Academic Writing in the Community I (4 cr. hr.)
and

CPN 101: Academic Writing II (3 cr. hr.) *or*

CPN 103: Academic Writing in the Community II (4 cr. hr.)

Students must successfully complete CPN 100 or CPN 102 and CPN 101 or CPN 103 with a minimum grade of C- or better.

2. Writing-Intensive Courses (6 cr. hr.)

Writing intensive courses must be taken at SUNY Cortland and must include at least one course in the major; the other course can be in or out of the major. Students must successfully complete CPN 100 or CPN 102 and CPN 101 or CPN 103 with a minimum grade of C- or better before enrolling in a Writing Intensive course.

3. Quantitative Skills Requirement (3-4 cr. hr.)

Students at SUNY Cortland must demonstrate their ability to use quantitative skills by passing courses designated as quantitative skills (QUAN). The list below or the registrar's Web page indicates specific courses that meet this requirement.

COM 230	PED 434
ECO 221, 222	PHY 105, 106, 201, 202
GLY 281, 499	POL 112, 312
GRY 400	PSY 201
HLH 299, 391	SOC 494
MAT 101, 102, 111, 115, 121, 125 or 135, 201, 224	

4. Presentation Skills Requirement

Students must demonstrate skills and experience in making oral presentations, including self-critique and peer-critique of oral presentations. If a course is taught both in the traditional classroom and online, the traditional classroom delivery may be submitted for Presentation Skills (PS) designation. Students cannot take an online course to satisfy the presentation skills requirement. The registrar's Web page has specific courses that meet this requirement.

5. Foreign Language Proficiency

All students must demonstrate proficiency in a foreign language by fulfilling one of the following requirements:

- successful completion of a one-semester, college-level foreign language course (101) or the equivalent (e.g., earning CLEP or AP credits) *or*
- having earned a score of 85 or higher on the New York State Regents examination in a foreign language.

BACHELOR OF SCIENCE CANDIDATES

Students enrolled in a B.S. or B.S.Ed. program in the School of Arts and Sciences or the School of Professional Studies need only one semester of a foreign language with the exception of speech pathology and audiology majors, who must successfully complete the fourth semester (202) of a college-level foreign language sequence.

Students enrolled in the B.S. program in early childhood, childhood, early childhood and childhood, adolescence education, or special education must

- successfully complete the second semester (102) of a college-level foreign language sequence *or*
- confirm proficiency equivalent to successful completion of the second semester (102) of a college-level foreign language sequence through a testing program approved by the International Communications and Culture Department.

Note: Some departments require specified courses in foreign language in support of their major program requirements in addition to those described above.

BACHELOR OF ARTS CANDIDATES

Students enrolled in a B.A. program must

- successfully complete the fourth semester (202) of a college-level foreign language sequence *or*
- confirm proficiency equivalent to successful completion of the fourth semester (202) of a college-level foreign language sequence through a testing program approved by the International Communications and Culture Department.

The Knowledge Base

GE 1: American State and Society (3 cr. hr.)

ECO 105	POL 100
HIS 200, 201	SOC 100, 150

GE 2: Prejudice and Discrimination (3 cr. hr.)

AAS 110, 120, 210, 431	HLH 163, 201
ANT 230, 234	MGS 230
CIN 210	MUS 110
COM 431	PHI 140
FSA 103	POL 110
ENG 252	PSY 210
EXS 290	REC 393
GRY 221	SOC 230
	VAL 322

GE 3: Contrasting Cultures (3 cr. hr.)

ANT 102	MUS 101
AST 200	POL 101
FRE 318	REC 150
GRY 120, 125	RLS 200
HLH 111	

GE 4: Fine Arts (3 cr. hr.)

ATH 120, 121, 122, 223
 ATS 101, 102, 103, 104, 105, 106, 107, 111, 112
 INT 300
 IST 100
 MUS 100, 111, 221, 222, 223
 THT 100, 161, 162.

GE 5: History and the History of Ideas (3 cr. hr.)

HIS 100, 101, 110, 111
 INT 301
 POL 102, 270
 SOC 160, 350

GE 6: Literature (3 cr. hr.)

AAS 251
 ENG 200, 202, 203, 204, 220, 221, 250, 251, 256, 257, 260,
 261, 262, 263, 280
 FLT 399
 FRE 311, 315, 316
 ICC 201
 JST 250
 SPA 313, 315, 317

GE 7: Science, Technology and Human Affairs (3 cr. hr.)

ANT 300
 EST 100
 GRY 301, 370
 PHI 135
 POL 242, 342
 PWR 209
 REC 310
 SCI 180, 300, 304, 310, 320, 325, 330, 350, 360

GE 8: Natural Sciences (7-8 cr. hr.)

<i>GE-8A</i>	<i>GE-8B</i>
BIO 110, 201, 202	BIO 111
CHE 121, 221, 222	CHE 122, 125
GLY 171, 261	GLY 160, 172, 262
PHY 105, 106, 201, 202	PHY 150
SCI 141	SCI 142

GE 1: American State and Society

The goal of this category is to familiarize students with the nature of the American state and society by examining relationships within and among the elements of that state and society, including governing structures or policies, formal and informal institutions and the public.

ASSUMPTION

Citizens must understand the nature and consequences of the American system in order to act as informed and responsible citizens within that system.

OBJECTIVES

All GE 1 courses will help students

1. develop an improved understanding of the American republic by examining relationships within and among three elements:
 - a) the state/policy, including governing structures (executive, legislative, judicial, bureaucratic, economic, legal) or policies (economic/market, social, distributive, regulatory);
 - b) intermediary/mediating institutions, including formal institutions, (e.g., churches, interest groups, political parties, media, education, corporations, other social institutions); and
 - c) civil society, including informal institutions (e.g., family, social clubs, fraternities/sororities, gangs) and the mass public (e.g., religious/beliefs, race, gender, public opinion, elections, protest/mass movements, consumer behavior, other individual behavior, values or culture).
2. apply at least three concepts to these three elements, such as power, class, public policy, freedom versus order, culture, multiculturalism, status, ideology, authority/legitimacy, or allocation of values.
3. improve their understanding of ethnic minorities and women in the American system.

GE 2: Prejudice and Discrimination

The goal of this category is to educate students about the nature of prejudice and discrimination and their impact on the people of this country and throughout the world.

ASSUMPTIONS

1. A liberal education should enable students to examine critically the ways they think about themselves as well as other people.
2. A knowledge of prejudice and discrimination is necessary as a first step in eliminating them.

OBJECTIVES

1. Students will examine issues such as power and bias as they relate to prejudice and discrimination and how these issues have determined attitudes, institutions, dominance and subdominance.
2. Students will analyze how various beliefs can lead to conflicting conclusions about a society and its norms, values and institutions.

COURSES IN THIS CATEGORY WILL

1. Study the individual and institutional nature, as well as the extent of prejudice and discrimination, either in the American context with attention given to the global dimension or in the global context with attention given to the American dimension.
2. Examine prejudice and discrimination in relation to unequal distribution of power.
3. Examine various aspects of prejudice and discrimination such as the moral, historical, educational, health, economic, linguistic, political, psychological and social dimensions. Other intellectual perspectives may be included. No course need embrace all disciplinary perspectives.
4. Examine the factors upon which prejudice and discrimination may be based, e.g., race and/or gender as well as class, ethnicity, religion, age, sexual orientation or disability.

GE 3: Contrasting Cultures

The goal of this category is to expose students to cultural assumptions and practices which differ from mainstream or dominant American culture. These would be non-North American and/or non-English-speaking cultures.

ASSUMPTION

The development of an awareness and understanding of cultures other than one's own is a fundamental component of a liberal education.

OBJECTIVES

1. To compare another culture or other cultures with the dominant themes of American culture.
2. To focus on contemporary cultures, although historical materials may be used.
3. To emphasize different world views, traditions, cultural institutions, values, social systems, languages and means of communication of cultures.
4. To provide a structure in the study which allows comparisons to be made with American society.

THIS CATEGORY MAY BE FULFILLED BY

1. Completing a course designated on the Web as a contrasting cultures course *or*
2. Successful completion of a semester (or its equivalent) in a study abroad program recommended by the International Studies Committee and approved by the General Education Committee.

GE 4: Fine Arts

The goal of this category is to help students develop an awareness of the arts as a system of inquiry in which aesthetic elements are involved.

ASSUMPTIONS

1. An educated person should be aware of how creative expression in the arts has formed an integral part of world civilization.
2. An understanding of the arts can be obtained by an historical approach as well as participation in the creative process itself.

OBJECTIVES

1. Students will explore the idea that important learning experiences can take place through the use of senses and imagination *and/or*
2. Students will study artistic expression and the significance of these creative elements in past and present civilizations.

COURSES IN THIS CATEGORY WILL

Be broadly based within or among the areas of the arts and provide this breadth through an historical approach or participation in the creative process.

GE 5: History and the History of Ideas

The goal of this category is to provide students with an historical perspective on aspects of the contemporary world.

ASSUMPTION

Students will study major themes over broad periods of time. They may concentrate on political, geopolitical, economic and social change. They may also focus on broad cultural developments, and/or on changes in philosophy and social and political thought.

OBJECTIVES

1. Students will study major political, geopolitical, economic, social and intellectual developments within an historical context.
2. Students will study the relationship between the development of ideas and historical change.

COURSES IN THIS CATEGORY WILL

1. Address the ways in which social, political, economic, geopolitical and/or intellectual movements have affected how those of us in the contemporary world think, act and organize our lives.
2. Survey historical and intellectual developments over a broad period of time.
3. Whenever appropriate, consider the impact on history of race, class, ethnicity and gender.

GE 6: Literature

The goal of this category is to help students appreciate and understand the craft and meaning that exists in literary works.

ASSUMPTIONS

1. Literature can provide both enlightenment and pleasure.
2. All readers are capable of responding to literature; instruction facilitates an appreciation of its complexities.

OBJECTIVES

1. Students will be able to express responses to literature analytically.
2. Students will confront major human concerns as they are treated in literature.

COURSES IN THIS CATEGORY WILL

Treat literature from a broad range of sources through a variety of critical approaches, covering, as appropriate, the following elements for each genre being taught: plot, character, theme, style, imagery, structure, point of view, symbolism, tone, setting and figures of speech.

GE 7: Science, Technology and Human Affairs

The goal of this category is to enable students to consider decisions in the context of the complex relations that exist within the natural sciences, mathematics, technology and human affairs.

ASSUMPTIONS

1. It is important to know how science and technology influence human affairs and give rise to questions of choice.
2. It is important to know how the social milieu influences human decisions.
3. It is important to reflect critically on questions of value as they influence social decisions in order to encourage independent judgment and rational processes of thought.

OBJECTIVES

1. Students will explore ways in which value judgments are justified and the way interpretation of technical information can lead to different judgments *and/or*
2. Students will explore the major scientific or mathematical theories which have had an impact on the modern world and the significance of the social context in which they were developed.

COURSES IN THIS CATEGORY WILL

Treat the increasingly complex judgments that are required within the natural sciences, technology and human affairs.

GE 8: Natural Sciences

The goal of this category is to provide students with an understanding of some of the major scientific theories and an understanding of the process of scientific inquiry.

ASSUMPTIONS

1. The formulation of predictive theory in the natural sciences has fostered the development of a large and ever growing quantity of organized information.
2. Different courses may be designed for science and non-science majors.
3. It is important to know that the scientific method is a mechanism for general problem solving.
4. Science is a body of information unified by theories wherein a laboratory provides a setting which allows the firsthand experience of doing science.

OBJECTIVES

After completion of both courses in the category:

1. Students will demonstrate a knowledge of the principles of a broadly based natural science.
2. Students will have at least one semester of laboratory experience in which they will demonstrate an ability to a) construct hypotheses and test the hypotheses through lab experiments and/or b) gather data by observation and measurement and c) interpret the data.
3. Students will demonstrate a knowledge of technology and an ability to relate the relevant principles they have studied to modern life.

Two courses are required to fulfill this category. One must be a four-credit course and will:

1. Provide for a major emphasis on the application of scientific problem solving to the study of natural systems.
2. Present some information on modern technologies necessary for understanding such issues as recombinant DNA, energy production, or natural resource utilization.
3. Include a laboratory experience that will have substantial investigative content and significant treatment of the methodology of problem solving in science.

The second course will provide either greater breadth or depth while giving emphasis to the methods of scientific inquiry. This course may be three or four credits and will be:

1. A continuation of the sequence begun *or*
2. A course in a second natural science department *or*
3. A course in environmental studies with its basis in natural science and offered by a department different from the laboratory course described.

COURSE SEQUENCING

If a student does not want to continue in one discipline, the second science course must be in another science department.

Examples of acceptable GE-8 sequences are:

BIO 110, 111	PHY 105, 106
BIO 201, 202	PHY 201, 202
CHE 121, 122	GLY 171, 172
CHE 221, 222	GLY 261, 262
BIO 110, GLY 160	BIO 201, PHY 150

Examples of unacceptable GE-8 sequences are:

BIO 110, 102	GLY 160 and any other GLY course
CHE 121, 125	PHY 150 and any other PHY course

SUNY General Education

The State University of New York's General Education Requirement applies to all state-operated institutions offering undergraduate degrees. It requires bachelor's degree candidates, as a condition of graduation, to complete a General Education program designed to achieve the student learning outcomes in ten knowledge and skill areas and two competencies, as specified below. By following

the SUNY Cortland General Education basic skills and knowledge program, students should fulfill the SUNY General Education requirements. For a current and full listing of SUNY Cortland's courses that fulfill SUNY General Education areas, refer to the General Education section of the SUNY Cortland registrar's Web site at www.cortland.edu/registrar or refer to the SUNY provost's Web site at www.sysadm.suny.edu/provost/generaleducation.

Course Approval Process

The General Education Committee oversees the course approval process for General Education. A faculty member may submit a course for inclusion in a category by reviewing the General Education Course Submittal Guidelines and completing the General Education Course Submission Form. These forms are available at the Provost and Vice President for Academic Affairs Office.

SUNY General Education By Learning Outcomes

Category 1: Mathematics

COM 230; ECO 221, 222; GLY 281; GRY 400; HLH 299, 391; MAT 101 and 102, 105, 111, 115, 121, 125 or 135, 201, 224; PED 434; POL 112, 312; PSY 201; SOC 494

Category 2: Natural Sciences

BIO 110, 111, 201, 202; CHE 121, 122, 125, 221, 222; GLY 160, 171, 172, 261, 262; PHY 105, 106, 150, 201, 202; SCI 141, 142

Category 3: Social Sciences

ANT 102, 300; ECO 105; EST 100; FRE 318; GRY 120, 125, 370; HIS 100, 101; HLH 111; MUS 101; POL 100, 101, 242; PSY 101; SCI 300, 304, 320, 330; SOC 150, 160, 350

Category 4: American History

Students scoring an 85 or higher on the American History Regents Exam may take any Cortland GE 1 course:

ECO 105; HIS 200, 201; POL 100; SOC 100, 150

Students scoring an 84 or below on the American History Regents Exam must take:

HIS 200, 201; SOC 100

Category 5: Western Civilization

HIS 100, 101, 110, 111; INT 301; POL 102, 270; SOC 160, 350

Category 6: Other World Cultures

ANT 102; AST 200; GRY 120, 125; HLH 111; MUS 101; POL 101; REC 150; RLS 200; SPA 318

Category 7: The Humanities

AAS 251; ENG 200, 202, 203, 204, 220, 221, 250, 251, 256, 257, 260, 261, 262, 263, 280; FLT 399; FRE 311, 315, 316; ICC 201; JST 250; SPA 313, 315, 317

Category 8: The Arts

ATH 120, 121, 122, 223; ATS 101, 102, 103, 104, 105, 106, 107, 111, 112; INT 300; IST 100; MUS 100, 111, 221, 222, 223; THT 100, 161, 162

Category 9: Foreign Language Requirement

Students scoring an 85 or higher on the Foreign Language Regents Exam fulfill the SUNY language requirement.

ARA 101, 102, 201; ASL 101, 102, 201, 202; CHI 101, 102, 201, 202; FRE 101, 102, 201, 202; GER 101, 102, 201, 202; ITA 101, 102, 201, 202; SPA 101, 102, 201, 202

Category 10: Basic Communication

CPN 100 and 101; CPN 102 and 103

The New Cortland General Education Program

Effective Fall 2007

The New Cortland General Education Program fulfills all SUNY General Education requirements and includes additional elements specific to the Cortland degree. Students will take one course in each of the categories listed below with the exception of a) natural sciences in which they must take two courses, b) foreign language where the requirement depends on the degree program, and c) basic communication in which they must complete both academic writing and presentation skills areas. Double counting, or the use of a single course to satisfy more than one category, is allowed but is subject to the following limitations: a) no course used by an individual student to satisfy the humanities category may be used to satisfy another subject category, and b) no single course may in any case be used to satisfy more than two General Education categories. Refer to the registrar's Web site under All-College Requirements for detailed information regarding the New Cortland General Education Program, effective Fall 2007.

1. Quantitative Skills
2. Natural Sciences (two courses)
3. Social Sciences
4. United States History and Society
5. Western Civilization
6. Contrasting Cultures
7. Humanities
8. The Arts
9. Foreign Language (refer to degree program)
10. Basic Communication:
 - Academic Writing
 - Presentation Skills
11. Prejudice and Discrimination
12. Science, Technology, Values and Society

Transfer courses

Any approved SUNY General Education course taken at another institution will be accepted into the related Cortland General Education category. Courses from non-SUNY institutions and courses for Cortland Category 11, Prejudice and Discrimination, and Category 12, Science, Technology, Values and Society, may also be transferred, providing they meet the learning outcomes of these categories. Natural sciences courses that provide a survey of a traditional discipline with a laboratory will be accepted into category 2A; all others will be accepted into category 2B.

Transfer students may be granted up to three waivers that can be applied toward meeting the requirements in Category 11, Category 12, and one of the course requirements in Category 2. Transfer students may be eligible for waivers based on the number of transfer credit hours according to the following formula:

1. Students entering SUNY Cortland with 20-34.5 credit hours will be eligible for one waiver.
2. Students entering SUNY Cortland with 35-49.5 credit hours will be eligible for two waivers.
3. Students entering SUNY Cortland with 50 or more credit hours will be eligible for three waivers.

1. Quantitative Skills

The goal of this category is to develop mathematical and quantitative reasoning skills.

REQUIREMENT

Students will complete one course to fulfill this category: COM 230; ECO 221, 222; GLY 281; GRY 400; HLH 299, 391; MAT 101&102, 105, 111, 115, 121, 135, 201, 224; PED 434; POL 112, 312; PSY 201; SOC 494

2. Natural Sciences

The goal of this category is to provide students with an understanding of the process of scientific inquiry, some of the major scientific theories, and their application to modern life. Students will practice the methods of science in a laboratory experience.

REQUIREMENT

Students will complete either two 2A courses or one 2A and one 2B course to fulfill the requirements of this category.

2A courses provide a survey of one or more of the traditional natural science disciplines and include a laboratory experience: BIO 110, 201, 202; CHE 121, 221, 222; GLY 171, 261; PHY 105, 106, 201, 202; SCI 141

2B courses provide breadth or depth in the natural sciences and must fulfill at least Learning Outcome 3 of this category: BIO 111; CHE 122, 125; GLY 160, 172, 262; PHY 150; SCI 142

3. Social Sciences

The goal of this category is to familiarize students with the methodology of social scientists and provide substantial introduction to a social science discipline.

REQUIREMENT

Students will complete one course to fulfill this category: ANT 102*, 300*; ECO 105*; EST 100*; FRE 318; GRY 120*, 125*, 370*; HIS 100*, 101*; HLH 111*; MUS 101*; POL 100*, 101*, 242*; PSY 101; SCI 300*, 304*, 320*, 330*; SOC 150*, 160*, 350*; SPA 318*

4. United States History and Society

The goal of this category is to familiarize students with the history and nature of the American state and society by examining relationships within and among the elements of that state and society, including governing structures or policies, formal and informal institutions, and the public.

REQUIREMENT

Students with a score of 84 or less on the American History Regents Exam must take one of the following courses: HIS 200 or HIS 201 or SOC 100. Students with a score of 85 or higher must take one course, chosen from either the list above or the list below. ECO 105*; POL 100*; SOC 150*

5. Western Civilization

The goal of this category is to provide students with an understanding of the history and development of the distinctive features of Western civilization and relate the development of Western civilization to that of other regions of the world.

Courses in this category will address the ways in which social, political, economic, geopolitical and/or intellectual movements have affected how members of the contemporary world think, act, and organize their lives.

REQUIREMENT

Students will complete one course to fulfill this category:
HIS 100*, 101*, 110, 111; INT 301; POL 102, 270; SOC 160*, 350*

6. Contrasting Cultures

The goal of this category is to provide students with an understanding of non-Western cultures and societies. It is intended to provide a counterpoint to the European focus of the Western Civilization category and explore the distinctive features of one non-western civilization. Courses in this category would be non-European and non-U.S. in focus.

REQUIREMENT

Students will complete one course to fulfill this category:
ANT 102*; AST 200; GRY 120*, 125*; HLH 111*; MUS 101*;
POL 101*; REC 150

7. Humanities

The goal of this category is to help students appreciate and understand the humanities. Courses in this category will address a humanities discipline through a variety of resources and critical approaches.

REQUIREMENT

Students will complete one course to fulfill this category:
AAS 251; ENG 200, 202, 203, 204, 220, 221, 250, 251, 256, 257,
260, 261, 262, 263, 280; FLT 399; FRE 311, 315, 316; ICC 201;
JST 250; SPA 313, 315, 317

8. The Arts

The goal of this category is to help students develop an awareness of the arts as a system of inquiry in which aesthetic elements are involved. Courses in this category will help students understand the creative process, be broadly based within or among the areas of the arts and provide this breadth through an historical approach or participation in the creative process. Students will explore the idea that important learning experiences can take place through the use of senses and imagination.

REQUIREMENT

Students will complete one course to fulfill this category:
ATS 101, 102, 103, 104, 105, 106, 107, 111, 112; ATH 120,
121, 122, 223; INT 300; IST 100; MUS 100, 111, 221, 222, 223;
THT 100, 161, 162

9. Foreign Language

The goal of this category is to develop familiarity with a foreign language.

REQUIREMENT

See section of catalog on Foreign Languages for program-specific requirements. The following courses have been approved:
ARA 101, 102, 201; ASL 101, 102, 201, 202; CHI 101, 102, 201,
202; FRE 101, 102, 201, 202; GER 101, 102, 201, 202; ITA 101,
102, 201, 202; SPA 101, 102, 201, 202

10. Basic Communication

The goal of this category is to develop written and oral communication skills. This category consists of three areas: Academic Writing, Writing Intensive courses, and Presentation Skills.

REQUIREMENT

See sections of the catalog on English Composition and Writing Intensive Courses (see page 46) and Presentation Skills Requirement (see page 48).

11. Prejudice and Discrimination

The goal of this category is for students to reflect critically about the nature and impact of prejudice and discrimination. Courses could address the individual and institutional nature of prejudice and discrimination in the American and/or global context; examine various aspects of prejudice and discrimination from multiple intellectual perspectives; examine the factors upon which prejudice and discrimination may be based, e.g., race, gender as well as class, ethnicity, religion, age, sexual orientation, disability.

REQUIREMENT

Students will complete one course to fulfill this category:
AAS 110, 120, 210, 431; ANT 230, 234; CIN 210; COM 431;
FSA 103; ENG 252; EXS 290; GRY 221; HLH 163, 201;
MGS 230; MUS 110; PHI 140; POL 110; PSY 210; REC 393;
SOC 230; VAL 322

12. Science, Technology, Values and Society

The goal of this category is for students to reflect critically on problems that involve ethical or values-based judgments of technical information and/or issues that arise at the interface of science and society.

REQUIREMENT

Students will complete one course to fulfill this category:
ANT 300*; EST 100*; GRY 301, 370*; PHI 135; POL 242*, 342;
PWR 209; REC 310; SCI 180, 300*, 304*, 310, 320*, 325, 330*,
350, 360

Competency 1: Critical Thinking

The goal of this category is to encourage critical thinking and reasoning skills.

REQUIREMENT

No courses are required for this category as the outcomes are met through completion of the Cortland GE program.

Competency 2: Information Management

The goal this category is to assist students in developing information management and technology skills related to gathering, evaluating, and synthesizing information.

REQUIREMENT

No courses are required for this category as the outcomes are met through completion of the Cortland GE program.

** Course is approved for more than one category.*

Bachelor's Degree Requirements

Bachelor's Degree Requirements

The bachelor's degree requires a minimum of 120 credit hours for all majors. Programs that are not externally accredited can require no more than 124 credit hours. Programs that are externally accredited may exceed the 124-credit-hour maximum. These credit hours are obtained by meeting various College requirements:

- **English Composition**

All students must successfully complete with a minimum grade of C- six to eight credit hours in English composition. Additionally, at least six credit hours, applicable to other graduation requirements, of work in Writing-Intensive (WI) courses must be completed. The writing intensive requirement must be fulfilled by taking course work at SUNY Cortland. At least three credit hours of Writing-Intensive course work must be in the major.

- **Foreign Language**

All students must demonstrate proficiency in a foreign language through the 101 level to fulfill the SUNY General Education requirement. Students having earned a score of 85 or higher on the New York State Regents examination in a foreign language will also meet the 101-level requirement. Proficiency through the 101 level is also required for all students enrolled in teacher education programs leading to a B.S.Ed. (health education, physical education). In addition, all students in teacher education programs leading to a B.S. (other than Speech and Language Disabilities) must demonstrate proficiency in a foreign language through the 102 level. All students earning a B.A., including those in a teacher education program leading to a B.A., must demonstrate proficiency in a foreign language through the 202 level. This requirement also applies to all students earning a B.S. in Speech and Language Disabilities.

- **Activity and Participation**

No more than eight credit hours of combined activity and/or participation courses may be applied toward meeting graduation requirements except as department major requirements specify additional activity and/or participation credits.

- **General Education**

All students must complete Cortland General Education and SUNY General Education program requirements including general education knowledge base, quantitative skills, composition, foreign language, writing-intensive and presentation skills course requirements.

- **Academic Major**

All students must complete a major with a minimum of 30 credit hours of discipline-specific courses. Majors must have a minimum of 15 credit hours of discipline-specific courses at the upper level — 300 or above.

- **Residency Requirement**

At least 45 credit hours for the degree must be completed at SUNY Cortland to meet the College's residency requirement. In addition, one half of the credits for the major, minor and/or concentration must be completed at SUNY Cortland. Special requirements may be designated by each school of the College.

- **Liberal Arts and Sciences Courses**

All students must complete a minimum of 90 credit hours of liberal arts and sciences courses in B.A. programs, or a minimum of 60 credit hours of liberal arts and sciences courses in B.S. or B.S.Ed. programs. Liberal arts and sciences (LAS) courses are marked by a black square (■) after the credit hour notation in the course description.

- **Free Electives**

All programs must include a minimum of 12 credit hours of free electives. Programs which must meet external accreditation requirements, for example, teacher education, speech pathology, recreation, may require fewer than 12 credit hours of free electives. Programs without external accreditation requirements must include 12 credit hours of free electives to meet a minimum of 120 credit hours or a maximum of 124 credit hours for the degree.

Programs with external accreditation requirements may or may not need to include free elective credit hours depending on the total number of required credit hours. For example, if the required courses (program and college) comprise 108 to 112 credit hours, inclusive, the program must include a minimum of 12 credit hours of free electives. If the required courses (program and college) comprise 113 to 123 credit hours, inclusive, the program must include free electives sufficient to meet 124 credit hours for the degree (maximum of 11 credit hours; minimum of 1 credit hour). If the required courses (program and college) comprise 124 credit hours or greater, the program does not have to include free electives.

During curriculum review, any department seeking an exemption from the 12-credit hour, free-elective rule must sufficiently demonstrate how the prescribed courses meet requirements imposed by the external accrediting agency. Free electives do not include general education, composition, quantitative skills, writing-intensive, foreign language or major requirements.

- **Grade Point Average**

Cortland students must earn a minimum of a 2.0 grade point average both overall and in the major, as well as in all minors and concentrations. Students who complete the minor or concentration with a 2.0 or higher cumulative average will have the minor or concentration recorded on their official transcript. A grade point average higher than 2.0 may be required by some degree programs.

- **Completion Status**

Completion of all course work, that is, no incompletes.

Bachelor's Degree Requirement Definitions and Clarifications:

1. Use of Course to Fulfill Multiple Degree Requirements

A single course may be used to satisfy more than one degree requirement, e.g., general education, writing-intensive, quantitative skills, foreign language, major requirement. However, a single course may not fulfill more than one major requirement.

2. Activity and Participation Course Restrictions

No more than eight hours of combined activity and/or participation courses may be applied toward meeting graduation requirements except as department major requirements specify additional activity and/or participation credits.

3. Definition of Lower- and Upper-Division Undergraduate Courses and Graduate Courses

Lower-division courses are taught at the 100 or 200 level. Upper-division courses are taught at the 300 or 400 level. Graduate courses are taught at the 500 or 600 level.

4. Definition of Minor

A minor is an approved program of study, not leading to a degree, in an area outside the major. A minor comprises a minimum of 15 credit hours; half of these credit hours must be taken at SUNY Cortland.

Students cannot earn a minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor.

5. Definition of Concentration

A concentration is an approved program of study that provides a particular set of options within a given major or minor. Concentrations may be embedded in the major, that is, the 30 credit-hour minimum may comprise core courses plus concentration courses, or added to the major, that is, the 30 credit-hour minimum may comprise core courses only and the concentration is added.

A concentration must have a minimum of 12 hours that are unique to the concentration and distinct from the major requirements. Half of the credit hours in the concentration must be taken at SUNY Cortland.

Students cannot earn a minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor.

6. Definition of Equivalent and Overlapping Courses

Equivalent courses have the same course content but are cross listed under two or more course prefixes. Catalog descriptions for equivalent courses are the same and must include an "Also listed as ..." statement. If a required course in a program is equivalent, then any of the equivalent courses may be used to satisfy the requirement.

Overlapping courses are those having sufficient content similarities such that a department may choose to place enrollment restrictions on them. Catalog descriptions for overlapping courses must include a "Not open to students with credit for ..." statement.

Equivalent and overlapping courses must be approved through the college curriculum review process.

7. Definition of Special Topics Courses

Special-topics courses may be topical or experimental in nature and generally reflect a content area not covered by an existing course. Special-topics courses are numbered 129, 229, 329, 429, 529, or 629, depending on the course level. A special-topics course may be offered for a maximum of three times. Prior to the third offering, a special-topics course must be submitted through the curriculum review process as a new course if it is to be offered again. Special-topics courses may be used to fulfill only a general elective or an elective requirement in a major. A special-topics course from one discipline may be cross listed with an equivalent special-topics course from a different discipline. Cross listing such courses requires approval of department chairs, or coordinators, from both disciplines. Special-topics courses cannot be cross listed with an existing course in the curriculum.

English Composition and Writing-Intensive Courses

Old Main, Room 115-B
(607) 753-2086
E-mail: kennedym@cortland.edu

English Composition Requirement for Freshmen

SUNY Cortland requires students to complete an English composition program designed to help them develop the ability to write acceptable English prose. Two courses are required:

1. either CPN 100: Academic Writing I (3 cr. hr.) *or* CPN 102: Academic Writing in the Community I (4 cr. hr.) *and*
2. either CPN 101: Academic Writing II (3 cr. hr.) *or* CPN 103: Academic Writing in the Community II (4 cr. hr.).

Students must pass these courses with grades of C- or better. All students must complete both writing courses, except for those who are exempted through an accepted qualifying examination.

In addition, all students must complete a minimum of two Writing-Intensive (WI) courses which must be taken at Cortland. Students must successfully complete CPN 100 or CPN 102 and CPN 101 or CPN 103 with a minimum grade of C- or better before enrolling in a Writing Intensive course. The WI requirements are described in the next column.

Advanced Placement of Freshmen

Placement and credit on the basis of examinations sponsored by the Advanced Placement Program of the College Entrance Examination Board are determined on the following basis:

Examination	Score	Advanced Placement Credit	Placement
Language and Composition	5	Three credits in composition	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103
		Three credits in English 200	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103
Literature and Composition	4, 3	Three credits in composition	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103
		Three credits in English 200	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103

Composition Requirements for Transfer Students

Writing courses passed at other institutions will be assigned credit as follows:

1. For a one-semester composition course equivalent to CPN 100 or CPN 102, students will receive three credits and will not be required to take CPN 100 or CPN 102 but must take CPN 101 or CPN 103.
2. For a two-semester composition course sequence equivalent to CPN 100/102 and CPN 101/103, students will not be required to take CPN 100/102 or CPN 101/103. They will be eligible to enroll in a 200-level English course.
3. Students who transfer credit hours equivalent to the CPN 101 or 103 level will not be required to take CPN 100 or 102.

Transfer students are strongly urged to complete the composition requirement during their first year at Cortland. Transfer students also are required to complete six credits of Writing-Intensive (WI) courses at SUNY Cortland. This must include at least one course in the major; the other course can be in or out of the major. WI requirements are described below. Writing courses from other institutions cannot be used to satisfy the WI requirements.

Writing-Intensive Course Requirements for Freshmen and Transfer Students

Most college courses involve a certain amount of writing. However, the extent of writing assignments will vary from class to class. To ensure that students receive a minimum amount of writing experience and writing instruction while at Cortland, several courses have been designed as Writing Intensive (WI). Students are required to take a minimum of two WI courses at Cortland (six credit hours), at least three credit hours of which are in their major.

WI courses are offered in all academic departments. These courses are intended to help students think critically and write effectively while they are learning course content. No WI course may enroll more than 25 students. Although they differ widely in content, WI courses require the equivalent of at least 15 pages of assigned writing and adhere to the following guidelines:

1. At least two written assignments that are reviewed before the end of the semester or in some upper division courses a single assignment that is written and reviewed in multiple drafts.
2. Opportunities for serious revision.
3. Classroom time spent on work directly related to writing.

Course offerings may change from semester to semester. Each term's WI courses are specially designated and may be found under the writing intensive attribute on the Web.

Writing Assistance

The Academic Support and Achievement Program (ASAP) offers professional assistance to help students improve their writing skills. Tutoring is available in brainstorming/prewriting, organizing, revising, proofreading and editing for many types of writing, including essays, syntheses, research papers, speeches, critical analyses, summaries and critiques.

For more information, contact the ASAP Office, Van Hoesen Hall, Room A-12, (607) 753-4309.

Foreign Language Requirement

SUNY Requirements

All undergraduate students must demonstrate proficiency in foreign language by fulfilling one of the following requirements:

- successful completion of a one-semester college-level foreign language course (101) or the equivalent (e.g., earning CLEP or AP credits) *or*
- having earned a score of 85 or higher on the New York State Regents examination in a foreign language.

Note: By virtue of completion of the Cortland foreign language requirement, students will automatically meet the SUNY GE foreign language requirement.

Additional degree requirements

BACHELOR OF SCIENCE CANDIDATES

Students enrolled in a B.S. or B.S.Ed. program in the School of Arts and Sciences or the School of Professional Studies need only one semester of a foreign language with the exception of speech pathology and audiology majors, who must successfully complete the fourth semester (202) of a college-level foreign language sequence.

Students enrolled in the B.S. program in early childhood, childhood, early childhood and childhood, adolescence education, or special education must

- successfully complete the second semester (102) of a college-level foreign language sequence *or*
- confirm proficiency equivalent to successful completion of the second semester (102) of a college-level foreign language sequence through a testing program approved by the International Communications and Culture Department.

Note: Some departments require specified courses in foreign language in support of their major program requirements in addition to those described above.

BACHELOR OF ARTS CANDIDATES

Students enrolled in a B.A. program must

- successfully complete the fourth semester (202) of a college-level foreign language sequence *or*
- confirm proficiency equivalent to successful completion of the fourth semester (202) of a college-level foreign language sequence through a testing program approved by the International Communications and Culture Department.

Students with no previous college-level credit who plan to meet the bachelor of arts foreign language requirements through course work in Chinese, French, German or Spanish will begin work at a level determined in consultation with an advisor according to guidelines established by the International Communications and Culture Department. The guidelines are based on criteria taking into account individual academic records.

Students who wish to begin foreign language study at a level below the level indicated by the guidelines may do so on an “audit” (no credit) basis. To begin foreign language study for credit either below or above the level indicated by the guidelines, students need the written consent of the International Communications and Culture Department chair.

When a student has achieved proficiency in a foreign language other than Chinese, French, German or Spanish, the student may arrange for a special assessment by an outside examiner, following guidelines established by the International Communications and Culture Department. Any financial burden for such assessment must be assumed by the student.

Students whose first language is not English may satisfy the foreign language requirement by special assessment or by presenting a transcript that attests to successful completion of secondary study in any language other than English. Contact the associate dean of arts and sciences for more information.

American Sign Language

American Sign Language can meet the SUNY Cortland foreign language requirement for the following programs only:

School of Arts and Sciences

Adolescence Education: Mathematics (7-12)
Adolescence Education: Physics (7-12)
Art - Art History
Art - Studio Art
New Media Design
Political Science
Psychology

School of Education

Childhood Education
Early Childhood Education
Early Childhood/Childhood Education
Inclusive Special Education

School of Professional Studies

Athletic Training
Kinesiology
Kinesiology – Fitness Development
Sport Management
Recreation
Speech and Language Disabilities
Speech and Hearing Science
Health Science
Health Education
Human Service Studies
Physical Education

Presentation Skills Requirement

To meet the learning objectives of the Basic Communication category of the SUNY General Education requirement, students must demonstrate proficiency in both oral and written communication. The presentation skills requirement will provide all students with the skills and experience in making oral presentations; improve students' abilities to organize thoughts and present them orally; and teach students self-critique and peer critique oral presentation skills. As a requirement for graduation, all students will successfully complete one course designated as Presentation Skills (PS) and/or successfully fulfill the SUNY GE 10 Basic Communication Learning Outcome Category.

Course Eligibility

1. Students will make at least one presentation in the course and respond to questions and comments following the presentation.
2. Student must submit at least one outline with attached source list related to the presentation.
3. Students must evaluate their own presentation and those of other students, according to criteria provided by the instructor.
4. Faculty provide instruction in effective presentation skills for specific disciplines, including requirements and methods of preparation for oral assignments, i.e., structure, research, outlining, visual components, creativity and delivery.

Approved Courses

AED 392: Methods I: Teaching Adolescence Mathematics
AED 437: Methods of Teaching Foreign Language I
AED 438: Methods of Teaching Foreign Language II
ANT 312: Peoples of the Middle East
ANT 406: Contact and Culture Change
BIO 411: Ornithology
BIO 422: Biological Evolution

BIO 516: Controversies in Evolutionary Biology
COM 210: Fundamentals of Public Speaking
COM 302: Intercultural Communication
COM 304: Communication Research
CON 460: Conservation Biology
CRM 464: Corrections
EDU 478: Classroom Discipline for Personal and Social Responsibility
EDU 488: Student Teaching in Speech, Language and Hearing
ENG 252: Intro: Modern American Multicultural Literature
ENG 374: Literature for Adolescence
EXS 410: Ethics in Sport
EXS 490: Independent Research in Exercise Science
FRE 319: Francophone Civilization
FSA 101: Introduction to Urban Education
GLY 262: Historical Geology
HIS 290: Historical Methods
HIS 490: Seminar in History
IST 400: Seminar: Themes in International Studies
MGT 454: Strategic Management
POL 304: Constitutional Law
POL 404: Civil Liberties
POL 483: Public Administration and Policy Internship
POL 484: Pre-Law Internship
PSY 482: Senior Seminar in Psychology
PWR 213: Writing Poetry
SOC 464: Corrections
SPA 306: Advanced Spanish Conversation
SPM 466: Policy and Strategic Management of Sport Organizations
THT 162: Theatre History II
THT 461: Seminar in Musical Theatre

Quantitative Skills Requirement

As part of the graduation requirements, students at Cortland must demonstrate their ability to use quantitative skills by passing one of the following courses or having equivalent credit by transfer.

Specific courses that meet this requirement are listed below or on the registrar's Web page.

COM 230: Statistical Methods
ECO 221: Economic Statistics
ECO 222: Mathematical Economics
GLY 281: Data Analysis in Natural Sciences
GLY 499: Independent Investigations
GRY 400: Geographical Analysis
HLH 299: Statistical Concepts and Applications for Health Science
HLH 391: Epidemiology and Biostatistics
MAT 101: Mathematics for Elementary School Teachers I
MAT 102: Mathematics for Elementary School Teachers II

MAT 105: Mathematics in Modern Society
MAT 111: Algebra for College Students
MAT 115: Preparation for Calculus
MAT 121: Calculus A
MAT 125/135: Calculus I
MAT 201: Statistical Methods
MAT 224: Discrete Mathematics
PED 434: Statistics and Assessment in Physical Education
PHY 105: Elementary Mechanics and Heat
PHY 106: Elementary Electricity, Light and Sound
PHY 201: Principles of Physics I
PHY 202: Principles of Physics II
POL 112: Introduction to Political Research
POL 312: Methods of Political Analysis
PSY 201: Statistical Methods
SOC 494: Methods of Social Research II

Requirements for New York State Initial Teaching Certificate

Completion of All Degree and Certification Requirements Prior to Graduation

The undergraduate degree may not be posted nor an official transcript produced without the completion of the relevant teacher certification requirements for the applicable undergraduate degree program. These requirements include, **but are not limited to:**

- completion of all degree requirements for an approved teacher certification program at SUNY Cortland
- completion of a workshop of three clock hours on the identification and reporting of child abuse and maltreatment. Information about the three-hour workshop is available through the Center for Educational Exchange.
- completion of a workshop of two clock hours on school violence prevention training. Information about the two-hour workshop is available through the Center for Educational Exchange.

Please consult your department with regard to additional specific certification requirements for your program.

Upon completion of all the degree requirements, the two workshops, and any departmental requirements, the graduate will be recommended by SUNY Cortland for certification to the New York State Education Department.

The New York State Education Department requires the following prior to actually awarding the teaching certificate:

- an application for certification to the New York State Education Department
- the payment of the certification application fee to the New York State Education Department
- a criminal background check and fingerprinting. Information about fingerprinting requirements is available at Career Services.
- passing scores on the Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills-Written (ATS-W), respective Content Specialty Test (CST), and other appropriate tests in the New York State Teacher Certification Examinations program. Information about and the registration booklet for the NYSTCE are available at Career Services as well as at the Counseling Center.

Criteria for Admission to the Teacher Education Program

Specific criteria exist for admission to each teacher education program. Minimum undergraduate cumulative grade point average for admission into undergraduate-level teacher education programs is 2.5 on a 4.0 scale; however, some programs require a higher undergraduate grade point average. The department or catalog should be consulted for details. In addition, all applicants for teacher education programs are required to file an Application to the Teacher Education program.

Examinations for Teacher Certificates

A person making application for a New York State teaching certificate will be required to achieve a passing score on the appropriate tests in the New York State Teacher Certification Examinations (NYSTCE) Program. The department or catalog should be consulted for details. The NYSTCE information and registration booklet is available at the Counseling Center and Career Services.

Identification and Reporting of Child Abuse and Maltreatment

All students seeking teaching certification must complete a minimum of three clock hours of instruction regarding the identification and reporting of child abuse and maltreatment.

This degree and certification requirement can be met by taking designated workshops on child abuse at SUNY Cortland. This requirement also may be met by completing a designated workshop through another New York State Education Department approved provider.

School Violence Prevention Training

All students seeking teaching certification must complete a minimum of two clock hours of instruction regarding school violence prevention training. This degree and certification requirement may be met by taking designated workshops on school violence prevention training at SUNY Cortland. This requirement is mandated as part of the NYS Save Legislation.

The Child Abuse Identification and School Violence Prevention and Intervention (SAVE) workshops must be completed prior to graduation. Workshop dates may be accessed at www.cortland.edu/NCATE or www.cortland.edu/cee on the Web.

Health and Human Development

All students seeking teaching certification must complete a course that includes “human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school and community on students’ readiness to learn – and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco and other drugs and that fosters the health and learning of all students and the development of a sense of community and respect for one another.” (New York State Department of Education Teacher Education Program Registry, 2000)

This requirement may be met by taking one of the following courses: HLH 110, 199, 265 or 510. Students should consult their academic program/advisor regarding appropriate course selection.

Fingerprinting

All candidates, certified and non-certified, who wish to work in schools in New York State will be subject to fingerprinting regulations and background check prior to employment. Contact Career Services for a fingerprinting packet.

Foreign Language Requirement/SUNY General Education Requirement

All undergraduate students must demonstrate proficiency in foreign language by fulfilling one of the following requirements:

- successful completion of a one-semester college-level foreign language course (101) or the equivalent (e.g., earning CLEP or AP credits) *or*
- having earned a score of 85 or higher on the New York State Regents examination in a foreign language.

Note: Some individual programs may require additional foreign language credit hours. By virtue of completion of the Cortland foreign language requirement, students will automatically meet the SUNY GE foreign language requirement.

Additional Degree Requirements

BACHELOR OF SCIENCE CANDIDATES

Students enrolled in a B.S. or B.S.Ed. program in the School of Arts and Sciences or the School of Professional Studies need only one semester of a foreign language with the exception of speech pathology and audiology majors, who must successfully complete the fourth semester (202) of a college-level foreign language sequence.

Students enrolled in the B.S. program in early childhood, childhood, early childhood and childhood, adolescence education, or special education must

- successfully complete the second semester (102) of a college-level foreign language sequence *or*
- confirm proficiency equivalent to successful completion of the second semester (102) of a college-level foreign language sequence through a testing program approved by the International Communications and Culture Department.

Note: Some departments require specified courses in foreign language in support of their major program requirements in addition to those described above.

BACHELOR OF ARTS CANDIDATES

Students enrolled in a B.A. program must

- successfully complete the fourth semester (202) of a college-level foreign language sequence *or*
- confirm proficiency equivalent to successful completion of the fourth semester (202) of a college-level foreign language sequence through a testing program approved by the International Communications and Culture Department.

Completion of All Degree and Certification Requirements Prior to Graduation

The undergraduate degree may not be posted nor an official transcript produced without the completion of the relevant teacher certification requirements for the applicable undergraduate degree program.

Teaching Certificates after Feb. 2, 2004

The Initial Certificate for teaching will be issued to candidates who complete the requirements of a teacher education program leading to the initial teaching certificate.

In addition to completing program requirements, the applicant for an Initial Certificate must successfully pass three New York State Teacher Certification Examinations (NYSTCE): Liberal Arts and Sciences Test (LAST); Assessment of Teaching Skills – Written (ATS-W); and Content Specialty Test (CST).

The Professional Certificate will be issued to candidates who complete the requirements of a graduate-level teacher education program. Candidates will have five years to complete the master's degree leading to the Professional Certificate. Consult your department for additional certification changes after Feb. 2, 2004.

Field Experience in Teaching

All teacher education candidates seeking the Initial Certificate are required to successfully complete a minimum of 100 hours of field experience in K-12 schools as part of their professional preparation program prior to student teaching. Arrangements for housing and transportation during all field experiences and student teaching are the responsibility of the candidate.

Job Placement Availability

The New York State Education Department requires publication of statistics regarding labor market and job availability for teachers. These may be accessed at the following Web sites: www.aace.org for national statistics and www.highered.nysed.gov/tcert/sup&dem.html for statewide statistics. Contact specific departments for information regarding Cortland graduates.

Terminology Guide

Course Information

The number assigned to each course is the key to the level at which it is taught. SUNY Cortland uses the following numbering system to define the course numbers and section numbers.

COURSE NUMBERS

100-199 courses generally designed for freshmen but may be appropriate for sophomores, usually an introductory or first course taught in a sequence within a discipline.

200-299 courses generally designed for sophomores but may be appropriate for freshmen, usually advancing in a progression as a second course which may require previous knowledge or training.

300-399 courses generally designed for juniors and seniors, but may also be appropriate for sophomores. Prerequisites are often required for this course level.

400-499 courses generally designed for juniors and seniors advancing well into upper division work with prerequisite knowledge base required.

500-599 courses are considered graduate courses but are designed for both graduate and highly motivated undergraduate students. This level of course work is open to juniors and seniors in good academic standing (cumulative grade point average of 2.0). Please note: There are certain 500-level courses that are for graduate students only.

600-699 courses designed **exclusively at the graduate level for graduate students only.**

SECTION NUMBERS

A number following the course prefix and course number used to identify a specific day, time, location and instructor for a course.

000-009 section numbers indicate that the course has no restrictions and is open to all students.

010, 020, 030, 040 section numbers generally indicate a quarter course. The middle digit represents the quarter.

090 section numbers indicate that the course is a Mohawk Valley graduate course held at SUNY IT.

200-299 section numbers indicate that the course is paired with another course. Both courses must be taken together.

300-399 section numbers indicate that the course may have a special prerequisite.

500-599 section numbers require special permission from the chair of the department offering the course.

600-699 section numbers identify courses that may be reserved for a specific major, group of majors or population.

700-799 section numbers are reserved for students not in a particular major.

800-899 section numbers indicate courses that are a part of a “learning community” or special student cohort program.

PREREQUISITES

Most courses beyond the introductory level require a degree of knowledge or preparation described by the prerequisites for the course. At SUNY Cortland the prerequisites indicate the level of preparation normally required for the course. In appropriate circumstances prerequisites may be waived. An equivalent course or courses taken elsewhere suffice, but questions regarding equivalency should be referred to the department offering the course.

Students who believe that courses they have taken meet the equivalency requirements may seek the consent of the chair of the department to waive the course prerequisites. When the phrase “consent of department” is used, permission from the department chair is required before students may enroll in the course.

FREQUENCY OF COURSE OFFERINGS

Courses described in this catalog are offered according to the frequency code schedule listed below. The identifying code appears in the course description.

State University of New York College at Cortland reserves the right to cancel the offering of a scheduled course when any of these conditions prevail:

1. Enrollment in the course is fewer than 10 persons. In cases where the cancelled course is a graduation requirement for any of those enrolled in it, SUNY Cortland will afford affected students an alternative method of meeting the requirement.
2. Because of a temporary vacancy no qualified instructor is available to teach the course.
3. The cancellation is early enough to permit students to register in another course.

Courses to be offered in a particular semester are listed on the registrar’s home page at www.cortland.edu/registrar on the Web. The schedule of course offerings for the fall semester is available in mid-March, and the schedule of course offerings for the spring semester is available in mid-October.

FREQUENCY CODES

- A = Every semester
- B = At least once per year
- C = At least once every two years
- F = Fall
- M = Summer
- O = Occasionally
- S = Spring
- W = Winter

Course Prefixes

PREFIX	TITLE	DEPARTMENT OR PROGRAM CENTER	PREFIX	TITLE	DEPARTMENT OR PROGRAM CENTER
AAS	African American Studies	African American Studies	FSA	Foundations and Social Advocacy	Foundations and Social Advocacy
AED	Adolescence Education	Teacher Certification Programs in Related Disciplines	GER	German	International Communications and Culture
AFS	Air Force – ROTC	ROTC at Cornell University	GLY	Geology	Geology
ANT	Anthropology	Sociology-Anthropology	GRY	Geography	Geography
ARA	Arabic	International Communications and Culture	GRT	Gerontology	Sociology/Anthropology
ASL	American Sign Language	International Communications and Culture	HIS	History	History
AST	Asian/Middle Eastern Studies	Interdisciplinary	HLH	Health	Health
ATH	Art History	Art and Art History	HUS	Human Service Studies	Health
ATR	Athletic Training	Exercise Science and Sport Studies	ICC	International Communications and Culture	International Communications and Culture
ATS	Studio Art	Art and Art History	INT	Interdisciplinary Studies	Interdisciplinary Program
ATT	Art Theory	Art and Art History	IST	International Studies	International Studies
BIO	Biology	Biological Sciences	ITA	Italian	International Communications and Culture
BMS	Biomedical Sciences	Biological Sciences	JST	Jewish Studies	Jewish Studies
CAP	Computer Applications	Computer Applications	LIT	Literacy	Literacy
CHE	Chemistry	Chemistry	MAT	Mathematics	Mathematics
CHI	Chinese	International Communications and Culture	MCS	Computer Science	Mathematics
CIN	Cinema Study	Cinema Study	MGS	Multicultural and Gender Studies	Interdisciplinary Program
COM	Communication Studies	Communication Studies	MGT	Management	Economics
CON	Conservation Biology	Biological Sciences	MLS	Military Science – ROTC	ROTC at Cornell University
COR	Cortland Experience	First-Year Experience	MUS	Music	Performing Arts
CPN	Composition	English/Composition	PED	Physical Education	Physical Education
CPV	Cooperative Education	Interdisciplinary/Field Studies	PHI	Philosophy	Philosophy
CRM	Criminology	Sociology/Anthropology	PHY	Physics	Physics
DNC	Dance	Performing Arts	POL	Political Science	Political Science
ECE	Early Childhood Education	Childhood/Early Childhood Education	PSY	Psychology	Psychology
ECO	Economics	Economics	REC	Recreation	Recreation and Leisure Studies
EDA	Education Administration	Educational Leadership	RLS	Religious Studies	Interdisciplinary
EDL	Education Leadership	Educational Leadership	SAB	Study Abroad	Study Abroad, International Programs
EDU	Education	Childhood/Early Childhood Education	SCI	Science, General	Science, General
ENG	English	English	SHH	Speech Hearing-Handicapped	Speech Pathology and Audiology
ENS	Environmental Science	Environmental Science/Biology	SOC	Sociology	Sociology/Anthropology
ESL	English as a Second Language	International Communications and Culture	SPA	Spanish	International Communications and Culture
EST	Environmental Studies	Environmental Studies	SPE	Special Education	Foundations and Social Advocacy
EXS	Exercise Science	Exercise Science and Sport Studies	SPM	Sport Management	Sport Management
FLT	Foreign Literature in Translation	International Communications and Culture	THT	Theatre	Performing Arts
FRE	French	International Communications and Culture	VAL	Values	Philosophy
			WRM	Water Resources Management	Interdisciplinary
			WST	Women's Studies	Women's Studies

Majors, Minors, Concentrations, Approved Programs of Study and HEGIS Codes

MAJORS

A major is an approved program of study leading to a bachelor of arts (B.A.), bachelor of science (B.S.), or bachelor of science in education (B.S.Ed.). Majors require a minimum of 30 credit hours of discipline-specific courses. Majors must have a minimum of 15 credit hours of discipline-specific courses at the 300 level or above.

MINORS

A minor is an approved program of study, not leading to a degree, in an area outside the major. A minor comprises a minimum of 15 credit hours; half of these credit hours must be taken at SUNY Cortland. Students cannot minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor.

CONCENTRATIONS

A concentration is an approved program of study that provides a particular set of options within a given major or minor. Concentrations may be embedded in the major, that is, the 30 credit-hour minimum may comprise core courses plus concentration courses, or added to the major, that is, the 30 credit-hour minimum may comprise core courses only and the concentration is added. A concentration must have a minimum of 12 credit hours that are unique to the concentration and distinct

from the major requirements. Half of the credit hours in the concentration must be taken at SUNY Cortland. Students cannot earn a minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor.

Approved programs of study are those approved by the College's provost and vice president for academic affairs, the College's president, and the New York State Education Department and adopted by SUNY Cortland according to the procedures for curriculum change in effect at the time of approval.

Majors, minors and concentrations are not listed on diplomas but are recorded on official College transcripts.

Students may graduate under any catalog in effect during the period of their enrollment, providing they have not interrupted such enrollment and all requirements listed in the catalog have been met. A change of major, adding a minor or concentration may result in a change of catalog term and additional required course work for the new major and/or the need to meet certain grade point criteria as determined by the new department's published requirements at the time of the change of major.

Note: An official leave of absence is not considered an interruption in enrollment.

Undergraduate Program Codes

PROGRAM AND MAJOR	DEGREE	MAJOR CODE	HEGIS CODE
AFRICAN AMERICAN STUDIES concentration: Sociological, Political and Community Development concentration: African and African-American History	B.A. and minor	AAS_AASC AAS_AASH	2211
ANTHROPOLOGY concentration: Applied Anthropology concentration: Americas Archaeology concentration: World Archaeology concentration: Ethnic Studies minor: Archaeology	B.A. and minor minor	ANT ANT_APPL ANT_AARC ANT_WARC ANT_ETHS ARC	2202
ART concentration: Art History concentration: Studio Art New Media Design	B.A. and minor	ART_ARTH ART_ARTS NMD	1002
ASIAN/MIDDLE EASTERN STUDIES	B.A. minor	AMES	1009
ATHLETIC TRAINING	B.S.	ATR	1299.30
BIOLOGY concentration: Environmental Science Adolescence Education: Biology (7-12) Biomedical Sciences Conservation Biology	B.A./B.S. and minor	BIO BIO_ENVS	0401
CHEMISTRY concentration: Environmental Science Adolescence Education: Chemistry (7-12) Chemistry/Engineering (3+2)	B.S. B.S. B.A./B.S.	ABI BMS CON	0401.01 0499 0420
CINEMA STUDY	B.A./B.S. and minor	CHE CHE_ENVS	1905
	B.S. B.S.	ACH CEN	1905.01 1905
	minor	CIN	1010

Undergraduate Program Codes

PROGRAM AND MAJOR	DEGREE	MAJOR CODE	HEGIS CODE
COMMUNICATION STUDIES concentration: Journalism concentration: Media Production concentration: Public Relations and Advertising New Communication Media	B.A. and minor	COM COM_JOUR COM_MEPD COM_PRAD	0601
COMPUTER APPLICATIONS	B.A. minor	NCM CAP	0605
CRIMINOLOGY	B.A.	CRIM	2209
ECONOMICS concentration: International Political Economy and Public Policy minor: Management minor: Political Economy and Public Policy Business Economics concentration: International Business and Economics concentration: Human Resource Management concentration: Financial Management concentration: Environmental Management	B.A. and minor minor minor B.A./B.S.	ECO ECO_IPEP MGT PEPP BUSE BUSE_IBE BUSE_HRM BUSE_FMGT BUSE_ENMG	2204 0517
EDUCATION Childhood Education Early Childhood and Childhood Education Early Childhood Education One of the following nine concentrations must be selected with the major: concentration: Biology concentration: Earth Sciences concentration: English Language Arts concentration: Environmental Studies concentration: French concentration: Humanities concentration: Mathematics concentration: Social Sciences concentration: Spanish Inclusive Special Education minor: Psychology of the Exceptional Child Note: This minor is required for the major.	B.S. B.S. B.S. B.S.	CHD DEC ECH BIO ERS ELA EST FRE HUM MAT SOS SPA ISE ISE_PSYX	0802 0823 0823
ENGLISH Adolescence Education: English (7-12) minor w/ concentration: Literature and Writing minor w/ concentration: Language and Literature minor w/ concentration: Literature Professional Writing	B.A. and minor B.A. minor minor minor B.A. and minor	ENG AEE/AEN ENLW ENLL ENL PWRT	1501 1501.01 1599
ENGLISH AS A SECOND LANGUAGE Teaching English as a Second Language (K-12) Teaching English as a Second Language (non-certification)	B.A. B.A. minor	ESL_CERT ESL_NCRT EOE EOEE EOEC EOEO	
ENVIRONMENTAL AND OUTDOOR EDUCATION track: Environmental Education Interpretation track: Organized Camping track: Outdoor Pursuits	B.S.	BIO_ENS	0401
ENVIRONMENTAL STUDIES: SUNY CORTLAND-BIOLOGY/DUKE			
EXERCISE SCIENCE AND SPORT STUDIES minor: Exercise Science minor: Sport Studies Kinesiology concentration: Coaching concentration: Exercise Science concentration: Sport Studies Kinesiology: Fitness Development	minor minor B.S.	EXSC SPST KIN_CCH KIN_EXSC KIN_SPST FIT	0835
FRENCH Adolescence Education: French (7-12) Adolescence Education: French and Spanish (7-12)	B.S. B.A. and minor	FRE AFR AFS	0835 1102 1102.01 1199.01

Undergraduate Program Codes

PROGRAM AND MAJOR	DEGREE	MAJOR CODE	HEGIS CODE
GEOGRAPHY concentration: Geographic Information Systems concentration: Tourism Development	B.A./B.S. and minor B.S.	GRY GRY_GIS	2206
Geographic Information Systems concentration: Computer Techniques concentration: Demographics and Business Geographics concentration: Environmental Science	B.A. and minor B.S.	TOUR GIS GIS_CTEC GIS_DBG GIS_ENVS	2206
GEOLOGY concentration: Environmental Science concentration: Water Resources	B.A./B.S. and minor	GLY GLY_ENVS GLY_WRES	1914
Adolescence Education: Earth Science (7-12)	B.S.	AES	1914.01
HEALTH Health Education: (K-12) Certification concentration: College Health Promotion and Prevention Services concentration: Health Communication concentration: International Health concentration: Wellness and Health Promotion	B.S.Ed B.S.Ed	HEC HEC_CHPP HEC_HCOM HEC_INTH HEC_WELL	0837
Health Science concentration: Administration and Planning concentration: Allied Health concentration: College Health Promotion and Prevention Services concentration: Community Health Education concentration: Environmental Health concentration: Health Communication concentration: International Health concentration: Wellness/Health Promotion	B.S.	HSC HSC_ADMN HSC_ALLH HSC_CHPP HSC_COMH HSC_ENVH HSC_HCOM HSC_INTH HSC_WELL	1299
HISTORY	B.A. and minor	HIS	2205
HUMAN SERVICE STUDIES	B.A./B.S.	HUS	2101
INDIVIDUALIZED DEGREE PROGRAM	B.A./B.S.	IDP	4901
INTERNATIONAL STUDIES concentration: Africa concentration: Asia concentration: Culture and Globalism concentration: Europe concentration: Geography concentration: Global Economic Systems concentration: Global Political Systems concentration: Historical Development concentration: Individualized Option concentration: International Health concentration: Latin America concentration: Women's Studies	B.A. and minor	IST_AFRI IST_ASIA IST_CGLO IST_EURO IST_GRY IST_GES IST_GPS IST_HDEV IST_IDCO IST_IHLH IST_LATA IST_WST	2210
JEWISH STUDIES	minor	JST	
LATINO/LATIN AMERICAN STUDIES	minor	LLAS	
MATHEMATICS Adolescence Education: Math (7-12) Adolescent Education: Physics and Mathematics (7-12)	B.A./B.S. and minor	MAT AEM APM	1701 1701.01 1799
MUSIC	minor	MUS	
MUSICAL THEATRE minor: American Musical Theatre	B.A. minor	MUTH AMTH	1099
NATIVE AMERICAN STUDIES	minor	NAMS	
PHYSICAL EDUCATION Physical Education (K-12) Certification concentration: Adapted Physical Education	B.S.Ed	PEC PEC_ADPE	0835
PHYSICS concentration: Environmental Science concentration: Geophysics Adolescence Education: Physics (7-12) Adolescence Education: Physics and Mathematics (7-12) Physics and Engineering (3+2)	B.A./B.S. and minor B.S. only	PHY PHY_ENVS PHY_GEOP APH APM PEN	1902 1902.01 1902.01 1902

Undergraduate Program Codes

PROGRAM AND MAJOR	DEGREE	MAJOR CODE	HEGIS CODE
POLITICAL SCIENCE concentration: Law and Justice concentration: Public Administration and Policy minor: Comparative Politics and International Relations	B.A. and minor minor minor	POL POL_LAJU POL_PADM POL_CPIR	2207
PRE-MAJOR		PRE	
PSYCHOLOGY minor: Psychology of the Exceptional Child	B.A./B.S. and minor minor	PSY PSYX	2001
RECREATION concentration: Leisure/Recreation Program Delivery Outdoor Recreation concentration: Camp Management concentration: Environmental and Cultural Interpretation concentration: Leadership concentration: Natural Resource Recreation Management	B.S. B.S.	REC REC_LRPD OREC OREC_CAMP OREC_ENV OREC_LEAD OREC_NRRM	2103 2103
Recreation Management	B.S.	RMGT	2103
Therapeutic Recreation	B.S.	TR	2199
SOCIAL PHILOSOPHY	B.A. and minor	SPHI	1509
SOCIAL STUDIES Adolescence Education: Social Studies (7-12) Program requires a second major: second major: African American Studies second major: Anthropology second major: Economics second major: Geography second major: History second major: International Studies second major: Political Science second major: Sociology		SST SST_AAS SST_ANT SST_ECO SST_GRY SST_HIS SST_IST SST_POL SST_SOC	2201.01
SOCIOLOGY concentration: Criminology concentration: Social Gerontology minor: Social Gerontology	B.A. and minor minor	SOC SOC_CRIM SOC_SGRT SGRT	2208
SPANISH Adolescence Education: Spanish (7-12) Adolescence Education: French and Spanish (7-12)	B.A. and minor	SPA ASP AFS	1105 1105.01 1199.01
SPEECH PATHOLOGY AND AUDIOLOGY Speech and Hearing Science (non-certification) Speech and Language Disabilities	B.S. and minor B.S.	SHS SLD	1220 0815
SPORT MANAGEMENT	B.A./B.S. and minor	SPMG	0599
THEATRE	minor	THT	
URBAN STUDIES	minor	URB	
WOMEN'S STUDIES	minor	WST	

SUNY Cortland Teacher Certification Exam Pass-Rates

All graduates of teacher preparation programs must pass a New York State teacher certification exam in order to be granted Initial Certification in Teacher Education to teach in New York State. The following table presents the pass rates by 2005 SUNY Cortland graduates on the New York State Teacher Certification Examination (NYSTCE).

Professional Knowledge/Pedagogy is assessed by the NYSTCE Assessment of Teaching Skills-Written (ATS-W).

Content Knowledge is assessed by the NYSTCE Liberal Arts and Sciences Test (LAST).

SUNY Cortland's pass rates for these exams are among the highest in New York State. The exceptional pass rates by Cortland graduates on the state exams demonstrate that the College has maintained the highest standards while attracting large numbers of students to outstanding teacher education programs. In fact, SUNY Cortland has the largest teacher education program on the East Coast and the ninth largest teacher education program in the United States.

The College's traditional programs in childhood and physical education are long standing and highly recognized throughout the nation. Through its conceptual framework and placement of student teachers, SUNY Cortland is committed to preparing teachers to meet statewide demands within urban and rural areas.

Within SUNY, Cortland is the only college or university that provides disabilities education in five distinct areas: therapeutic recreation, special education, speech pathology and audiology, adapted physical education, and psychology of exceptionality (learning disabilities, mental retardation, ABA and behavior disorders). The Disability Studies Institute provides faculty and students across the three schools with an opportunity to work directly in the community to support children and adults with disabilities. The Institute encourages the work of advocacy in numerous ways on a local, state and national level.

SUNY Cortland supports the fourth largest Migrant Educational Outreach Program in New York, which provides educational, health and social services advocacy and academic support to school-age children of migrant workers and their families in the schools, after school, at their homes and in the camps.

Test Field/Category	SUNY Cortland			Statewide
	NUMBER TESTED	NUMBER PASSED	PASS RATE	PASS RATE
PROFESSIONAL KNOWLEDGE/PEDAGOGY ATS-W	847	845	100%*	99%
OTHER CONTENT AREAS LAST	847	841	99%	99%

These data are presented in compliance with Section 207 of the Higher Education Act Title II. Program completers in this table are defined as undergraduate and graduate students receiving a degree between July 1, 2004 and June 30, 2005 and who have taken the NYSTCE exams. While most of the graduates take one of these exams, it is not a graduation requirement at SUNY Cortland.

** In accordance with reporting guidelines.*

Academic Policies

Enrollment

Enrollment Management Office
Miller Building, Room 404
(607) 753-2206
www.cortland.edu/em/

Student Responsibility and Academic Integrity

The College expects those who are admitted to undertake their responsibilities as students so that their work is a credit to themselves and to the College. Guides to student conduct are outlined in College handbooks. The College reserves the right to place on probation or to terminate the enrollment of any student whose conduct or academic record is unacceptable.

As an academic community with the mission of promoting scholarship through the acquisition, preservation and transmission of knowledge, the College is dedicated to the promotion of academic integrity. In a college setting all members of the institution have an obligation to uphold high intellectual and ethical standards.

SUNY Cortland's policy on academic integrity is published in the *College Handbook* and in the *Code of Student Conduct and Related Policies*. The introduction to the policy reads, in part:

“Students must recognize that their role in their education is active; they are responsible for their own learning. Specifically, it is the responsibility of students to protect their own work from inappropriate use by others and to protect the work of other people by providing proper citation of ideas and research findings to the appropriate source. This includes the obligation to preserve all educational resources, thereby permitting full and equal access to knowledge”

Orientation

An orientation program for new students is conducted several times during the summer, usually in July, and immediately before the start of classes. Questions should be referred to the Advisement and Transition Office.

Advisement

New students are assigned to academic advisors early in the fall semester. For students who are undecided about what they eventually will choose for a major, the College has a Pre-Major Program with special advisement. Advisors for the Pre-Major Program are assigned through the Advisement and Transition Office.

Advisement Guidelines

MISSION STATEMENT

SUNY Cortland views academic advisement as serving the educational needs and ambitions of SUNY Cortland students. Its purpose is to assist students to develop meaningful educational plans that are compatible with their life goals. In this spirit the advisement process also helps students to satisfy immediate, short-term needs for selecting courses, scheduling and registration. Students come to Cortland with differing academic experiences, varying needs and diverse backgrounds. Advisement plays a crucial role in helping students move toward becoming “independent learners living enriched lives,” which is one of the major goals of the College’s mission. Students and advisors have important responsibilities in this process. Students must seek guidance, be knowledgeable about their programs and assume responsibility for degree completion. Advisors must provide sufficient time for advisement, have a comprehensive understanding of students’ course of study and College policies, and be ready to guide the development of students academically and as related to potential careers.

RESPONSIBILITIES

In order to fulfill the expectations of academic advising, both the advisee and the advisor have certain responsibilities.

The responsibilities of the advisee are:

- to recognize that the student is ultimately responsible for knowing and fulfilling all degree requirements. The student is also responsible for being aware of and meeting academic deadlines and financial obligations.
- to commit a reasonable amount of time both on his/her own and with the academic advisor, planning and implementing the academic program.
- to initiate contact with the academic advisor and to formulate — in consultation with the academic advisor — an academic program consistent with the student’s interests and plans for the future. The student is responsible for reading the department advisement manual (where available), the College catalog, and other college/department advisement materials. The student should come to scheduled meetings with the advisor prepared with necessary registration materials, suggestions for courses to be completed, and a plan for meeting graduation requirements.
- to seek out the advisor or department chairperson for assistance, in negotiating difficulties or changes in academic program plans.

The responsibilities of the advisor are:

- to work with each student advisee to achieve an academic program consistent with the student’s academic preparation, interests, and plans for the future (to the extent that the student is able to articulate his/her interests and plans).
- to be familiar with College and departmental requirements as well as know about campus resources, such as the Counseling Center, the Academic Support and Achievement Program and Career Services.
- to commit a reasonable amount of time assisting the student in examining options and identifying College resources.
- to schedule sufficient time in the office during critical periods such as registration and drop/add to assist with academic advisement problems of students. At other times, advisors are expected to be available by appointment and during regularly scheduled office hours to meet with students for academic advisement.

Enrollment Procedures

All students are expected to register by the final registration date specified in the College calendar. Exceptions to this procedure are rare and can be granted only by the associate dean of the appropriate school. A late fee will be charged.

Change of Major

Qualified students who meet the academic criteria published in the College Catalog may apply for a new major. In addition to establishing academic criteria, such as grade point averages and standards to be met in prerequisite courses, some departments limit acceptances. Students who do not meet the criteria or who are not accepted due to a limited number of openings must select another major. **Caution:** Students remaining on a waiting list or as pre-majors after their sophomore year will jeopardize their eligibility for financial aid and potentially their time to degree completion.

Undergraduate Change of Major forms are available in department offices and require the signed approval of the accepting department chair. Students should file all change of major forms in the department of the new major before the established deadline each semester (October and March) to ensure the ability to register for courses in the new major during the registration period.

Changes in Degree Requirements

While the curriculum at Cortland undergoes frequent review and new courses are established, students are assured that requirements for graduation at the time of initial enrollment will remain unchanged for those who complete their undergraduate programs within the **same** major without interruption. A change of major, the addition of a new minor or concentration may result in a change of catalog term and additional required course work for the new major and/or the need to meet certain grade point criteria as determined by the new department's published requirements at the time of the change of major. An official leave of absence is not considered an interruption of enrollment.

The College reserves the right to change the College calendar, fees and requirements other than those for degrees. Such changes become effective when adopted.

Fees and Assessments

All fees and assessments are due as indicated on tuition and fee statements. Other accrued debts owed to the College or to any agency thereof must be paid prior to registration. SUNY Cortland students who are not in good standing and owe outstanding tuition and fees will be removed from the College class rosters for failure to meet their financial obligations.

The College reserves the right to charge a service fee in cases when students fail to meet certain administrative appointments important to the conduct of College business or to abide by publicly announced College deadlines.

Change of Name and Address

Students are responsible for informing the Registrar promptly of any change of address. All students are required to provide the College with an accurate local address immediately upon change, and confirm such at the beginning of each semester. Students may update their local address on Banner Web for Students.

Name changes will be recorded on request and upon receipt of evidence showing the name has officially changed, such as a court order, a marriage certificate, or a dissolution decree reflecting the new name.

Academic Records

Grades are reported to the Registrar's Office, from which transcripts are issued. Students are entitled to one free transcript, mailed with the diploma after graduation. Additional copies may be purchased for \$5 each and payment must accompany the written request.

The Registrar's Office is responsible for all undergraduate registration activity, the official college drop and add period the first full week of each semester, enrollment verifications, Curriculum Advising and Program Planning (CAPP), Cortland's degree requirement compliance and developing the comprehensive schedule of course offerings each semester.

The Buckley Amendment and the Family Educational Rights and Privacy Act (FERPA)

Notification of Rights under FERPA:

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

These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit to the registrar, dean, head of the academic department or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university. Upon request, an institution may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Matriculation Guidelines

Class Year

Students are identified by class year in accordance with the number of credit hours earned toward graduation as follows:

Freshman	0-25.5 credit hours
Sophomore	26-56
Junior	56.5-89.5
Senior	90 or more

Credit from Other Colleges

SUNY Cortland students must complete at least 45 credit hours for the degree at SUNY Cortland to meet the College's residency requirement. In addition, one half the credits for the major, minor and/or concentration must be completed at SUNY Cortland. Students matriculated at the College can receive credit for course work taken at other colleges if they receive prior approval from the appropriate associate dean. Cortland transfer students may receive up to 64 hours of transfer credit from two-year colleges. This maximum credit total includes any 100- or 200- level courses, Advanced Placement, College Level Examination Program, College Proficiency or International Baccalaureate credits.

Any school of the College may designate special requirements that may not be taken elsewhere.

College Credit Hour System

The basic unit of credit in College courses is the "credit hour" — one hour of credit for a 16-week semester. Students are expected to study a minimum of three hours outside of class for each credit hour. Thus a student should plan on a 45-hour study week for an academic load of 15 credit hours.

The full-time undergraduate student semester credit hour load varies from 12 to 18 hours a semester, depending on the program. Credit workloads in excess of 18 credit hours must be approved by the associate dean of the school of the student's major.

Full-time Status

To be eligible for full-time federal and state financial assistance or Veterans' benefits an undergraduate student must be registered for a minimum of 12 credit hours a semester. Students who retake courses should check provisions of their financial aid awards to avoid jeopardizing their receipt of aid. Refer to pages 24-29 for details.

Any undergraduate student who receives New York State Tuition Assistance Program (TAP) funds must be enrolled in at least 12 credit hours during the fall and/or spring semesters. To qualify for TAP during the summer, a student must register for at least six credit hours of study during either summer session or for three credit hours in each summer session. An undergraduate student is limited to a maximum of six credit hours of study during each summer session. Loads in excess of six credit hours must be approved by the appropriate associate dean.

Class Attendance

It is the policy of the College that regular class attendance is a basic requirement of all courses. However, as long as absences are not excessive, it shall be the students' performance and not their attendance record which shall determine their course grade. The policy does not exclude class participation and/or performance as a factor in determining course grades.

Other than the restrictions stated in this policy, the taking of attendance and attendance requirements are at the discretion of the individual instructor. In determining the student's grade, the instructor may consider excessive absences. Instructors shall state in the course syllabus, and emphasize to the class at the first meeting, the attendance requirement for the course. Instructors should make clear to their classes what they consider to be valid reasons for missing class, and what penalties will be assessed for excessive absences.

Penalties for excessive absences, as determined by the instructor's policy, shall not exceed one-third of a letter grade per class hour of absence.

Students are responsible for all work missed. Instructors shall establish procedures to allow students who have been absent for valid reasons to make up missed class work. If students anticipate having to miss class, it is their responsibility to inform the instructor ahead of time.

Students who miss a final examination will receive an E for that course unless they have obtained an excuse for their absence from the associate dean of their school.

Absences due to participation in approved College activities shall be considered valid absences. The provost and vice president for academic affairs shall determine what College activities are approved as valid for students to be absent from classes.

Nonattendance does not mean a student has dropped a course. Students who have not attended class and have not officially dropped or withdrawn from the course will receive a grade of E.

Reporting Absences and Illness

If students are not in Cortland and are going to be absent from campus because of emergencies such as surgery, accidents involving lengthy absences from campus, or extenuating circumstances, they should notify the associate dean of the school in which they are majoring. The associate dean will notify students' instructors.

Classes and examinations are scheduled according to the academic calendar which is adopted by the College each year. The fall semester usually begins late in August or early in September and ends in the third week of December. The spring semester usually begins in mid to late January and ends in the third or fourth week of May.

Religious Beliefs and Class Attendance

Section 224-a of the New York State Education Law reads as follows:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6-a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the regents of the university of the state of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

Schedule Changes

Students wishing to make adjustments to their academic class schedule may do so during the official College drop/add period. For full semester courses, the drop/add period is the first full week of the semester. Classes may be dropped and added without penalty during this period only. Second- and fourth-quarter courses have a designated two-day drop/add period in October and March, respectively. Refer to the College calendar and the registrar's dates and deadlines for specific dates.

Students who do not attend a class are not dropped automatically and will receive a grade of E.

All drop/add transactions made after the official drop/add period are subject to late fees. After the official drop/add period students must withdraw from a class and must have the approval of the respective associate dean.

Auditing Courses

Auditing of courses is subject to the following conditions:

1. Auditors may be accepted into classes only with the consent of the instructor of record and will be denied admission to classes that have reached the maximum number of students.

2. Course auditors normally will not be charged any tuition but will pay all laboratory fees and other charges connected with a course.

3. Course auditors will not be enrolled or listed on an official class roster. They will attend without credit or formal recognition. They do not need to meet the requirements of the course.

4. Course auditors may not subsequently request credit for the course even if they complete the course requirements.

Seniors Taking 500-Level as Graduate Courses

Seniors in their final semester of undergraduate study may request permission to register for 500-level courses for graduate credit. However, a 500-level course taken for graduate credit will not be included in fulfilling any undergraduate requirement. Subsequently, a 500-level course taken for undergraduate credit will not be included to fulfill any graduate requirement. A form for the same purpose is available from the respective associate dean. Approval must be obtained from the school's associate dean for the student's major. The total course load, including undergraduate and graduate credit, may not exceed 16 credit hours during the semester or six credit hours during a five-week summer session. Students are cautioned that graduate credits thus earned may not be transferred toward meeting the requirements for the master's degree at another institution.

Retaking Courses

When a student retakes a Cortland course, all grades received will remain on the official transcript, but only the **last grade received** will be included in the quality and grade point average and hours toward graduation. Students must file a retake of course form with the Registrar's Office to ensure accuracy of their cumulative grade point average and official transcript. The grade excluded from the cumulative totals will be annotated with an "E" on the transcript. The grade included in the cumulative totals will be annotated with an "I." The retaken course, which is defined by the same course prefix and course number, must be repeated at SUNY Cortland under the same grading system in order to be eligible for this policy. Therefore, courses previously taken and earned as transfer credit are not eligible to be retaken.

Students receiving financial aid are encouraged to check with the Financial Advisement Office and with the Bursar/Student Accounts Office to avoid losing an award, especially when retaking a previously passed course. Forms for retaking a course are available in the Registrar's Office.

Field Experiences: Student Teaching, Fieldwork, Co-Op Programs, Internships, Practica

Eligibility

Certain programs in the School of Professional Studies and the School of Education, as well as the following programs in the School of Arts and Sciences: adolescence English, adolescence foreign language, adolescence mathematics, adolescence sciences, and adolescence social studies, have additional eligibility requirements, which are fully explained under appropriate department sections of this catalog.

To be eligible for student teaching, fieldwork or practica, undergraduate students must have a minimum 2.5 cumulative grade point average while graduate students must have at least a 3.0 cumulative grade point average; no students may have incompletes on their records and/or be on any form of probation, and no students may have any serious judicial record. Internships require a minimum 2.0 cumulative grade point average. Students should consult individual academic departments

Housing and Transportation

Placements are often at some distance from campus, and relocation from the Cortland area may be necessary during the field experience. Therefore, students should exercise caution in signing leases for the academic year during which student teaching, fieldwork, etc., will occur. Having a local lease will not aid a student in gaining a local placement. Additionally, other commitments, such as jobs, bear no influence on the location of placements. Arrangements for housing and transportation during all field experiences are the responsibility of the students.

Pre-Student Teaching Field Experience

All teacher-education students are required to complete the NYSED-mandated 100 clock hours of fieldwork prior to the student teaching experience. The 100-hour fieldwork component is attached to specific courses. Certain programs require more than the mandated 100 hours of fieldwork. Placements are often a distance from campus; therefore, students are responsible for transportation. The Field Placement Office must receive the required student application for a pre-student teaching placement by the designated deadline to ensure a placement.

Enrollment in Course Work

Students may not be enrolled in any course work unrelated to student teaching at SUNY Cortland or at any other institution while engaged in student teaching.

Placements for Student Teaching and for Pre-Student Teaching Field Experiences

The Field Placement Office staff will facilitate all student teaching and fieldwork placements. The office will consider suggestions for placements from students. It is to be understood that the Field Placement Office staff will make placements to the best of their knowledge, such that the placements will not be affected by conflict of interest. Requests cannot be guaranteed. Students should not secure their own placement.

Even after placements have been confirmed, contingent upon the student's final eligibility to student teach, they may be subject to change due to unforeseen circumstances within the public schools such as unexpected teacher retirements, unpredicted changes in teaching assignments, etc. Should confirmed placements be cancelled by the public schools, the Field Placement Office will make every effort to locate an alternate placement, the location and scheduling of which will depend upon those placements which are available within the specific discipline, at the specific grade level(s) required by New York State mandate and in accordance with all NYSED and SUNY regulations.

Credit for Student Teaching

Credit for student teaching cannot be transferred to SUNY Cortland from any other institution. All SUNY Cortland student teachers must be supervised by SUNY Cortland supervisors.

Evaluation

Standards of Performance

Instructors are expected to inform students of course requirements and grading procedures by the end of the first full week of classes. To be included are policies on examinations and other evaluation procedures, exemptions from examinations and make-up examinations.

Examination Policy

Final examinations are required. However, in cases where the nature of the course makes such action undesirable or an adequate series of other evaluation procedures is substituted, a department chair may permit an exception from the policy. In certain cases an instructor may exempt students from final examinations if the students meet specified criteria filed beforehand with the department chair. Instructors are required to inform students during the first week of classes of their examination policies.

Final examinations or last examinations of the course are given during final examination week — except for examinations in quarter courses which end in the middle of the semester. No examinations, quizzes or tests of any type are permitted during the last week of classes prior to the published final examination week unless approved in advance by the appropriate department chair and school dean.

Adjustments may be requested in the final examination schedule for students having two examinations scheduled at the same time, more than two examinations in any one day, or a verified illness or other emergency. Requests for adjustments follow procedures established and published by the registrar.

Missed Examinations

It is the student's responsibility to arrange with the instructor for make-up examinations. Students who miss final examinations will receive an E for those courses unless they are granted an excuse for their absence by the associate dean of their school. Make-up examinations must be taken after the regularly scheduled examination and will be given at the convenience of the instructor.

Reporting of Grades

At both the mid-semester point and again at the end of the semester, students may access and review their estimates and/or final grades on the Web. Students are also notified when they are placed on academic probation or when, because of academic deficiencies, they will be required to attend summer session at Cortland in an effort to remove those deficiencies and thus qualify to continue their enrollment at the College.

Change of Grade Time Line

A change of grade due to instructor error or student appeal must be submitted by the end of the following semester, i.e., a grade submitted in the fall semester must be changed by the end of the spring semester. Grade changes submitted more than one semester after the initial semester in which the grade was issued will not be accepted. Once a student's degree is conferred, the academic record is frozen and no further grade adjustments will be made.

Student status decisions that are pending due to academic tribunal action, grievance or appeal activity, will supercede any time line.

Quality Points/Grade Point Average

A student's level of scholarship is determined by the following system of quality points per credit hour:

A+ = 4.3	A = 4.0	A- = 3.7
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = .7
E = 0.0		

Grade point averages are determined by dividing the total number of quality points by the total number of credit hours for which a student has been graded. For example, a grade of C in a three-credit-hour course is equivalent to six quality points. If a student completes 17 credit hours of course work and accumulates 38 quality points, the grade point average will be 2.235. Although it is possible to attain a 4.3 grade point average, the College considers the method a 4.0 grading system.

In courses where grades are listed as Satisfactory/Unsatisfactory or Pass/No Credit neither grade is used in determining the student's grade point average. A Satisfactory or Pass grade is credited toward graduation, however.

Dean's List

Dean's List, the highest ranking for undergraduate students in their respective academic areas of the College, is earned with a 3.3 semester grade point average. In addition to the 3.3 grade point average, students must meet the following criteria:

- be enrolled in a full-time, 12 credit hour course load; and
- at least eight of the 12 credit hours must be taken for a standard letter grade. Dean's list is announced at the end of each semester.

President's List

President's List is a College-wide honor given to students based on their academic performance for each semester. Students who achieve grades of A- or better in each of their courses for a given semester will be designated a member of the President's List. In addition to achieving the stipulated grades, students must meet the following criteria:

- be enrolled as a full-time student with a minimum of 12 credit hours;
- at least eight of the 12 credit hours must be taken for a standard letter grade;
- have no grades lower than "Satisfactory" in courses being taken for other than standard letter grade; and
- receive no "Incomplete" grades for the semester. President's List designees are named at the end of each semester.

Part-time Student Award for Academic Achievement

The Part-time Student Award for Academic Achievement recognizes academic excellence among part-time undergraduate students. To earn this award, students must meet the following criteria:

- have earned at least 12 credit hours of cumulative standard grade course work at SUNY Cortland;
- have a 3.3 cumulative grade point average;
- have a 3.3 semester grade point average;
- be enrolled at part-time status throughout the semester, with a minimum of three credit hours of standard letter grade; and
- receive no "Incomplete" grades for the semester.

Pass/No Credit Option

The Pass/No Credit grading option encourages juniors and seniors to enroll in challenging courses outside their major or minor, adding breadth to their academic work while not incurring the penalty of a low grade. Only juniors or seniors with a grade point average of at least 2.0 cumulative and in the major may petition to receive Pass/No Credit grades in elective courses with the approval of the student's major department chair. Courses that cannot be taken for Pass/No Credit include:

1. Courses in the major, minor or concentration;
2. Courses required for the General Education or All-College requirements — composition and quantitative skills as well as Writing-Intensive (WI) courses and foreign language courses required for the bachelor of arts or bachelor of science; and
3. Graduate courses.

Only one course per semester, for a total of four, may be taken for Pass/No Credit. Any exception for an additional course during a semester requires the associate dean's approval. Departments may set additional limits, but cannot grant exceptions to the above stipulations.

Forms are available in department offices and must be completed, approved and submitted to the registrar during the first three weeks, for a semester course, or the first week, for a quarter or modular course. Once approved and submitted, this petition is binding and cannot be reversed.

Academic Standards Policy

SUNY Cortland's academic standards policy is dependent upon the student's grade point average achievement in each semester – semester by semester – rather than a cumulative grade point average. The same standards apply to all undergraduates except those designated as Education Opportunity Program (EOP) students.

LEVELS OF ACADEMIC STANDING

1. Academic Probation: All SUNY Cortland students with a cumulative grade point average between 1.01 and 1.99 will be placed on academic probation. They will receive a notice of academic probation from the associate dean of their school along with an academic contract notifying them of the semester grade point average needed to regain **good academic standing of 2.00 cumulative grade point average**, limiting their course load to no more than 15 credit hours and providing other recommendations. Students on academic probation will be advised to curtail any activity which is detrimental to regaining good academic standing, such as on and off-campus employment, fraternity/sorority, resident assistant activities.

SUNY Cortland students whose semester grade point average is less than 1.01 but whose cumulative grade point average is greater than 2.00 will be placed on academic warning and advised to improve their academic performance.

2. Academic Suspension: Students who fail to meet their academic contract will be subject to academic suspension. Suspension mandates two semesters away from campus (two summer sessions equal one semester). During that time, students are required to take full-time course work at another accredited college earning an overall 2.75 or higher grade point average, or be employed full time with an excellent employment record, or have an honorable record of military service. Students whose semester grade point average is less than 1.01 will be automatically suspended. Students placed on academic suspension have the right of appeal to the Academic Standing Committee. Students who are reinstated after appeal or upon return from suspension will be placed on academic probation with an academic contract.

First-semester freshmen and first-semester transfer students with a cumulative grade point average of less than 1.01 will be automatically suspended but will be eligible for expedited appeal through their respective associate dean. Those students reinstated following expedited appeal of suspension will be placed on academic probation with an academic contract. They must meet expectations outlined above for students on probation.

3. Academic Dismissal: Students who are reinstated following academic suspension and fail to meet their academic contract will be subject to academic dismissal, with the right of appeal to the Academic Standing Committee. Students who are academically dismissed are ineligible to apply for readmission for a minimum of three years.

Note: Any academic contract, whether signed by the student or not, will be in effect for the term in question and will supersede other probation and suspension policies. Grounds for appeal will be mitigating circumstances such as death in the family, injury or illness requiring hospitalization and other special circumstances.

Academic contracts are targeted for students to achieve **good academic standing (2.00 cumulative grade point average)**. Attaining this grade point average, however, may not be sufficient to allow entry into some majors. Students should check with their department for specific cumulative grade point average entry requirements. Full-time students are permitted a maximum of one and one half times the normal length of time to complete their degree for financial aid purposes. For students attending on less than a full-time basis, the scale will be adjusted accordingly. Any student who is not in good academic standing should always check with the Financial Advisement Office to determine their individual financial status. (See the financial aid section of the this Catalog for an explanation of financial aid implications.)

An Academic Standing Committee will consider student appeals to academic suspension and dismissal. Since granting of an appeal is not automatic, it is intended only to accommodate extraordinary or unusual situations. The Committee will convene in January, June and August of each academic year to consider student appeals and review pertinent documentation of mitigating circumstances provided by the student. The student must also provide the Committee with a written plan for achieving academic success.

Decisions of the Academic Standing Committee are final. If the Academic Standing Committee grants the appeal, the student will be allowed to return for the next semester on academic probation. Students are only eligible for one appeal as an undergraduate student.

Transfer Credit Policies

See page 15 of this catalog for transfer application procedures and criteria and transfer of credit policies.

Withdrawal

Withdrawal from College

Students withdrawing from the College will be assigned a grade of W. It is the student's responsibility to clear all records and obligations to receive official separation. The official withdrawal record form and procedure may be obtained from the associate dean in the student's major school.

Students who decide not to return to Cortland are responsible for notifying the Registrar's Office in writing to avoid tuition and fee liability problems and to release seats to fellow students. Nonattendance does not constitute a withdrawal. If the College is in session, the withdrawal form should be completed with the associate dean. Failure to do so will delay any refunds the student may be eligible to receive.

Students who have withdrawn after midterm ordinarily will not be considered for readmission until the passage of a full academic year.

Leave of Absence

Leave of absence for a specific period of time may be granted to a student in good academic standing — not subject to academic dismissal or on academic probation. A student applying for a leave of absence must give a definite date for return to the College and must register within one academic year of the date of leaving the College.

A student not returning to register within a specified time will be classified as an official withdrawal.

Application for leave of absence must be made to the associate dean of the school in which the student is enrolled.

Readmission

Candidates matriculated for undergraduate degrees who interrupt their education at SUNY Cortland and later wish to return must be formally readmitted. An official leave of absence is not considered an interruption in enrollment.

Students who have been dismissed for academic reasons ordinarily will not be eligible for readmission until at least three years have passed since their dismissal. Previous academic achievement at the College, grades received for college work completed elsewhere, transcripts from other institutions attended must be included with application, and the circumstances under which the student left Cortland are all considered in the readmission process. Also considered may be length of time away from Cortland, military service, and/or employment experience. A condition of readmission may be "successful academic performance" (2.75 cumulative grade point average) at another regionally accredited institution and mandatory summer school attendance at Cortland.

Readmitted students re-enter SUNY Cortland under the catalog at the time of readmission and are, therefore, responsible for all College, SUNY Cortland and SUNY General Education requirements, and major requirements in effect at the time of readmission. Students readmitted to Cortland are not eligible to waive general education requirements.

Upon formal readmission, the student's former academic course work at SUNY Cortland will be reviewed in light of current requirements for the major, and determination of transferability of former courses to the new program will be approved by the associate dean of the school in consultation with the chair of the department offering the degree program.

Readmission forms are available from the Registrar's Office at SUNY Cortland. Applicants for readmission to the College must complete and file a readmission form directly to the Registrar's Office, no later than July 15 for fall readmission, Nov. 15 for spring readmission, and April 15 for summer readmission.

In addition, readmitted students who require on-campus housing must inform the Residential Services Office of their intent to return. Students requiring financial aid should notify the Financial Advisement Office.

Withdrawal from a Course After Official Change of Schedule Period

College policy: The letter X indicates official withdrawal from a College course without academic penalty. Grades of X will not be awarded for courses that are dropped during the official drop and add period, the first three days of the semester for semester courses or before the second class meeting of modular or quarter courses.

Students are not allowed to withdraw from classes the last three weeks of semester courses (after Nov. 15 in the fall and April 15 in the spring) or the last week of quarter or modular courses. Due to fluctuating dates, withdrawal deadlines for Summer and Winter Sessions will be established prior to the term.

Note: A student who has been found in violation of the academic dishonesty code loses the opportunity to withdraw from the course in which the violation occurred.

Impact of X Grades on Financial Aid: Grades of X are considered attempted but not completed for the purpose of calculating Satisfactory Academic Progress (SAP) for Financial Aid Eligibility. The policies regarding SAP for State and Federal Financial Aid are detailed in this catalog. The most common financial aid impact from course withdrawal in a single semester is a loss of TAP eligibility for the following semester. However, a pattern of withdrawal and/or failure across more than one semester may result in the loss of all future aid eligibility, including student loans. It is strongly recommended that students consult with a financial aid advisor if withdrawal will reduce the total completed credit hours for the current semester to less than 12.

Additional Recognition of Academic Excellence

SUNY Cortland encourages, nurtures and recognizes academic excellence in its students in several ways:

All-College Honors Program

The Honors Program is designed for students with high ability and unusual motivation. It brings together accomplished teachers and achieving students in a program that provides challenging opportunities for students of outstanding ability and interests. See page 188 for further details.

Honors Convocation

The College recognizes students for their academic achievements at the annual Honors Convocation. Awards and scholarships are presented at this solemn, yet festive ceremony. The Honors Convocation is the College's affirmation of its commitment to excellence.

Scholars' Day

Scholars' Day is a day-long series of presentations highlighting faculty, staff and student scholarship. This annual celebration of research and inquiry aims to increase students' understanding and appreciation of the College's scholarly work.

Honors Programs within the Academic Disciplines

Several academic disciplines, such as English, history and psychology, offer honors programs for high-achieving students. For more information, see the various departmental listings in this catalog.

Academic Honor Societies

The following academic honor societies have chapters at Cortland:

- Alpha Kappa Delta, Sociology
- Beta Beta Beta, Biology
- Eta Sigma Gamma, Health
- Kappa Delta Pi, Childhood/Early Childhood Education
- Omicron Delta Epsilon, Economics
- Phi Alpha Theta, History
- Pi Delta Phi, French
- Pi Sigma Alpha, Political Science
- Psi Chi, Psychology
- Rho Phi Lambda, Recreation and Leisure Studies
- Sigma Delta Pi, Spanish
- Sigma Phi Omega, Gerontology
- Sigma Pi Sigma, Physics
- Sigma Tau Delta, English

Alpha Sigma Lambda

An honor society that celebrates the scholarship and leadership of adult students in higher education.

Phi Beta Delta

A national honor society dedicated to recognizing academic achievement, teaching and learning, and service with respect to SUNY Cortland's international mission and commitment. The SUNY Cortland chapter was chartered in 2006.

Phi Eta Sigma

An honor society whose goal is to encourage and reward academic excellence among freshmen in institutions of higher learning.

Phi Kappa Phi

An academic honor society that recognizes and encourages superior scholarship in all academic disciplines. Outstanding academic achievement is also recognized through grants and other honors.

Tau Sigma

An academic honor society specifically designed to recognize and promote excellence and involvement of transfer students.

Graduation

Graduation with Honors

Honors at graduation are awarded to students whose grade point averages meet the following standards: summa cum laude, 3.75 and above; magna cum laude, 3.5 to 3.749; cum laude, 3.2 to 3.499. Honors at the graduation ceremony are designated by using the cumulative grade point average recorded as of February 1 of the commencement year. The diploma and permanent record will only reflect honors as designated when all course work has been completed and the degree has been conferred.

Graduation Procedure

To receive a degree and diploma from SUNY Cortland, all students must “officially” apply to graduate. Potential bachelor’s degree recipients who have earned 85 or more credit hours are eligible to apply online. Degree, diploma and Commencement information is mailed to potential bachelor’s degree recipients in October, and all candidates for the bachelor’s degree should file on the Web using the online degree application by the end of the fall semester prior to the year in which the degree will be received. This applies to May, August and December candidates. Those filing after the deadline may jeopardize the chance of being listed in the Commencement program and may experience other delays in receiving certificates, diplomas and verifications of graduation.

Transcripts of Record

Graduating students receive one free transcript which is mailed with the diploma after graduation.

Requests for transcripts must be in writing and accompanied by a payment of \$5 for each transcript. Checks should be made payable to SUNY Cortland and mailed to the Registrar’s Office.

The written request must include name, address, social security number, dates of attendance, any degrees received, and all name changes if applicable. Transcript service will not be provided if the student has any outstanding obligations to the College. Transcript requests will be returned if student has a “HOLD” on their record, or if the incorrect payment is forwarded with the request. Written requests can be forwarded to the Registrar’s Office, SUNY Cortland, P.O. Box 2000, Cortland, N.Y. 13045. Transcript service is normally provided within two to three business days. Only complete transcripts are sent.

Grading System

GRADE	QUALITY POINTS AWARDED	DEFINITION AND SPECIAL CHARACTERISTICS OR CONSIDERATIONS
A	yes	Superior performance
B	yes	Good performance
C	yes	Fair performance
D	yes	Minimally acceptable performance
E	no	Failure of a course
IN	no	Incomplete, which automatically becomes an E if work is not made up by end of the following semester. Exceptions may be granted only upon petition to the instructor and the associate dean of the school in which the course is offered. In setting time periods for finishing incompletes, the instructor must give the student adequate time in which to complete the course. Factors to be considered include deadlines for making up other incompletes and the student's schedule in the semester the incomplete is to be made up. The associate dean consults with the instructor involved before granting an extension of time in which to make up the incomplete. Student does not re-register for the same class to make up an incomplete.
P	no	Pass, for courses taken on Pass/No credit basis.
LG	no	Late Grade, final grade was not submitted when the end-of-term processes were run or the transcript was printed.
NC	no	No credit, for courses taken on Pass/No credit basis.
E/I		Indicates that the annotated Cortland course has been repeated and has been <i>excluded</i> (E) from the grade point average calculation and cumulative totals. All grades remain on the transcript, but only the last grade is <i>included</i> (I) in the grade point average and cumulative totals. Students repeating courses must file a form with the Registrar during the period in which the course is retaken at Cortland
X	no	Indicates official withdrawal from a College course without academic penalty. Such withdrawal must be approved by the instructor, advisor and the associate dean of the school in which the student is majoring.
N	no	Student registered for course but never attended. If student does not officially drop the course by the 12th week of the semester, the N grade will be changed to an NE, identifying failure due to nonattendance.
W	no	Withdrawal from College
WV	no	Waiver (course requirements were met through Advanced Placement or Proficiency Examination). No credit is granted for such courses.
H	no	Honors
S	no	Satisfactory
U	no	Unsatisfactory Applicable to certain courses that do not lend themselves to the use of a full range of grades to measure the student's achievement.

SUNY Cortland employs a plus and minus grading system ranging from A+ to D- which is the lowest grade for which college credit is awarded. Failure of a course is indicated by E. The above letter grades and notations are used by the registrar.

Academic Departments,
Programs of Study and
Course Listings

Adolescence Education

SUNY Cortland offers 10 undergraduate certification programs that prepare candidates to teach in grades 7-12. Adolescence education programs are available in the following areas of study:

- Adolescence Education: Biology (7-12)
- Adolescence Education: Chemistry (7-12)
- Adolescence Education: Earth Science (7-12)
- Adolescence Education: English (7-12)
- Adolescence Education: French (7-12)
- Adolescence Education: French and Spanish (7-12)
- Adolescence Education: Mathematics (7-12)
- Adolescence Education: Physics (7-12)
- Adolescence Education: Physics and Mathematics (7-12)
- Adolescence Education: Social Studies (7-12)
 - Dual major required; see:
 - African American Studies
 - Anthropology
 - Economics
 - Geography
 - History
 - International Studies
 - Political Science
 - Sociology
- Adolescence Education: Spanish (7-12)

All adolescence education programs are housed in the School of Arts and Sciences, in the department of content area. For specific program requirements, consult the appropriate department pages. Additional requirements for New York State teacher certification are found on pages 49-50 of this catalog.

Those who wish to enroll in a program leading to teacher certification must file an application with the Teacher Education Program. Contact the program coordinator/representative for details and specific degree requirements.

In addition to student teaching in New York State adolescence education candidates may have the opportunity to student teach at the University of the Sunshine Coast, Australia.

Adolescence Education

COURSES

ADOLESCENCE ENGLISH

- AED 308: Grammar and the Writing Process
- AED 309: Participant-Observer Experience: Writing Process
- AED 310: Grammar and the Writing Process
- AED 311: Participant-Observer Experience: Writing Process
- AED 341: Introduction to English Language Arts
- AED 376: Student Teaching in English in the Middle School
- AED 377: Student Teaching in English in the High School
- AED 385: Participant-Observer Experience
- AED 386: Student Teaching in English in the Middle Schools
- AED 387: Student Teaching in English in the High School
- AED 404: Teaching Writing
- AED 405: Participant-Observer Experience: Writing Process
- AED 408: Teaching Writing
- AED 409: Participant-Observer Experience: Teaching Writing
- AED 441: Methods of Teaching Literature and Critical Literacy

ADOLESCENCE LANGUAGES

- AED 323: Seminar for Field Observation
- AED 391: Introduction to Adolescence Education
- AED 437: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I
- AED 438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools II
- AED 439: Student Teaching: Adolescence Education – Foreign Languages

ADOLESCENCE MATHEMATICS

- AED 391: Introduction to Adolescence Education
- AED 392: Methods I – Teaching Adolescence Mathematics
- AED 399: Mathematics Practicum
- AED 492: Field Experiences in Mathematics Teaching
- AED 493: Student Teaching – Adolescent Mathematics I
- AED 494: Student Teaching – Adolescent Mathematics II

ADOLESCENCE SCIENCES

- AED 391: Introduction to Adolescence Education
- AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools
- AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
- AED 444: Laboratory Practicum
- AED 445: Student Teaching: Adolescence Education — Science

ADOLESCENCE SOCIAL STUDIES

- AED 300: Introduction to Secondary Social Studies
- AED 301: Pre-practice Teaching Seminar
- AED 391: Introduction to Adolescence Education
- AED 400: Student Teaching I: Adolescence Education Social Studies
- AED 401: Student Teaching II: Adolescence Education Social Studies
- AED 402: Student Teaching Seminar

African American Studies

MULTIDISCIPLINARY DEPARTMENT

Old Main, Room 208-B
(607) 753-2064
E-mail: asumahs@cortland.edu
www.cortland.edu/aas/

SCHOOL

Arts and Sciences

FACULTY ASSOCIATES

Seth N. Asumah (Chair); William Buxton, Literacy; Ibipo Johnston-Anumonwo, Geography; Michelle Kelly, Foundations and Social Advocacy; Samuel Kelley, Communication Studies; Kassim Kone, Sociology/Anthropology; Yomee Lee, Exercise Science and Sport Studies; Edward Moore, Performing Arts; Thomas Mwanika, Communication Studies; Mechtild Nagel, Philosophy; Emmanuel Nelson, English; Susan Rayl, Exercise Science and Sport Studies; Rachel Reinhard, History; Keith Smith, Educational Opportunity Program (EOP); Paul van der Veur, Communication Studies; Donald Wright, History

PROGRAMS OFFERED

Bachelor of Arts in African American Studies
Bachelor of Arts in Adolescence Education: Social Studies and African American Studies (7-12)

MAJORS OFFERED

African American Studies with a concentration in African and African American History
African American Studies with a concentration in African American Sociological, Political, and Community Development
Adolescence Education: Social Studies and African American Studies (7-12)

CONCENTRATIONS OFFERED

African American Studies (Elementary Education)

MINORS OFFERED

African American Studies

DESCRIPTION

The African American Studies Program is the oldest of the ethnic studies programs at SUNY Cortland, dating back to 1975 when it was founded as the Department of Black Studies. Students who major in African American studies may choose a concentration in African and African American history or in African American sociological, political, and community development. Thirty-six hours are required for the major.

Students may also minor in African American studies, an 18-hour program. Majors may combine courses in African American Studies with a professional sequence to qualify for initial certification as social studies teachers for grades 7-12.

SPECIAL FEATURES

- Two professors who have won distinguished awards in teaching
- Fulbright awardees
- Nationally and internationally recognized faculty
- Credit-bearing internships
- Adolescence education — social studies and African American studies career in high school teaching
- Scholarship support in African American Chorale
- Research with faculty, conferences and publication

CAREER POTENTIAL

- Government service: national, state, local
- Journalism
- Social and family services
- Politics
- Teaching
- Business
- Community activism

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to all of the following majors.
2. Liberal Arts Requirements: 90 credit hours.

Major in African American Studies with a concentration in African and African American History [AAS/AASH]

- A. Nine credit hours:
 AAS 100: Introduction to African American Studies
 AAS 412: Independent Research in African American Studies
 AAS 486: Senior Seminar in African American Studies
- B. Twenty-seven credit hours in additional courses in African American Studies with at least 18 hours in courses numbered 300 and above, including:

At least three hours from African American sociological, political and community development: AAS 110, 120, 170, 204, 290, 291, 292, 304, 362, 376, 395, 396, 397, 432, 475, 485, 590, 591
 At least three hours from African American literature and the humanities: AAS 110, 241, 251, 260, 332, 352, 353, 365, 425, 436, 455
 At least three hours from education and administration of African American institutions: AAS 381, 581
 At least 12 hours from African American history: AAS 225, 321, 322, 334, 336, 390, 428

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in African American Studies with a concentration in African American Sociological, Political and Community Development [AAS/AASC]

- A. Nine credit hours:
 AAS 100: Introduction to African American Studies.
 AAS 412: Independent Research in African American Studies
 AAS 486: Senior Seminar in African American Studies.
- B. 27 hours in additional courses in African American studies with at least 18 hours in courses numbered 300 and above, including:
 At least one course from African American history: AAS 225, 321, 322, 334, 336, 390, 428
 At least one course from African American literature and the humanities: AAS 110, 241, 251, 260, 332, 352, 353, 365, 425, 436, 455
 At least one course from education and administration of African American institutions: AAS 381, 581
 At least 12 hours from African American sociological, political and community development: AAS 110, 120, 170, 204, 290, 291, 292, 304, 362, 376, 395, 396, 397, 432, 475, 485, 590, 591

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual major in Adolescence Education: Social Studies and African American Studies (7-12) [SST and AAS]

This program allows students who major in African American Studies to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in African American Studies with 47-68 credit hours in additional course work and professional teacher preparation.

- A. Requirements for the African American studies major (See above)
- B. Professional Preparation: 44-68 credit hours
(Including additional social science courses)
HLH 199: Critical School Health Issues
PSY 101: General Psychology I
PSY 232: Adolescent Psychology *or*
PSY 332: Educational Psychology
ECO 105: Political Economy and Social Thought
GRY 425: Geography in the Classroom *or*
GRY 482: Central America and the Caribbean *or*
GRY 484: Geography of Europe *or*
GRY 486: Monsoon Asia
GRY 480: United States *or*
GRY 481: Geography of New York State
POL 100: Introduction to American Government and Politics
HIS 100: The World to 1500 *and*
HIS 101: The World since 1500 *or*
HIS 110: Western Civilization to 1715 *and*
HIS 111: Western Civilization since 1715
HIS 200: The United States to 1877 *and*
HIS 201: The United States from 1877 *and*
Three additional hours of history at the 300 level or above
AED 310: Grammar and the Writing Process *or*
LIT 449: Literacy in the Middle and Secondary School *or*
LIT 549: Literacy in the Middle and Secondary School
SHH 300: Normal Language Development *or*
PSY 350: Psychology of Language
- C. Professional Sequence: Junior year, four credit hours
AED 391: Introduction to Adolescence Education
Fall semester only. A 25-hour field requirement is attached to this course.
AED 300: Introduction to Secondary Social Studies
Spring semester only. A 35-hour field requirement is attached to this course. Requires acceptance into the adolescence education: social studies (SST) major.
- D. Professional Sequence: Senior year, 21 credit hours*
AED 301: Pre-practice Teaching Seminar
Fall semester only. A 40-hour field requirement is attached to this course and must be completed in the preceding spring semester.
Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.
AED 400: Student Teaching I
AED 401: Student Teaching II
AED 402: Student Teaching Seminar

* To be eligible for student teaching, a student must have declared adolescence education: social studies (7-12) as a major by the beginning of the second semester of the junior year and must have senior status, at or near 90 credit hours, with 24 credit hours in the academic social science major, which must be officially declared. A student must also have an overall grade point average of 2.5, a grade point average of 2.7 in the academic social science major, and a C or better in AED 300. No student who receives a grade below a C- in any introductory course in the academic social science major will be allowed to enter student teaching until the course has been retaken and a higher grade earned. Student teaching is a capstone experience. Students who cannot graduate by the December following student teaching may not register for the AED 400, 401, 402 sequence.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in African American Studies [AAS]

The following courses are required for the minor in African American studies.

- A. Six credit hours:
AAS 100: Introduction to African American Studies
AAS 412: Independent Research in African American Studies *or*
AAS 429: Special Topics in African American Studies
- B. Twelve additional hours in African American studies with at least nine hours distributed across three of the four program modules: African American history; African American literature and humanities; African American sociological, political and community development; education and administration of African American institutions. At least six hours must be 300-level or above. No more than three hours from AAS 241: Gospel Choir may be applied to minor.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

African American Studies

COURSE DESCRIPTIONS

AAS 100: Introduction to African American Studies

(A) Exploration of philosophies, problems, prospects, challenges of African American Studies viewed in their interdisciplinary nature. (3 cr. hr.) ■

AAS 106: Africana Dance

(A) Salient features of Africana culture, precepts and norms through dance, discussion and practical performances. May be taken for a maximum of two credits. (1 cr. hr.)

AAS 110: Survey of African American Music

(F) A general survey of African American music tracing the origin from colonial music of the 17th century to rap music of the 20th Century. Also listed as MUS 110. (3 cr. hr.) ■

AAS 120: Politics and Multiculturalism

(S) Introduce students to how and why general democratic theory, key political institutions, patterns of political interaction, and sociopolitical attitudes in the American polity and throughout the world generate or attempt to eliminate injustice, prejudice and discrimination. Problems of racism, sexism, classism, ageism, ableism, religio-ethnic conflicts, and prospects for a “just” society will be examined through the lens of post-modernist political theory. Also listed as POL 110. (3 cr. hr.) ■

AAS 129, 229, 329, 429, 529: Special Topics in African American Studies

Selected topics. May be taken more than once as subtitle changes. Prerequisite: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

AAS 170: Institutional Racism

(O) Racism: its origins in society and its manifestations in contemporary life. (3 cr. hr.)

AAS 204: Survey of African American Psychology

(F) Developmental and social psychology as applied to the African American. Prerequisite: PSY 101. (3 cr. hr.)

AAS 210: Racial and Gender Role Stereotypes

(A) Focus on racial and gender role awareness and attitudes in individuals. Prejudice and discrimination against ethnic minorities and women are examined, from both historical and contemporary perspectives. Also, the causes and consequences of prejudice and discrimination are discussed. Also listed as CIN 210, PSY 210. (3 cr. hr.) ■

AAS 225: Introduction to Africa

(C) Introduction to African continent and people; broad outlines of history from earliest humans to present. Also listed as HIS 225. (3 cr. hr.) ■

AAS 241: African American Chorale

(A) College-community mixed choral group which performs a wide range of African American music such as folk, Negro spirituals, and traditional and contemporary gospel. Concert tours. Consent of department required. S, U grades are assigned. Also listed as MUS 241. (1 cr. hr.)

AAS 251: Introduction to African American Literature

(A) Survey of African American literature: representative novel, poetry, drama from various time periods. Prerequisite: CPN 101 or 103. Also listed as ENG 251. (3 cr. hr.) ■

AAS 260: South Africa on Film

(O) Select problems in cultural geography as exhibited through film. May be repeated with different subtitle: Social Geography of England, Comparative Cultural Geographies – India and Brazil, Race Issues in Southern Africa. Also listed as GRY and CIN 260. (3 cr. hr.)

AAS 270: Race and Racism

(C) An examination of political and philosophical issues stemming from relations of power based on race in the U.S. Subjects will include how the concept of race has been used to classify humans, designating them as inferior or superior; the notions of racial identity or race consciousness; and political philosophies addressing the problem of racial oppression. Also listed as PHI 270. (3 cr. hr.) ■

AAS 290: Introduction to African Politics and Society

(B) Insight and background to traditional, contemporary African society; orientation into aspects of African colonial administration, post-independence politics. Also listed as POL 290. (3 cr. hr.) ■

AAS 291: Studies in African American Liberation Movements

(C) Focus on liberation struggles of Zimbabwe (Rhodesia), South Africa, Angola, Mozambique, as well as United States. Comparative, analytical approach used. (3 cr. hr.)

AAS 292: Race and Politics in America

(B) Analysis toward understanding factors, impact of race on American politics. Focus on American racial minorities, their role as pressure groups, functional approach to problem of racism in this country. Also listed as POL 292. (3 cr. hr.) ■

AAS 304: Peoples of Africa

(C) African ethnology; the religion, language, social, economic, political organization of cultures in Africa south of the Sahara. Prerequisites: ANT 102 or 300. Also listed as ANT 304. (3 cr. hr.) ■

AAS 321: Africa, Human Origins to 1800

(F) Origins, groupings of people of Africa: political, social, economic evolution to 1800; Africa's contacts with ancient world, trans-Sahara and Indian Ocean trades, growth of states and empires, spread of Islam. Prerequisite: HIS 100, 101, 110, 111, 150, IST 200, 210 or AAS 100. Also listed as HIS 321. (3 cr. hr.) ■

AAS 322: Modern Africa, 1800-Present

(S) Traditional Africa and European influences, imperialism and colonial rule; independence; problems of independent Africa. Prerequisite: HIS 100, 101, 110, 111, 150, IST 200, 210 or AAS 100. Also listed as HIS 322. (3 cr. hr.) ■

AAS 332: Jazz

(S) The history of Jazz in the United States — styles and structure as well as the place of this music in our culture. Prerequisite: MUS 100, 221, 222 or 223. Also listed as MUS 332. (3 cr. hr.) ■

AAS 334: African American History to 1865

(F) Black America from African origins to end of Civil War. Prerequisite: HIS 200, 201 or AAS 100. Also listed as HIS 312. (3 cr. hr.) ■

AAS 336: African American History since 1865

(S) Black America from Reconstruction period to present. Prerequisite: HIS 200, 201 or AAS 100. Also listed as HIS 313. (3 cr. hr.) ■

AAS 352: Early African American Writing

(O) African American writing before World War II. Emphasis on critical reactions, analysis. Slave narrative, autobiography, rhetoric, fiction, poetry included. Prerequisite: AAS/ENG 251. Also listed as ENG 352. (3 cr. hr.)

AAS 353: Recent African American Writing

(O) Black experience in America as reflected since World War II in works of outstanding African American writers: fiction, nonfiction, poetry, drama. Prerequisites: CPN 101 and 103, and AAS 251 or ENG 251. Also listed as ENG 353. (3 cr. hr.)

AAS 361: U.S. Ethnic Identity and Conflict

(B) Social histories of major U.S. ethnic groups are contrasted in terms of both cultural identity and social structural differences. Anthropological and sociological data, theories and interpretations of internal U.S. cultural and power differences are presented to analyze and challenge the concepts of race and minority. Prerequisite: SOC 100 or 150 or ANT 102. Also listed as ANT 352, SOC 352. (3 cr. hr.) ■

AAS 362: Politics of Developing Nation States

(C) Politics of development and nation building; political structures and forces examined with special attention to developing political systems of Third World including Asia, Africa, Latin America, Middle East. Also listed as POL 362. (3 cr. hr.) ■

AAS 365: Third World Literature

(O) Representative postcolonial works of fiction in English from the Caribbean, Africa, India, the South Pacific. Prerequisite: Any English literature course at the 200 level. Also listed as ENG 365. (3 cr. hr.) ■

AAS 376: African American Community Organizations

(O) Ideological concepts, programs, goals of major organizations in African American community. Regular class, off-campus experiences to design more effective organizational strategies. (3 cr. hr.)

AAS 381: History Of The Education of African Americans

(G) Education of African Americans and relationship to African American experience. Trends, patterns of current topics. Prerequisite: Three hours in African American Studies. (3 cr. hr.) ■

AAS 390: South Africa

(C) Historical background to apartheid and contemporary racial conflict in South Africa, Zimbabwe and Namibia. Also listed as HIS 431. (3 cr. hr.) ■

AAS 395: International Race Relations

(O) Race, ethnic relations in United States, Great Britain, South Africa, Zimbabwe. Impact and nature of race issues in League of Nations, United Nations, Organization of African Unity. Prerequisite: Six hours in African American studies or political science. (3 cr. hr.)

AAS 396: African American Social and Political Thought I

(O) Social, political thought of African American people and leaders from 1850s to 1950s in periods of emigration, assimilation, accommodation, cultural nationalism, political nationalism, protest movements. (3 cr. hr.)

AAS 397: African American Social and Political Thought II

(O) Social, political thought of African American people and leaders from 1960s to present. Emphasis on African American Congressional Caucus, selected African leaders. (3 cr. hr.)

AAS 412: Independent Research in African American Studies

(A) One, two or three credits may be earned on projects related to African American Studies. Students may enroll for independent study as many as three times, but for no more than a total of six credits. Prerequisite: Consent of coordinator. (1-3 cr. hr.)

AAS 425: African American Women Novelists

(O) Study of African American women's tradition in American literature. Focus on the representative works of Wilson, Harper, Hurston, Larson, Petry, Morrison, Naylor, Walker. Prerequisite: ENG 325, 326, 355 or 356. Also listed as ENG 425. (3 cr. hr.) ■

AAS 428: The Civil Rights Movement in America

(C) Origins, ideologies, activities, and results of movement to obtain civil and political rights for African Americans, 1945-1975. Prerequisites: HIS 200, 201 or AAS 100. Also listed as HIS 428. (3 cr. hr.) ■

AAS 431: Communication and Prejudice

(B) Examination of roles played by intrapersonal, interpersonal, group, organizational, political, and mass or mediated communication in relation to prejudice. Analysis of theories, issues, problems, and practices. Prerequisite: COM 100. Also listed as COM 431. (3 cr. hr.)

AAS 432: African Americans in Television and Film

(F) Historical and critical examination of the evolution of African American images in screen and TV from the early 1900s to the present. Prerequisite: CPN 101 or 103. Also listed as CIN 432, COM 432. (3 cr. hr.) ■

AAS 436: Films of Spike Lee

(B) Analysis and critique of Spike Lee films emphasizing directing style, structure and production design on selected films. A thematic analysis of major works and an examination of critical reaction from feminists, black nationalists, film critics and theoreticians. Prerequisite: CPN 101 or 103. Also listed as COM 436. (3 cr. hr.)

AAS 455: African American Folklore

(H) African American culture in United States viewed in terms of history (antebellum to present), social change (rural to urban). Use of oral traditions, life histories to explore aspects of African American culture, history. Prerequisite: CPN 101 or 103 and AAS 251 or ENG 251. (3 cr. hr.)

AAS 470: American Multicultural Literature

(C) Close readings of representative texts by major 20th century American writers of color. Prerequisite: Any 200-level English course. Also listed as ENG 475. (3 cr. hr.)

AAS 475: African American Religions

(O) Role of religion in the African American experience in America. Prerequisite: Six hours in African American studies or SOC 475. (3 cr. hr.) ■

AAS 485: Africa, South of the Sahara

(C) Cultural, political factors and relationship to past and present population patterns. Prerequisite: Introductory geography. (3 cr. hr.)

AAS 486: Senior Seminar in African American Studies

(O) Interdisciplinary seminar aimed at integrating knowledge of various subspecializations of students beyond the core courses through discussion and readings. Required of all seniors specializing in African American studies. Prerequisite: African American studies major or minor. (3 cr. hr.)

AAS 581: Teaching the Inner City Child

(A) Issues related to teaching in high-need urban schools: roles of culture and context in teacher-student relationships; impact of social structures such as race and class on student achievement; how teaching in urban contexts is different; and effective practices in urban schools. Also listed as FSA 525. (3 cr. hr.)

AAS 590: Seminar in African Politics and Society

(O) Comparative, analytical study of African sociocultural and political systems, governmental processes of new African nations. Open to seniors with six hours of appropriate course work or graduate students. (3 cr. hr.)

AAS 591: Current Issues and Problems in African American Politics

(O) Emphasis on African American opinion leaders and process of articulating, aggregating, implementing African American sociopolitical opinions and issues into public policy. Examples, comparisons drawn from African, other African American World situations. Open to seniors with six hours of appropriate course work or graduate students. (3 cr. hr.)

Related Education Courses

AED 300: Introduction to Secondary Social Studies

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Open only to junior SST majors meeting all departmental requirements. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar

(F) Integrated study of: A) introduction to methods of teaching secondary social studies; B) introduction to contemporary issues in the teaching of secondary social studies; C) preparation for specific practice teaching assignment; D) 40-hours of field experience. Open only to senior SST majors meeting all departmental requirements. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the

middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SST majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

AED 402: Student Teaching Seminar

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

Anthropology/ Sociology

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Richard Kendrick (Chair), Jamie Dangler, Julia Ganson, Herbert Haines, Stephen Halebsky, Kassim Kone, Craig Little, Ellis McDowell-Loudan, William Skipper, John R. Sosa, Sharon Steadman, Stuart Traub, Anne Vittoria, Mark Worrell, Tiantian Zheng

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Anthropology
Bachelor of Arts in Adolescence Education: Social Studies and Anthropology (7-12)

MAJORS OFFERED

Anthropology
Adolescence Education: Social Studies and Anthropology (7-12)

CONCENTRATIONS OFFERED

Americas Archaeology
Applied Anthropology
Ethnic Studies
World Archaeology

Cornish Hall, Room D-311
(607) 753-2726
E-mail: kendrickr@cortland.edu
www.cortland.edu/anthropology/

MINORS OFFERED

Anthropology
Archaeology

DESCRIPTION

Anthropology majors will be introduced to the various anthropological fields including archaeology, physical or biological anthropology and linguistic and cultural anthropology. Students have the option of concentrating in applied anthropology, Americas or world archaeology or ethnic studies. Whether or not a concentration is chosen, students will complete a program that provides them with a solid basis for understanding the field of anthropology in general, as well as the human cultural systems of the past and present world. There is also an anthropology minor which is particularly suitable for those interested in the teaching professions (elementary education and secondary social studies majors) who must be prepared for the multicultural classrooms of today's schools. Students who are interested in teaching may combine study in the anthropology major with professional courses leading to a qualification for initial certification in adolescence social studies (grades 7-12).

SPECIAL FEATURES

- Hands-on work with objects in the in-house Brooks Museum and Lee Beam Collection and with material from archaeological excavations
- Archaeological fieldwork opportunities and possible paid work after ANT 400 participation
- Archaeological/ethnographic fieldwork opportunities outside the U.S.
- Anthropology Honors Program
- Student Referral Program
- Internships
- Teaching certification for adolescence social studies

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to all anthropology majors.
2. Liberal Arts Requirements – 90 credit hours

Major in Anthropology [ANT]

The anthropology major provides students the opportunity to undertake a broad based study of the anthropological approaches to understanding past and present human cultural structures. This major is particularly suitable for those interested in teaching professions, continued graduate study or international aid agencies.

CAREER POTENTIAL

- Corporate positions in culture management
- International aid agency positions (e.g., U.S.A.I.D)
- U.S. government/State Department positions
- Education/teaching including Native American schools (with certification)
- C.A.R.E. posts
- Primate rehabilitation centers, zoos, (e.g., World/National Wildlife Federation)

Total credit hours required for the major: 33

A. Required Courses: 12 credit hours

- ANT 102: Introduction to Cultural Anthropology (GE 3)
- ANT 300: Human Evolution and Survival (GE 7)
- ANT 492: Anthropological Theory
- ANT 493: Anthropological Methods

B. Anthropology Electives: 12 credit hours

- Six credit hours from Culture Area Courses
- Six credit hours from Topics Courses

Students may choose courses from the list that follows, depending on their personal preferences and/or whether they have a declared concentration. Special courses not listed within either group are occasionally taught with a topics (TP) designation such as ANT 129, 229, 329 or 429 and may count under one of these groups.

Culture Area Courses: Six credit hours

- ANT 201: World Cultures
- ANT 301: Native American Archaeology
- ANT 302: Native American Ethnology
- ANT 304: Peoples of Africa
- ANT 305: Archaeology of Eastern United States
- ANT 310: Peoples of South and Southeast Asia
- ANT 311: Peoples of East Asia
- ANT 312: Peoples of the Middle East
- ANT 314: Peoples of Latin America
- ANT 330: Religions of Asia
- ANT 400: Fieldwork in Archaeology
- ANT 550: Independent Study in Anthropology (depending on the title)

Topics Courses: Six credit hours

- ANT 230: Prejudice and Discrimination (GE 2)
- ANT 234: Anthropology of Gender (GE 2)
- ANT 251: Introduction to Language Study
- ANT 306: Folk Societies and Life Styles
- ANT 307: World Prehistory
- ANT 315: Development Anthropology
- ANT 318: Medical Anthropology
- ANT 322: Sociocultural Study of AIDS
- ANT 326: Archaeology of Religion
- ANT 330: Religions of Asia
- ANT 350: Language in Society and Culture
- ANT 351: Folklore
- ANT 352: U.S. Ethnic Identity and Conflict
- ANT 400: Fieldwork in Archaeology
- ANT 404: Applied Anthropology
- ANT 406: Contact and Culture Change
- ANT 408: Culture and Personality
- ANT 409: Economic Anthropology
- ANT 410: Cultural Ecology
- ANT 415: Culture and Aging
- ANT 460: Introduction to Museum Studies
- ANT 550: Independent Study in Anthropology (depending on the title)

C. Anthropology Electives: Nine credit hours

Students fulfill these credit hours by choosing three courses listed under Culture Area Courses and Topics Courses.

Three elective credit hours may be fulfilled by completing CPV 400: Cooperative Education/Internship.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Anthropology with a concentration in Applied Anthropology [ANT/APPL]

Students with an applied concentration gain an understanding of fields such as development, medical, and legal anthropology, enabling them to address problems of health, education, cultural and linguistic preservation, human rights violations, and poverty in global contexts.

CAREER POTENTIAL

- World Bank positions
- OXFAM positions
- International aid agency positions (e.g., U.S.A.I.D.)
- Africare posts
- Save The Children posts
- C.A.R.E. posts

Total credit hours required for the major: 33

A. Required Courses: 21 credit hours

- ANT 102: Introduction to Cultural Anthropology (GE 3)
- ANT 300: Human Evolution and Survival (GE 7)
- ANT 315: Development Anthropology
- ANT 404: Applied Anthropology
- ANT 406: Contact and Culture Change
- ANT 492: Anthropological Theory
- ANT 493: Anthropological Methods

B. Culture Area Courses: Six credit hours

See list under “Major in Anthropology”

C. Topics Courses: Six credit hours

See list under “Major in Anthropology”

Three elective credit hours may be fulfilled by completing CPV 400: Cooperative Education/Internship.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Anthropology with a concentration in Americas Archaeology [ANT/AARC] or World Archaeology [ANT/WARC]

Students with an archaeology concentration acquire field experience and gain an understanding of the theoretical issues related to both general anthropology and archaeology, including management of cultural resources. Projects can be tailored to student interests and include working with the department's ethnographic and archaeological collections.

CAREER POTENTIAL

- Teaching (all levels and Native American centers)
- Museum curator and collection management positions
- State and federal advisory positions
(e.g., Environmental Protection Agency)
- National/state/local historical agencies
- National and state park service positions
- Contract archeology positions (cultural resource management)

Total credit hours required for the major: 33

Choose either concentration:

I. Americas Archaeology

A. Required Courses: 24 credit hours

- ANT 102: Introduction to Cultural Anthropology (GE 3)
- ANT 300: Human Evolution and Survival (GE 7)
- ANT 301: Native American Archaeology
- ANT 305: Archaeology of the Eastern United States
- ANT 492: Anthropological Theory
- ANT 493: Anthropological Methods
- ANT 400: Fieldwork in Archaeology *or*
- ANT 460: Introduction to Museum Studies *or*
- CPV 400: Cooperative Education/internship in archaeology or related field

Culture Area Courses: Select one from the following:

- ANT 302: Native American Ethnology
- ANT 314: Peoples of Latin America

B. Electives: Select three from the following:

- ANT 201: World Cultures
- ANT 230: Prejudice and Discrimination (GE 2)
- ANT 234: Anthropology of Gender (GE 2)
- ANT 307: World Prehistory
- ANT 326: Archaeology of Religion
- ANT 352: U.S. Ethnic Identity and Conflict
- ANT 400: Fieldwork in Archaeology
- ANT 406: Contact and Culture Change
- ANT 410: Cultural Ecology
- ANT 460: Introduction to Museum Studies

II. World Archaeology

A. Required Courses: 24 credit hours

- ANT 102: Introduction to Cultural Anthropology (GE 3)
- ANT 300: Human Evolution and Survival (GE 7)
- ANT 307: World Prehistory
- ANT 326: Archaeology of Religion
- ANT 492: Anthropological Theory
- ANT 493: Anthropological Methods
- ANT 400: Fieldwork in Archaeology *or*
- ANT 460: Introduction to Museum Studies *or*
- CPV 400: Cooperative Education/internship in archaeology or related field

Culture Area Courses: Select one from the following:

- ANT 304: Peoples of Africa
- ANT 310: Peoples of South and Southeast Asia
- ANT 311: Peoples of East Asia
- ANT 312: Peoples of the Middle East

B. Electives: Select three from the following:

- ANT 201: World Cultures
- ANT 234: Anthropology of Gender
- ANT 306: Folk Societies
- ANT 400: Fieldwork in Archaeology
- ANT 406: Contact and Culture Change
- ANT 410: Cultural Ecology
- ANT 460: Introduction to Museum Studies *or*
any Culture Area Course

Three elective credit hours may be fulfilled by completing CPV 400: Cooperative Education/Internship

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Anthropology with a concentration in Ethnic Studies [ANT/ETHS]

Students with a concentration in ethnic studies take courses that focus on cultural and power differences and similarities among groups in global contexts. Students undertake comprehensive analyses of ethnic identity, prejudice and discrimination, and social problems related to poverty and inequality.

CAREER POTENTIAL

- Corporate positions in culture management
- International aid agency positions (e.g. U.S.A.I.D.)
- U.S. government/State Department positions
- Development consulting

Total credit hours required for the major: 33

A. Required Courses: 18 credit hours

- ANT 102: Introduction to Cultural Anthropology (GE 3)
- ANT 230: Prejudice and Discrimination (GE 2)
- ANT 300: Human Evolution and Survival (GE 7)
- ANT 352: U.S. Ethnic Identity and Conflict
- ANT 492: Anthropological Theory
- ANT 493: Anthropological Methods

B. Anthropology Electives: 15 credit hours

Choose five courses from the following:

- ANT 201: World Cultures
- ANT 302: Native American Ethnology
- ANT 304: Peoples of Africa
- ANT 305: Archaeology of Eastern United States
- ANT 310: Peoples of South and Southeast Asia
- ANT 311: Peoples of East Asia
- ANT 312: Peoples of the Middle East
- ANT 314: Peoples of Latin America
- ANT 330: Religions of Asia
- ANT 400: Fieldwork in Archaeology
- ANT 406: Contact and Culture Change
- ANT 460: Introduction to Museum Studies

Three elective credit hours may be fulfilled by completing CPV 400: Cooperative Education/Internship.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual major in Adolescence Education: Social Studies and Anthropology (7-12) [SST and ANT]

This program allows students who major in anthropology to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in anthropology with 47-68 credit hours in additional course work and professional teacher preparation.

CAREER POTENTIAL

- Junior high and high school teacher

A. Requirements for the anthropology major (see above)

B. Professional Preparation: 44-68 credit hours

(Including additional social science courses)

HLH 199: Critical School Health Issues

PSY 101: General Psychology I

PSY 232: Adolescent Psychology *or*

PSY 332: Educational Psychology

ECO 105: Political Economy and Social Thought

GRY 425: Geography in the Classroom *or*

GRY 482: Central America and the Caribbean *or*

GRY 484: Geography of Europe *or*

GRY 486: Monsoon Asia

GRY 480: United States *or*

GRY 481: Geography of New York State

POL 100: Introduction to American Government and Politics

HIS 100: The World to 1500 *and*

HIS 101: The World since 1500 *or*

HIS 110: Western Civilization to 1715 *and*

HIS 111: Western Civilization since 1715

HIS 200: The United States to 1877 *and*

HIS 201: The United States from 1877 *and*

Three additional hours of history at the 300 level or above

AED 310: Grammar and the Writing Process *or*

LIT 449: Literacy in the Middle and Secondary School *or*

LIT 549: Literacy in the Middle and Secondary School

SHH 300: Normal Language Development *or*

PSY 350: Psychology of Language

C. Professional Sequence: Junior year, four credit hours

AED 391: Introduction to Adolescence Education

(Fall semester only. A 25-hour field requirement is attached to this course.)

AED 300: Introduction to Secondary Social Studies

Spring semester only. A 35-hour field requirement is attached to this course. Requires acceptance into the adolescence education: social studies (SST) major.

D. Professional Sequence: Senior year, 21 credit hours *

AED 301: Pre-practice Teaching Seminar

Fall semester only. A 40-hour field requirement is attached to this course and must be completed in the preceding spring semester.

Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.

AED 400: Student Teaching I

AED 401: Student Teaching II

AED 402: Student Teaching Seminar

* *To be eligible for student teaching, a student must have declared adolescence education: social studies (7-12) as a major by the beginning of the second semester of the junior year and must have senior status, at or near 90 credit hours, with 24 credit hours in the academic social science major, which must be officially declared. A student must also have an overall grade point average of 2.5, a grade point average of 2.7 in the academic social science major, and a C or better in AED 300. No student who receives a grade below a C- in any introductory course in the academic social science major will be allowed to enter student teaching until the course has been retaken and a higher grade earned. Student teaching is a capstone experience. Students who cannot graduate by the December following student teaching may not register for the AED 400, 401, 402 sequence.*

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in Anthropology [ANT]

A. Required Courses: Six credit hours

ANT 102: Introduction to Cultural Anthropology (GE 3)

ANT 300: Human Evolution and Survival (GE 7)

B. Culture Area Courses: Three credit hours

Must be at the 300 level or above.

See list under "Major in Anthropology."

C. Topics Courses: Three credit hours

Must be at the 300 level or above.

See list under "Major in Anthropology."

D. Anthropology Elective: Three credit hours

Must be at the 300 level or above.

See list under "Major in Anthropology."

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 15

Minor in Archaeology [ARC]

This minor is open to students in any major other than anthropology. Majors in anthropology can declare a concentration in Americas or World archaeology.

A. Required Courses: Nine credit hours

ANT 102: Introduction to Cultural Anthropology (GE 3)

ANT 301: Native American Archaeology

ANT 305: Archaeology of the Eastern United States

B. Anthropology Electives: Three credit hours

ANT 300: Human Evolution and Survival *or*

ANT 307: World Prehistory

C. Anthropology Electives: Three credit hours

ANT 302: Native American Ethnology *or*

ANT 400: Fieldwork in Archaeology

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 15

Example of the B.A. in Anthropology over four years

The following is based on freshman admission and 15 credits per semester. More than 15 credit hours will have to be taken in one or more semesters in order to reach the required 124 credit hours for graduation.

First Year	Second Year
<p><i>Fall</i></p> <p>ANT 102 (GE 3) CPN 100 or 102 Foreign language course Two GE courses COR 101 Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>One anthropology course (200 or 300 level) CPN 101 or 103 Quantitative Skills course Foreign language course GE course Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>Two anthropology courses (200-300 level) GE course Foreign language course One elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>One or two anthropology courses (200-300 level) GE course Foreign language course One or two electives Total credit hours: 15-18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>One or two anthropology courses (300-400 level) One or two electives One or two GE courses Total credit hours: 17</p> <p><i>Spring</i></p> <p>ANT 492 ANT 493 One or two electives One or two GE courses Total credit hours: 15-18</p>	<p><i>Fall</i></p> <p>Two anthropology courses (300-400 level) Two or three electives Total credit hours: 15</p> <p><i>Spring</i></p> <p>One or two anthropology electives (300-400 level) One to four electives Total credit hours: 15-18</p>

Anthropology

COURSE DESCRIPTIONS

ANT 102: Introduction to Cultural Anthropology

(A) Subdisciplines, conceptual frameworks dealing with origins, development, diversity of human cultures. (3 cr. hr.) ■

ANT 129, 229, 329, 429, 529: Special Topics in Anthropology

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

ANT 201: World Cultures

(B) Exploration of the cultural factors which shape human behavior through the intensive analysis of a selection of anthropological texts from around the globe, organized around a specific theme that varies each time the course is taught. (3 cr. hr.) ■

ANT 230: Prejudice and Discrimination

(B) Descriptive and theoretical review of the existence and effects of prejudice and discrimination in worldwide context. Comparison of Western and non-Western social structure, and of dominant and subordinate relationships in the U.S. and around the world. Also listed as SOC 230. (3 cr. hr.) ■

ANT 234: Anthropology of Gender

(B) A comprehensive approach examining gender, race, sexual orientation and discrimination against these various social groups, using evidence from early human contexts to present-day cultures. Focus is primarily on non-western cultures with some exploration of North American societies. (3 cr. hr.) ■

ANT 251: Introduction to Language Study

(B) Concepts, scope, methodology of science of language. Principles of descriptive and historical linguistics. Geographical, historical, social dialects of English. Prerequisite: CPN 101 or 103. This course is cross-listed as ENG 201 and COM 211 and this prerequisite is required. (3 cr. hr.) ■

ANT 300: Human Evolution and Survival

(A) Combined study of human evolution, genetics, and culture and their theory and methodologies in anthropological archaeology. (3 cr. hr.) ■

ANT 301: Native American Archaeology

(C) Aboriginal New World cultures before significant Old World contact; from simple tribal societies to civilizations of Meso-American and Andean regions. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 302: Native American Ethnology

(B) Acculturation in New World since Columbus, as seen in range of tribal, peasant and urban groups. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 304: Peoples of Africa

(C) African ethnology; the religion, language, social, economic, political organization of cultures in Africa south of The Sahara. Prerequisite: ANT 102 or 300. Also listed as AAS 304. (3 cr. hr.) ■

ANT 305: Archaeology of Eastern United States

(C) Local, regional prehistory and protohistory of New York State, eastern United States. Reference to Post-Columbian period of the East, investigation of American Indian arrivals and activities. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 306: Folk Societies and Lifestyles

(C) Anthropological theories, methods dealing with peasant and folk societies and cultures. Comparative analysis of world peasantry and the place of peasants in complex societies. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 307: World Prehistory

(C) Survey of human cultures around the world from earliest evidence to development of civilizations. Human behavior in groups before the time of written records emphasized; comparison and contrast of such social organization through time provided. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 310: Peoples of South and Southeast Asia

(C) Social, economic, political, religious institutions of countries of South and Southeast Asia. Traditional cultures, current changes. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 311: Peoples of East Asia

(C) Examines the cultures of the contemporary East Asian societies from an anthropological perspective with special reference to China and Japan. Course topics may include family and kinship structure, gender and marriage, popular culture, child rearing, subalterns, body culture, work, play and sports. Focus on unique elements in shaping local social structures and cultural forms and what is unique to the social structure of these societies. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 312: Peoples of the Middle East

(C) Ethnic mosaic of North Africa and Southwest Asia; Islam as a cultural tradition in ethnic group relations; integration of urban, peasant and nomadic subcultures of area. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 314: Peoples of Latin America

(C) Historical and contemporary review of Latin American societies with emphasis on the ethnology of indigenous people. Particular attention paid to the role Western colonial policies have played in shaping contemporary conflicts. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 315: Development Anthropology

(O) Anthropologists' and development sociologists' specific roles in economic development, public health, other projects involving cross-cultural planned change. Concepts of socioeconomic change emphasizing classic case studies of applied anthropology and sociology; modern roles in project planning, design, instrumentation and evaluation. Social scientists' responsibilities in understanding recipient culture, in encouraging participatory approaches to development as part of interdisciplinary development project team emphasized. Prerequisite: ANT 102 or SOC 100 or 150. Also listed as SOC 315. (3 cr. hr.) ■

ANT 318: Medical Anthropology

(C) Introduces a broad range of medical anthropology topics and research techniques, both traditional and modern. Investigates how different cultures respond to pain, suffering, illness, sex, death and healing in specific contexts; how experiences such as pain, misfortune and ecstasy are produced in a number of different societies. Prerequisite: ANT 102 or 300 or SOC 100 or 150. (3 cr. hr.)

ANT 322: Sociocultural Study of AIDS

(C) Emphasizes anthropological and sociological approaches to the social and cultural aspects of the disease that are ignored or downplayed in the dominant biomedical paradigm. Attention given to the local community as a nexus of historical, social, cultural, political and economic forces that critically determine the effects of AIDS. Issues covered may include AIDS and commercial sex, gay communities, drug use, migration, condom use, women, prevention, and AIDS in cross-cultural contexts such as the U.S., Thailand, China, etc. Prerequisite: ANT 102 or SOC 100 or SOC 150. Also listed as SOC 322. (3 cr. hr.) ■

ANT 326: Archaeology of Religion

(C) Exploration of theoretical frameworks used to interpret human belief systems. Cross-cultural examination of religions in cultural contexts, using archaeology to explore their origins, and sociocultural anthropology to understand their present-day structures. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 330: Religions of Asia

(B) General introduction to the basic and enduring structures of the major religions of Asia with attention to the fundamentals of history, cultural aspects (sacred objects or places, beliefs, values, symbols, and rituals), social organization, and present day position. Prerequisite: ANT 102 or SOC 100 or 150. Also listed as SOC 330. (3 cr. hr.) ■

ANT 350: Language in Society and Culture

(C) Cross-cultural studies in interrelationships between language and the individual, the society and the culture. (3 cr. hr.) ■

ANT 351: Folklore

(O) Major genres of world folklore with emphasis on American folklore. Regional lore, including New York State. Folklore theory and methodology. (3 cr. hr.) ■

ANT 352: U.S. Ethnic Identity and Conflict

(B) Social histories of major U.S. ethnic groups are contrasted in terms of both cultural identity and social structural differences. Anthropological and sociological data, theories and interpretations of internal U.S. cultural and power differences are presented to analyze and challenge the concepts of "race" and "minority." Prerequisite: ANT 102 or SOC 100 or 150. Also listed as SOC 352 and AAS 361. (3 cr. hr.) ■

ANT 369: Population and Society

(S) Social significance of population mass, population redistribution through births, deaths, migration. Prerequisite: ANT 102 or SOC 100 or 150. Also listed as SOC 369. (3 cr. hr.)

ANT 400: Fieldwork in Archaeology

(O) Combination field and laboratory study of one or more archaeology sites. Prerequisite: Consent of department. (3-6 cr. hr.) ■

ANT 404: Applied Anthropology

(C) Theoretical and empirical analysis of selected topics in applied anthropology. Such topics include poverty, the fulfillment of basic human needs and different approaches that anthropology can contribute to solving these problems. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 406: Contact and Culture Change

(C) Mechanisms of acculturation, dominance patterns, culture conservatism and receptivity, and applied anthropology with examples drawn from non-literate societies. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 408: Culture and Personality

(C) Comparative study of personality and structure produced in various cultures and epochs. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 409: Economic Anthropology

(C) Economic aspects of human behavior in primitive, traditional, peasant societies. Distribution of goods, services through such mechanisms as redistribution, reciprocity, barter, markets, marketing. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 410: Cultural Ecology

(C) Relationship between sociocultural and environmental factors with special attention to political, techno-economic and ideational phenomena. Prerequisite: ANT 102 or 300. (3 cr. hr.) ■

ANT 415: Culture and Aging

(S) Comparative perspective on roles, problems of the elderly provided by cross-cultural surveys, representative case studies of non-western societies. Prerequisite: ANT 102 or 300 or SOC 100 or 150. (3 cr. hr.) ■

ANT 455: The Individual in Communication

(C) Relation of language to self-identity, interaction with others. Approaches from psychological anthropology and sociolinguistics. (3 cr. hr.) ■

ANT 460: Introduction to Museum Studies

(B) Introduction to the field of museology. Topics covered include cataloging, classifying, conservation and display of ethnographic and archaeological materials. Hands on experience is gained through work with the Brooks' Collection and other department materials. (3 cr. hr.) ■

ANT 492: Anthropological Theory

(C) Historical development, current emphasis in theoretical approaches to all fields of anthropology, providing integrated frame of reference for discipline as a whole. Prerequisite: Junior or senior status. (3 cr. hr.) ■

ANT 493: Anthropological Methods

(A) Introduction to anthropological research. Provides students with basic understanding of how to conduct and evaluate scientific research in the anthropological fields. Course topics follow the major steps in design and execution of anthropological research from the definition of the problem and formulation of hypotheses to interpretation of results and preparation of final report. Prerequisite: Junior or senior status. (3 cr. hr.) ■

ANT 495: Anthropology Honors Course I

(A) Directed in depth research on an anthropological topic in student's major concentration. Open only to eligible students. Prerequisite: Junior or senior status. (2 cr. hr.) ■

ANT 496: Anthropology Honors Course II

(A) Directed in depth research project, begun in ANT 495, on an anthropological topic in student's major concentration. Open only to eligible students. Prerequisite: ANT 495. (1-6 cr. hr.) ■

ANT 550: Independent Study in Anthropology

(A) Individual studies in selected areas. Prerequisites: ANT 102, 300 and junior or senior status. (1-6 cr. hr.)

Related Education Courses**AED 300: Introduction to Secondary Social Studies**

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Open only to junior SST majors meeting all departmental requirements. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar

(F) Integrated study of: a) introduction to methods of teaching secondary social studies; b) introduction to contemporary issues in the teaching of secondary social studies; c) preparation for specific practice teaching assignment; d) 40-hours of field experience. Open only to senior SST majors meeting all departmental requirements. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SST majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

AED 402: Student Teaching Seminar

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

Art and Art History

DEPARTMENT

Dowd Fine Arts Center, Room 222
(607) 753-4316
E-mail: greenae@cortland.edu
www.cortland.edu/art/

SCHOOL

Arts and Sciences

FACULTY

Lori Ellis (Chair), Jeremiah Donovan, Charles Heasley, Lori Hepner, Lisa Joyce, Kathryn Kramer, Jenn McNamara, Barbara Racker, Vaughn Randall, Barbara Wisch

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Art
Bachelor of Arts in New Media Design

MAJORS OFFERED

Art – with concentration in either studio art or art history
New Media Design

CONCENTRATIONS OFFERED

Studio Art – with specialization in ceramics, graphic design, fiber arts, print media, painting, sculpture
Art History

MINORS OFFERED

Art – with specialization in either studio art or art history

DESCRIPTION

The art and art history curriculum develops skills of analysis and critical thinking through instruction in the making and history of visual art. Art and art history courses emphasize the importance of the art object in society as a means of both individual and cultural expression, which is reinforced by a variety of guest lectures, studio critiques, and museum and gallery visits. The year-round program of exhibitions, visiting artists, and symposia organized by the Ruth E. Dowd Fine Arts Gallery complements the department's activities by providing further opportunities for students to apply their developing aesthetic awareness to a wide range of artwork, ideas and values.

SPECIAL FEATURES

- Dowd Fine Arts Gallery and Art and Art History Department permanent art collection and study archive
- Internships
- Semester in New York apprenticeship program
- Visiting artists and lecturers program
- Scholarship fund
- Visual resources collection
- Cooperative work-study program

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 90 credit hours.

Major in Art with a concentration in Studio Art [ART/ARTS]

Introductory courses in studio art explore a variety of expressive media, teach basic technical skills, and begin to develop perceptual awareness. Students continuing in advanced courses are directed toward an objective understanding of visual languages and a refinement of independent responses in one of the concentrated specializations in painting, printmaking, graphic design fiber arts, ceramics and sculpture.

Such critical explorations of either two- or three-dimensional forms facilitate intuitive problem solving. This applies not only to visual work, but has been shown to carry over into other academic and professional endeavors as well. This introduction to conceptual problem solving can be one of the most valuable contributions of the study of the visual arts within a liberal arts curriculum.

Students should be advised that although most courses do not require textbooks, studio courses require the purchase of materials and supplies some of which are included in the tuition fees. Check with the instructor.

CAREER POTENTIAL

- Art education
- Graphic design, Web page design, environmental design
- Textile design
- Corporate art buyer
- Artists in ceramics, fiber arts, design, painting, printmaking, sculpture

Art Studio Core: 36 credit hours

A. Required Courses Core in Art Studio: 15 credit hours

Drawing Foundation

ATS 101: Drawing I (GE 4)
ATS 201: Drawing II
ATS 301: Drawing III

Design Foundation

ATS 102: Design I (GE 4)
ATS 202: Design II

B. Exposure and Skills Core in Art Studio: 15 credit hours

ATS 103: Painting I (GE 4)
ATS 104: Ceramics I (GE 4)
ATS 105: Weaving I (GE 4) *or*
ATS 111: Fabric Design I (GE 4)
ATS 106: Sculpture I (GE 4)
ATS 107: Printmaking I (GE 4) *or*
ATS 112: Photography I (GE 4) *or*
ATS 209: Lithography I

C. Studio Art Specialization Courses: Six credit hours

Specialization and advanced skills in one of the following areas: ceramics, graphic design, fibers, painting, print media or sculpture

Art History Foundation: 12 credit hours

ATH 121: Art in the Ancient World (GE 4)
ATH 122: Art in the Modern World (GE 4)

Six additional credit hours of related electives chosen in consultation with advisor, including one 300-level ATH or above

Free Electives: 29-42 total credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Art with a concentration in Art History [ART/ARTH]

Art history survey courses (ATH 121, 122, 223) provide a systematic exploration of the major art traditions of the world. Upper division courses (200-level and above) introduce the student to more intensive study of the art of a particular period or region through a variety of approaches and techniques of art historical analysis. ATH 429: Advanced Topics in Art History often is used to meet the special interests of students and to take advantage of new art discoveries and major exhibitions.

The diverse interests of Cortland's art history faculty provide the student with opportunities to broaden global and multicultural awareness through an understanding of artistic achievement in our own and other cultures.

CAREER POTENTIAL

- Art historian
- Museum practices: curator, archivist, researcher
- Art education
- Art criticism

Art History Core: 36 credit hours

A. Required Art History Core Courses: Nine credit hours

- ATH 121: Art in the Ancient World
- ATH 122: Art in the Modern World
- ATH 223: Art History III

B. Core exposure in Art History: 12 credit hours

Three hours from each of the following areas:

1. ATH 254: Art of the Middle Ages
ATH 326: Art of Greece and Rome
2. ATH 340: The Early Renaissance in Italy
ATH 341: 15th, 16th-Century Painting in Northern Europe
ATH 344: Renaissance, Mannerism, Baroque
3. ATH 355: Rococo through Impressionism – 18th and 19th Centuries
ATH 357: Modern Art
ATH 457: Contemporary Art
4. ATH 330: Far Eastern Art

C. Additional Art History Course Requirements selected from (areas 1-4): Three credit hours

D. Art history elective chosen from courses at the 200-400 level Nine credit hours

E. ATH 429: Special Topics in Art and Art History: Three credit hours

Related Areas: 12 credit hours

A. Studio Art: Three credit hours

B. History Courses: Six credit hours

It is recommended that three hours be directly related to student's area of specialization in section C of the art history core above.

C. Electives: Three credit hours

Chosen in consultation with the student's advisor from literature, philosophy, political science, anthropology/sociology which relate directly to the temporal or spacial period of the cultural context of an art history course that the student has taken or is taking, or three additional hours of a second or third language.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in New Media Design [NMD]

The major in New Media Design provides in-depth exposure to the changing area of new media while at the same time maintaining a critical core of studio foundations and art history. Majors have the opportunity to work directly with digital video, digital photography, and audio and multimedia production in a technology laboratory setting. For specific information, contact the Art and Art History Department.

CAREER POTENTIAL

- Graphic design
- Web page design
- Animation
- Digital Imaging
- Advertising art

A. All College Requirements: 34-49 total credit hours

Academic Writing I, II: Six credit hours

Quantitative Skills: 3-4 credit hours

General Education: 25-26 credit hours

Foreign Language: 0-12 credit hours

B. Electives, including at least one writing intensive course: 34 total credit hours

C. Foundation Art Requirements: 18 total credit hours

ATS 101: Drawing I (GE 4)

ATS 201: Drawing II

ATS 102: Design I (GE 4)

ATS 202: Design II

ATH 121: Art of the Ancient World (GE 4)

ATH 122: Art of the Modern World (GE 4)

D. New Media Design Courses: 11 total credit hours

ATS 240: Graphic Design I

ATS 241: Typography

ATH 320: History and Theory of Digital Arts (WI)

ATS 440: Portfolio Practicum

E. Two courses from the following in consultation with advisor: Six total credit hours

ATS 112: Photography (GE 4)

ATS 330: Artist's Books

ATS 340: Graphic Design II

ATS 342: Art and the Internet

ATS 343: Multi Media

F. Cognates in related areas: Six total credit hours

G. Additional art credit hours in consultation with advisor

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in Art with a specialization in Art History [ART]

CAREER POTENTIAL

- Art historian
- Museum practices: curator, archivist, researcher
- Art educator
- Art critic

A. Required Courses: 18 credit hours

ATH 121: Art in the Ancient World

ATH 122: Art in the Modern World

12 credit hours of additional art history and art theory courses (except ATT 480) at the 300-level or above

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in Art with a specialization in Studio Art [ART]

CAREER POTENTIAL

- Art education
- Book art design, Basic design, environmental design
- Corporate art buyers
- Artists in ceramics, fiber arts, design, painting, printmaking, sculpture

A. Required Courses: Six credit hours

ATH 121: Art in the Ancient World
ATH 122: Art in the Modern World

B. Additional Required Studio Art Courses: 12 credit hours

ATS 101: Drawing I
ATS 102: Design I
ATS 106: Sculpture I
ATS 201: Drawing II

C. Minimum of nine additional studio art hours

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 27

Example of the B.A. in Art (Studio) over four

First Year	Second Year
<p><i>Fall</i></p> <p>ATS 101 (GE 4) ATS 102 (GE 4) ATH 121 (GE 4) COR 101 CPN 100 or 102 GE 2 Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>ATS 201 ATS 202 ATH 122 (GE 4) CPN 101 or 103 ATS 106 (GE 4) Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>ATS 103 ATS 107, 112 or 204 (GE 4) GE 3 GE 6 ATH 357 (WI) Foreign language 101 Total credit hours: 18</p> <p><i>Spring</i></p> <p>Foreign language 102 ATS 105 or 111 (GE 4) ATS 104 (GE 4) GE 7 GE 1 Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>Foreign language 201 GE 8a ATS req. concentration ATH 340 (WI) GE 5 Total credit hours: 16</p> <p><i>Spring</i></p> <p>Foreign language 202 GE 8b ATS req. concentration GE 6 Free elective Total credit hours: 15</p>	<p><i>Fall</i></p> <p>MAT (Quantitative Skills) ATS 301 ATS elective ATH elective Two free electives Total credit hours: 18</p> <p><i>Spring</i></p> <p>ATT 490 ATT 491 ATS 429 Three free electives Total credit hours: 18</p>

Art and Art History

COURSE DESCRIPTIONS

Art History Courses

ATH 120: Backgrounds in Art

(A) Art principles and concepts, with their historical development, shown through design in visual art forms. (3 cr. hr.) ■

ATH 121: Art in the Ancient World

(A) Art prior to Renaissance: Architecture, sculpture, and painting of Egypt, Near East, Greece, Rome, medieval Europe. (3 cr. hr.) ■

ATH 122: Art in the Modern World

(A) Developments in Western Europe and the Americas from Renaissance culture through 20th century art. (3 cr. hr.) ■

ATH 129, 229, 329, 429, 529: Special Topics in Art and Art History

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

ATH 223: Art History III

(O) Introduction to arts of Africa, Oceania and the Americas. (3 cr. hr.) ■

ATH 254: Art of the Middle Ages

(O) Art from A.D. 300 through 1400, beginning with Christianization of the Roman Empire, formation of new Christian states in Europe and Byzantium, and influence of Islamic art, through international styles of Romanesque and Gothic art in Europe. Prerequisite: ATH 121 or 122. (3 cr. hr.) ■

ATH 320: History and Theory of Digital Arts

(C) An exploration of the artist's role in both using and analyzing the new media. A critical historical review of the impact of the digital revolution. Prerequisites: ATH 121, 122. (3 cr. hr.) ■

ATH 321: Seminar in Art History

(C) Specialized area of Western tradition of history of art. Reports based on independent research and study of related topic chosen in consultation with instructor required. Prerequisite: Consent of instructor. (3 cr. hr.) ■

ATH 323: North American Art: Colonial Period to World War II

(C) From 1620 to 1940 with emphasis not only on art and architecture from what is now the U.S., but also from Canada. Prerequisite: ATH 121 or 122. (3 cr. hr.) ■

ATH 324: Spanish and Spanish American Art and Architecture

(O) Survey of art and architecture produced in Spain and Latin America from 1492 to present. A major concern is not only Spanish Colonial Art, including the contribution of indigenous peoples to it, but also contemporary art from Latin America. Prerequisites: Consent of instructor or ATH 121 or 122. (3 cr. hr.) ■

ATH 326: Art of Greece and Rome

(O) Sculpture, painting, architecture from Bronze Age civilizations of Aegean through Greece and Rome to fall of the Empire; Etruscan art included. Plastic visual arts related to other aspects of culture (history, literature, drama) in each period. Prerequisite: ATH 121 or 122. (3 cr. hr.) ■

ATH 330: Far Eastern Art

(O) Introduction to art, architecture of Far East including India, China, Japan, Central Asia, Southeast Asia from periods of early river cultures through 19th century. Differences between Eastern, Western cultures; interaction among Far Eastern cultures; influence upon modern society stressed. (3 cr. hr.) ■

ATH 340: The Early Renaissance in Italy

(C) Architecture, sculpture, and painting from the late 13th through 15th centuries. Works by Giotto, Brunelleschi, Donatello, Masaccio, Fra Angelico, Botticelli, etc., studied in their social and cultural contexts. Prerequisite: ATH 120, 121 or 122, or permission of instructor. (3 cr. hr.) ■

ATH 341: 15th, 16th-Century Painting in Northern Europe

(C) Development of Flemish, Dutch, German and French painting of 15th and 16th centuries: works by Hubert and Jan van Eyck, Rogier van Weyden, Bosch, Dürer, Grünewald, the elder Bruegel. Prerequisite: ATH 120, 121, 122 or permission of instructor. (3 cr. hr.) ■

ATH 344: Renaissance, Mannerism, Baroque

(C) Analysis of High Renaissance art in Italy, 16th-century Italian Mannerism, and 17th-century Baroque art in Italy, France, Spain, England, Flanders, and Holland. Works by Leonardo da Vinci, Michelangelo, Raphael, Titian, Bernini, Velázquez, Rubens, Rembrandt, etc., studied in their social and historical contexts. Prerequisite: ATH 120, 121, 122, or permission of instructor. (3 cr. hr.) ■

ATH 355: Rococo Through Impressionism – 18th and 19th Centuries

(C) Value structures in painting, sculpture, architecture in 18th and 19th centuries in relation to political and industrial revolutions, changes in class structure, religious revivals and atheism. Prerequisite: ATH 121 or 122. (3 cr. hr.) ■

ATH 357: Modern Art

(C) This course is a survey of significant activity and ideas in the visual arts from ca. 1880-1945. Focus is on the art of Western Europe with attention to changing critical perspectives. In addition, a number of themes such as gender, visibility, technology, and mass media will be considered within the chronological framework. Prerequisite: ATH 120, 121, 122, or permission of instructor. (3 cr. hr.) ■

ATH 385: History of Prints

(O) Technical and artistic developments in printmaking from beginning in 15th century to present. Prerequisite: ATH 121 or 122. (3 cr. hr.) ■

ATH 420: Aesthetics

(O) Analysis of nature and function of art. Aesthetic theories from ancient Greece to modern period. Prerequisites: ATH 121 or 122. (3 cr. hr.)

ATH 457: Contemporary Art

(C) This course is intended to provide an introductory overview of the visual forms, media, and theories of contemporary art, with particular focus upon how art is defined and how the role of the artist is understood. Prerequisite: ATH 120, 121, 122, or permission of instructor. (3 cr. hr.) ■

Studio Art Courses

The State University of New York College at Cortland reserves the right to select and retain indefinitely any student art work done in connection with course work completed at the College.

ATS 101: Drawing I

(A) Lectures, demonstrations, critiques in methods and techniques of drawing. Series of basic graphic problems designed to develop visual perception. (3 cr. hr.) ■

ATS 102: Design I

(A) Basic principles of two-dimensional design. Aesthetic, perceptive relationships of forms, colors explored with emphasis on development of visual perception through lectures, problems, critiques, outside reading. (3 cr. hr.) ■

ATS 103: Painting I

(A) Introduction to oil painting. A survey of basic concepts and methods, including observation, invention, color, shape, composition, paint application and development of content. Painted work, group critiques, written preparatory assignments. (3 cr. hr.) ■

ATS 104: Ceramics I

(A) Forming processes aimed at discovering creative, structural, plastic potentials inherent in ceramics materials. Frequent technical lectures, demonstrations, group critiques and outside reading in historical, technical aspects of pottery design and construction. (3 cr. hr.) ■

ATS 105: Weaving I

(A) Weaving processes, including loom preparation. Emphasis on development of structural elements and color relationships used in the design of woven fabrics. Creative use of materials encouraged. Introduction of computer graphics software used to design textiles. Weekly lectures, critiques and discussions of historic and contemporary fabrics. (3 cr. hr.) ■

ATS 106: Sculpture I

(A) Concepts of form. Various media, techniques explored as preparation for further study in sculpture. Weekly lectures, critiques, discussions of historical aspects of sculpture. (3 cr. hr.) ■

ATS 107: Printmaking I

(A) Basic concepts of graphic image. Techniques of etching, block printing, silk screen, lithography explored as they relate to basic graphic concepts. Weekly illustrated lectures, critiques, discussion of historical aspects of printmaking. (3 cr. hr.) ■

ATS 111: Fabric Design I

(A) Introduction of silk screen processes on fabric, open screen, cut stencil and photo silk screen. Batik, stitchery, applique and quilt-making techniques also explored. Emphasis on creative use of alternative materials. Introduction of graphics intensive textile design programs used in this medium. Frequent lectures, critiques and discussions of historic and contemporary textiles. (3 cr. hr.) ■

ATS 112: Photography I

(B) Introduction to black and white photography as creative form of expression. Emphasis on camera use, darkroom techniques, aesthetics of the print and presentation of completed work of art. (3 cr. hr.) ■

ATS 113: Three-Dimensional Design

(A) Basic principles of three-dimensional design. Aesthetic and analytical exploration of form through problems, lectures, critiques and readings designed to strengthen visual perception. (3 cr. hr.) ■

ATS 129, 229, 329, 429, 529: Special Topics in Studio Art

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

ATS 201: Drawing II

(A) Drawing from nature, the figure, landscape, still life. Experimentation with various media. Frequent lectures, critiques, museum visits. Prerequisite: ATS 101. (3 cr. hr.) ■

ATS 202: Design II

(B) Continuation of Design I. Class meetings include critiques of assignments. Lectures, visiting critics, films. Prerequisite: ATS 102. (3 cr. hr.) ■

ATS 203: Painting II

(A) Further study of painting concepts, techniques and historic context. Development of series work through individual experimentation and research. Group discussion, critique and written documentation of process. Prerequisite: ATS 103 (3 cr. hr.) ■

ATS 204: Ceramics II

(A) Development of ceramic processes. Creative exploration of materials emphasized. Frequent technical lectures, demonstrations, group critiques, outside reading in historical and technical aspects of pottery design and construction. Prerequisite: ATS 104. (3 cr. hr.) ■

ATS 205: Weaving II

(A) Emphasis on designing more advanced weave structures using graphics software for textiles. Introduction of synthetic dye techniques and various fabric finishing processes. Independent and group projects designed to extend personal expression. Introduction of additional weaving techniques. Frequent lectures, critiques, museum visits. Prerequisite: ATS 105. (3 cr. hr.) ■

ATS 206: Sculpture II

(A) Human figure, other subjects related to nature. Emphasis on personal investigation of form. Continued exploration of various media, techniques related to sculpture. Frequent lectures, critiques, museum visits. Prerequisite: ATS 106. (3 cr. hr.) ■

ATS 207: Printmaking II

(A) Intensified study of specific graphic techniques. Personal investigation of particular technique emphasized. Frequent lectures, critiques, museum visits. Prerequisite: ATS 107. (3 cr. hr.) ■

ATS 209: Lithography I

(B) Introduction to fine art lithography from aluminum plates. Intention is to acquaint students with fundamentals of black and white lithographic printing with emphasis on hand drawn and manipulated imagery. Techniques of image formation will include crayon application, wash drawing or lithotint, transfer from paper and Xerox, photo mechanically applied image. Prerequisite: ATS 101 or 102 or 107. (3 cr. hr.) ■

ATS 211: Fabric Design II

(A) Investigation of more advanced fabric design techniques including work in three-dimensional, sculptural fabric forms. Experimentation encouraged of other materials used in fabric design techniques. Continued use of various textile design and 3-D animation graphics programs. Frequent lectures, critiques, museum visits. Prerequisite: ATS 111. (3 cr. hr.) ■

ATS 212: Computers in the Visual Arts

(S) An introduction to a variety of computer programs which deal with Computer Aided Design in the visual arts. Several software programs will be explored throughout the semester with the objective of teaching the student about the similarities and differences of these graphics-intensive programs as used in various areas of art and design. Prerequisite: ATS 102. (3 cr. hr.) ■

ATS 240: Graphic Design I

(B) An introduction to the processes, techniques, basic terminology and concepts of the graphic design profession. Students learn to apply graphic design theory to develop aesthetic expression and effective communication. Oriented to computer aided graphic and information design. Prerequisite: ATS 202. (3 cr. hr.)

ATS 241: Typography I

(C) An introduction to typographic form through a series of structured investigations. Course study emphasizes basic letter-form design, vocabulary, measurement systems, computer typesetting and construction, and compositional principles used with text and display type. Prerequisite: ATS 202. (3 cr. hr.)

ATS 301: Drawing III

(S) Emphasis on composition, media intended to develop understanding of possibilities in drawing and student's own subjective approach. Lectures, critiques, reading assignments, wide variety of media used to expose students to more intellectual, technical possibilities. Prerequisite: ATS 201. (3 cr. hr.) ■

ATS 302: Design III

(B) Experimental two-, three-dimensional design concepts explored as they relate to contemporary situations. Individual, group problems designed to develop understanding, control of aesthetic and perceptual design variables. Independent research, problems, critiques, lectures, field trips. Prerequisite: ATS 202. (3 cr. hr.) ■

ATS 303: Painting III

(A) Intensified study of painting concepts, techniques and historic context. Development of series work through individual experimentation and research with greater emphasis on cohesive output and exhibition. Group discussion, critique and written documentation of process. Prerequisite: ATS 203 (3 cr. hr.) ■

ATS 304: Ceramics III

(A) Practical experience in advanced technical aspects of firing and glaze chemistry; body formulations emphasized. Frequent lectures, reading assignments, group critiques. Prerequisite: ATS 204. (3 cr. hr.) ■

ATS 305: Weaving III

(A) Prerequisite: ATS 205. (3 cr. hr.) ■

ATS 306: Sculpture III

(A) Prerequisite: ATS 206. (3 cr. hr.) ■

ATS 307: Printmaking III

(A) Prerequisite: ATS 207. (3 cr. hr.) ■

ATS 309: Lithography II

(B) Continuation of Lithography I; intended to encourage experimental uses of mechanical process in advanced multiple image formation. Technical problems involving use of color in lithography introduced; registration methods will demand that student has command over basic techniques of Lithography I. Prerequisite: ATS 209. (3 cr. hr.) ■

ATS 311: Fabric Design III

(A) Prerequisite: ATS 211. (3 cr. hr.) ■

ATS 314: Figure Drawing I

(O) Study of human figure using various media. Historical research emphasized through lectures; gallery, museum visits. Prerequisite: ATS 101. (3 cr. hr.) ■

ATS 315: Figure Drawing II

(O) Continued study of the figure emphasizing individual problems, research, museum, gallery visits required. Prerequisite: ATS 314. (3 cr. hr.) ■

ATS 316: Silk Screen Printing

(C) Creating of fine prints by silk screen process. Various types of stencils explored, i.e. paper, cut film, tusche-glue, etc. Prerequisite: ATS 101, 102 or 107. (3 cr. hr.) ■

ATS 330 Artist's Books

(C) Introduction to the use of the book as an object of artistic expression. Students learn to design and apply methods of binding, box making, and print media as they produce personal statements. Historical and contemporary usage of the codex format will be explored in lectures and critiques and with visits to local collections in museums and libraries. Prerequisite: ATS 101 or 102. (3 cr. hr.) ■

ATS 340: Graphic Design II

(B) An extension of the Graphic Design I course, stressing three objectives: craftsmanship, composition, and concept of aesthetic form as communication. Practical design problem solving within a professionally oriented studio environment. Prerequisites: ATS 101, 240 and 241. (3 cr. hr.) ■

ATS 342: Art and The Internet

(C) Introduction to the history and practical application of the use of the Internet as a communicative and artistic tool. Students will learn a wide range of HTML and multimedia content authoring tools in the production of individual projects sites. Prerequisites: ATS 102 and 202. (3 cr. hr.)

ATS 343: Multi-Media I

(C) Introduction to time-based and interactive digital media. Audio and visual media are explored and refined into personal aesthetic statements. Prerequisites: ATS 101, 240 and 241. (3 cr. hr.)

ATS 401: Drawing IV

(A) Individual study, experimentation with various media. Portfolio of drawings required before completion of course. Frequent lectures, critiques, museum visits. Prerequisite: ATS 301. (3 cr. hr.) ■

ATS 403: Painting IV

(A) Intensified study of painting concepts, techniques and historic context. Development of series work through individual experimentation and research with greater emphasis on unique solutions pertaining to student's personal creative interests. Group discussion, critique and written documentation of process. Prerequisite: ATS 303. (3 cr. hr.) ■

ATS 404: Ceramics IV

(A) Self-directed study expanding on earlier course work. Advanced glaze chemistry, other technical and aesthetic aspects of pottery design and execution. Independent research, group critiques, lectures. Prerequisite: ATS 304. (3 cr. hr.) ■

ATS 405: Weaving IV

(A) Self-directed study in selected area of interest. Further development of weaving techniques as expressed through different processes and/or research involving historic methods, procedures. Expanded use of computer graphics applications for textile design solutions. Independent research, experimentation. Group lectures, critiques, seminars, museum visits. Prerequisite: ATS 305. (3 cr. hr.) ■

ATS 406: Sculpture IV

(A) Self-directed study in selected area of interest. Further development of sculptural ideas as expressed through various media and techniques. Research into historical aspects of sculpture. Group lectures, critiques, seminars, museum visits. Prerequisite: ATS 306. (3 cr. hr.) ■

ATS 407: Printmaking IV

(A) Self-directed study in selected area of interest. Further development of graphic concepts as expressed through various media of student's choice. Research into historical aspects of graphic form relating to other intellectual, artistic activity. Group lectures, critiques, personal criticism, museum visits; print collection at Cornell Museum utilized. Prerequisite: ATS 307. (3 cr. hr.) ■

ATS 440: Portfolio Practicum

(C) An intensive studio class open to senior-level students. This course is the final culmination of the methods and practices investigated throughout the New Media Design Program. Topics to be explored include business practices and visual portfolio presentation. Prerequisites: ATS 340 and 343. (2 cr. hr.)

Art Theory Courses**ATT 129, 229, 329, 429, 529: Special Topics in Art Theory**

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

ATT 470: Junior/Senior Seminar

(B) Addresses traditional problems as well as contemporary issues and guidance needs of the advanced art major. Demonstrations, critiques, portfolio preparation, visiting artists, informal discussions and field trips. Prerequisites: art majors/minors only, junior standing; portfolio review and department permission required. Graded on H, S, U. system only. (0 cr. hr.)

ATT 480: Art and the Child

(A) Covers competencies needed to develop and conduct art activities program at elementary school level. Available generally only to upperclass and graduate elementary education majors. (3 cr. hr.)

ATT 490: Individual Problems in Art I

(A) Research or experimentation in area of visual arts or art history. Prerequisite: Consent of instructor. (3-6 cr. hr.) ■

ATT 491: Individual Problems in Art II

(A) Continuation of ATT 490. Prerequisite: Consent of instructor. (3-6 cr. hr.) ■

ATT 495: Historical and Technical Research

(A) Advanced problems, experimentation stressing research, involvement with theoretical, technical, historical aspects of a discipline as they relate to student's work. May be repeated when subtitle changes for maximum of 12 hours. Prerequisite: Consent of department. (3 cr. hr.) ■

Asian/Middle Eastern Studies

INTERDISCIPLINARY MINOR

SCHOOL

Arts and Sciences

FACULTY

Tiantian Zheng (Coordinator)

MINOR OFFERED

Asian/Middle Eastern Studies

DESCRIPTION

The Asian/Middle Eastern Studies minor is an interdisciplinary program designed to serve the needs of students majoring in any subject area who desire more knowledge regarding Asia, Middle Eastern and Asian American concerns. The minor consists of 15 credit hours including ANT 201: World Cultures and an additional 12 credits of upper level course work that will be drawn from at least two (and preferably three) different departments.

In addition to the following courses, other courses with a very substantial Asian/Middle Eastern or Asian American focus may also meet the requirements, with the approval of the Asian studies minor coordinator. Such courses might include independent studies, special topics, and other appropriate courses.

SPECIAL FEATURES

Overseas opportunities

Minor in Asian/Middle Eastern Studies [AMES]

CAREER POTENTIAL

- Education
- International business
- International communications
- Tourism
- Policy research
- Government

A. Required Course: Three credit hours

ANT 201: World Cultures

B. Elective courses with Middle East or Asia focus. Choose 12 credit hours with at least nine hours at the 300/400 level and at least three hours from each category.

1. Middle East elective courses:

ANT 312: Peoples of the Middle East *

HIS 461: Arab-Israeli Conflict *

POL 456: International Politics of the Middle East *

** course requires additional prerequisites*

2. Asia elective courses

AST 200: Introduction to Asia

ANT 310: Peoples of South and Southeast Asia *

ANT 311: Peoples of East Asia *

ANT 330: Religions of Asia *

ATH 330: Far Eastern Art

ECO 313: Economic Development of Asia *

GRY 486: Monsoon Asia

HIS 383: Chinese Civilization *

HIS 384: Modern China *

HIS 385: History of Japan *

Cornish Hall, Room D-322
(607) 753-2478
E-mail: zhengt@cortland.edu

HIS 386: Modern Pacific Asia *

HIS 435: East Asian-American Relations *

POL 262: Comparative Politics: Asia

POL 376: Asian Political Thought

POL 454: International Politics in Asia *

POL 462: Political Culture and Behavior in Asian Societies *

** course requires additional prerequisites*

3. Culture, Economics, Politics elective courses

ANT 322: Sociocultural Study of AIDS *

ANT 326: Archaeology of Religion *

ECO 304: Comparative Economic Systems *

ECO 441: International Trade *

IST 210: The Making of the Modern World

POL 350: American Foreign Policy

POL 362: Politics of Developing Nation States

RLS 200: World Religions

** course requires additional prerequisites*

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 15

Asian/Middle Eastern Studies

COURSE DESCRIPTION

AST 200: Introduction to Asia

(C) Basic knowledge and understanding of the diverse societies and cultures of Asia. Study of the geography, nations, religions, cultural traditions, economic, social, and political developments including the circumstances leading to emigration from Asian countries to the United States and the Asian American experience. (3 cr. hr.)

Athletics

DEPARTMENT

Park Center, Room 222
(607) 753-4953
E-mail: athletics@cortland.edu
www.cortland.edu/athletics/

A

FACULTY/STAFF

Joan Sitterly (Director), Mike Urtz (Associate Director), Tara Derbick (Assistant Director for Management and Marketing), Gary Babjack, Steve Beville, Joe Brown, Brad Bruhn, Tom Cranfield, Larry Czarnecki, Kory David, Pamela Hoerup, Dwight Hornibrook, Jennifer Kroleski, Julie Lenhart, Dan Lounsbury, Dan MacNeill, Matt Moran, Tom Spanbauer, Brian Tobin, Cynthia Wetmore, Shawn Wilbourn, Heidi Woodcock, Jeannette Yeoman

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

DESCRIPTION

The Athletics Department conducts a broad-based NCAA Division III sports program for men and women including 11 varsity sports for men and 14 varsity sports for women. The athletic program is considered an integral part of the College's mission as recognized by the allocation of academic credit for participation.

Most coaches lecture in their areas of specialty within the Physical Education Department, therefore affording SUNY Cortland students the best instruction in activities and sports from faculty who are also practitioners.

The overall development of each student-athlete is of paramount importance. The department will provide the necessary vision and leadership for student-athletes to participate at the highest level of their ability while pursuing a quality education. Participation on an intercollegiate team will provide student-athletes with the opportunity to learn and develop values that foster self-discipline, teamwork, leadership skills and fair play in an equitable and diverse environment.

COURSES OFFERED

Fall Sports

PED 202: Intercollegiate Cross Country: Men/Women
PED 203: Intercollegiate Field Hockey: Women
PED 204: Intercollegiate Football: Men
PED 206: Intercollegiate Soccer: Men
PED 207: Intercollegiate Soccer: Women
PED 208: Intercollegiate Tennis: Women
PED 209: Intercollegiate Volleyball: Women

Winter Sports

PED 210: Intercollegiate Basketball: Men
PED 211: Intercollegiate Basketball: Women
PED 212: Intercollegiate Gymnastics: Women
PED 213: Intercollegiate Ice Hockey: Men
PED 214: Intercollegiate Ice Hockey: Women
PED 215: Intercollegiate Swimming: Men/Women
PED 216: Intercollegiate Indoor Track and Field: Men
PED 217: Intercollegiate Indoor Track and Field: Women
PED 218: Intercollegiate Wrestling: Men

Spring Sports

PED 205: Intercollegiate Golf: Women
PED 233: Intercollegiate Baseball: Men
PED 234: Intercollegiate Lacrosse: Men
PED 235: Intercollegiate Lacrosse: Women
PED 236: Intercollegiate Softball: Women
PED 237: Intercollegiate Outdoor Track and Field: Men
PED 238: Intercollegiate Outdoor Track and Field: Women

ATHLETICS

Biological Sciences

DEPARTMENT

Bowers Hall, Room 240
(607) 753-2715
E-mail: sweetl@cortland.edu
www.cortland.edu/biology/

SCHOOL

Arts and Sciences

FACULTY

Louis A. Gatto (Chair), Timothy J. Baroni, Barry L. Batzing, Steven B. Broyles, Patricia L. Conklin, Peter K. Ducey, Terrence D. Fitzgerald, Aaron Fried, Rena C. Janke, R. Lawrence Klotz, Angela Pagano, Brian R. Rivest, John M. Sternfeld, John E. Straneva, Sarah Umphress, Mary Beth Voltura

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Biology
Bachelor of Science in Biology
Bachelor of Science in Biomedical Sciences
Bachelor of Arts in Conservation Biology
Bachelor of Science in Conservation Biology
Bachelor of Science in Adolescence Education: Biology (7-12)

MAJORS OFFERED

Adolescence Education: Biology (7-12)
Biology
Biomedical Sciences
Conservation Biology

CONCENTRATIONS OFFERED

Environmental Science

MINORS OFFERED

Biology

DESCRIPTION

The biology program at SUNY Cortland is designed to ensure that majors obtain a strong, comprehensive foundation in the central areas of biology and related sciences. The program also offers specialized study in many areas. The Biological Sciences Department offers more than 30 courses in diverse areas of biology. Together with a faculty advisor, a biology major can design a course of study suited to his/her interests, whether it is at the level of molecular, cellular, organismal or environmental biology. Biology majors can become certified to teach in grades 7-12, prepare to pursue health-related careers such as medicine or dentistry or concentrate in environmental science.

SPECIAL FEATURES

- Well-equipped on-campus facilities, including two greenhouses, a molecular biology laboratory and a scanning electron microscope
- Outstanding field facilities at Hoxie Gorge near campus and the Outdoor Education Center at Raquette Lake
- Opportunities to participate in research projects with faculty
- Opportunities for off-campus internships
- An active Biology Club and a chapter of Beta Beta Beta, the national honor society for biology
- Cooperative programs with the SUNY College of Environmental Science and Forestry, the SUNY Upstate Medical University, Duke University and the New York Chiropractic College

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: B.A. – 90 credit hours;
B.S. – 75 credit hours

Major in Biology [BIO]

This major provides a solid foundation in biology yet retains considerable flexibility. Students in this major can prepare for a variety of biology-related employment opportunities or for entry into graduate or professional schools.

CAREER POTENTIAL

- Health professions
- Environmental biologist
- Research scientist
- Laboratory technologist

A. Biology Courses: 36 credit hours

BIO 201: Biological Sciences I
BIO 202: Biological Sciences II
BIO 210: Cellular Biology
BIO 312: Genetics
BIO 319: Biological Literature
BIO 412: General Ecology
Biology Elective Courses

B. Related Science and Math Courses: 26 credit hours

CHE 221: General Chemistry I
CHE 222: General Chemistry II
CHE 301: Organic Chemistry I
MAT 121: Calculus A
MAT 122: Calculus B *or*
MAT 201: Statistical Methods *or*
GLY 281: Data Analysis in Natural Science
PHY 105: Elementary Mechanics and Heat *and*
PHY 106: Elementary Electricity, Light and Sound *or*
PHY 201: Principles of Physics I *and*
PHY 202: Principles of Physics II

C. Additional Requirements for the B.A.: 62 credit hours

Composition and General Education Courses: 27 credit hours
Foreign Language Courses: 0-12 credit hours
Free Elective Courses: 22-35 credit hours

D. Additional Requirements for the B.S.: 62 credit hours

Composition and General Education Courses: 27 credit hours
Foreign Language Courses: 0-3 credit hours
Additional Science or Math: 10 credit hours
Free Elective Courses: 21-25 credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Biology with a concentration in Environmental Science [BIO/ENVS]

This major provides a focused exposure to environmentally related areas of biology.

CAREER POTENTIAL

- Environmental consultant
- Conservation biologist
- Fish and wildlife biologist
- Ecologist

A. Biology Courses: 36 credit hours

BIO 201: Biological Sciences I
 BIO 202: Biological Sciences II
 BIO 210: Cellular Biology
 BIO 310: Field Biology
 BIO 312: Genetics
 BIO 319: Biological Literature
 BIO 412: General Ecology
 Biology Elective Courses

B. Related Science and Math Courses: 33 credit hours

CHE 221: General Chemistry I
 CHE 222: General Chemistry II
 CHE 301: Organic Chemistry I
 GLY 261: Physical Geology
 GLY 410: Hydrogeology
 MAT 121: Calculus A
 MAT 122: Calculus B *or*
 MAT 201: Statistical Methods *or*
 GLY 281: Data Analysis in Natural Science
 PHY 105: Elementary Mechanics and Heat *and*
 PHY 106: Elementary Electricity, Light and Sound *or*
 PHY 201: Principles of Physics I *and*
 PHY 202: Principles of Physics II

C. Environmental Courses: 12 or 13 credit hours

EST 100: Introduction to Environmental Studies*
 ENS 486: Seminar in Environmental Science
 ENS 487: Environmental Science Internship

And one course from the following:

GLY 292: Land Use and Planning
 GLY 367: Geomorphology
 GLY 396: Aqueous Geochemistry
 GRY 327: Computer Mapping
 GRY 328: Geographic Information Systems

*A student entering the program in the sophomore year or later may apply to the department chair for an exemption from EST 100, based on a comparable course or courses the student has taken or will take.

D. Additional Requirements for the B.A.: 42-43 credit hours

Composition and General Education Courses: 27 credit hours
 Foreign Language Courses: 0-12 credit hours
 Free Elective Courses: 2-16 credit hours

E. Additional Requirements for the B.S.: 42-43 credit hours

Composition and General Education Courses: 27 credit hours
 Foreign Language Courses: 0-3 credit hours
 Free Elective Courses: 11-16 credit hours

Note: It is highly recommended that students in the environmental science concentration take or become proficient in public speaking, computer applications and computer graphics.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Biomedical Sciences [BMS]

This interdisciplinary major provides the knowledge base and the physical and cognitive skills to successfully pursue professional careers or graduate programs in biomedical fields.

CAREER POTENTIAL

- Medical professional
- Medical technologist
- Molecular biologist
- Geneticist
- Pharmacist

A. Core courses in the major: 34 credit hours

BIO 201: Biological Sciences I
 BIO 202: Biological Sciences II
 BIO 210: Cell Biology
 BIO 312: Genetics
 BIO 319: Biological Literature
 BMS 260: Biomedical Sciences Freshman Seminar
 BMS 460: Biomedical Sciences Senior Seminar
 CHE 221: General Chemistry I
 CHE 222: General Chemistry II
 CHE 301: Organic Chemistry I

B. Cognate Requirements: 24-27 credit hours

BIO 412: Ecology *or*
 BIO 422: Evolution
 BMS 461: Biomedical Sciences Internship
 CHE 302 and 304: Organic Chemistry II *or*
 CHE 451: Biochemistry
 MAT 121: Calculus A *and*
 MAT 122: Calculus B *or*
 MAT 201: Statistics (or equivalent)
 PHY 105: Elementary Mechanics and Heat *and*
 PHY 106: Elementary Electricity, Light and Sound *or*
 PHY 201: Principles of Physics I *and*
 PHY 202: Principles of Physics II

C. Biology Electives: 15 credit hours

BIO 304: Microbiology
 BIO 305: Histology
 BIO 324: Mammalian Anatomy
 BIO 437: Directed Study
 BIO 438: Research in Biology
 BIO 502: Comparative Functional Morphology
 BIO 514: Mammalian Physiology
 BIO 521: Molecular Genetics
 BIO 525: Developmental Biology

D. Interdisciplinary Electives: Six credit hours

Choose from the following:
 PSY 101: General Psychology
 PSY 411: Behavioral Neuroscience
 HLH 391: Epidemiology and Biostatistics
 HLH 492: Chronic and Communicable Diseases
 EXS 387: Biomechanics
 EXS 397: Exercise Physiology I

E. Additional Requirements for the B.S.: 38-45 credit hours

Composition and General Education Courses: 27 credit hours
 Foreign Language Courses: 0-3 credit hours
 Free Elective Courses: 11-18 credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Conservation Biology [CON]

This major provides a multidisciplinary approach to understanding and preserving Earth's planet and animal species and the ecosystems on which they depend. Students in this major can prepare for entry into a variety of environmental professions directly or following graduate school.

CAREER POTENTIAL

- Ecologist
- Environmental Educator
- Naturalist
- Wildlife Ecologist
- Field biologist

A. Biology Courses: 36 credit hours

1. Introductory Biology

BIO 110: Principles of Biology I *and*

BIO 111: Principles of Biology II *or*

BIO 201: Biological Sciences I *and*

BIO 202: Biological Sciences II

2. Conservation Biology Requirement:

BIO 405: Conservation Biology

3. Group A: Cell/Molecular Biology, Genetics and Physiology

Required courses:

BIO 210: Cellular Biology

BIO 312: Genetics

Additional courses:

BIO 521: Molecular Genetics

BIO 524: Physiological Ecology

4. Group B: Populations and Ecosystems

Required course:

BIO 412: Ecology

Additional courses:

BIO 310: Field Biology

BIO 315: Marine Biology

BIO 422: Biological Evolution

BIO 512: Limnology

5. Group C: Organismal Biology

Choose one from the following:

BIO 304: Microbiology

BIO 313: Taxonomy of Vascular Plants

BIO 323: Field Herpetology

BIO 401: Invertebrate Zoology

BIO 402: Biology of Vertebrates

BIO 408: Biology of Insects

BIO 411: Ornithology

BIO 418: Fungi

6. Additional Biology:

Select additional courses from at least two of the above groups — A, B and C — to total at least 36 credit hours in biology.

B. Supporting Areas: 33-37 credit hours

1. Required Courses: Science and Math

CHE 221: General Chemistry I

CHE 222: General Chemistry II

CHE 301: Organic Chemistry

GLY 281: Data Analysis in Natural Science *or*

MAT 201: Statistical Methods (or equivalent course)

2. Elective courses: three courses from the following:

MAT 121: Calculus A *and*

MAT 122: Calculus B

PHY 105: Elementary Mechanics and Heat *and*

PHY 106: Elementary Electricity, Light and Sound *or*

PHY 201: Principles of Physics I *and*

PHY 202: Principles of Physics II

CHE 302: Organic Chemistry II

Students interested in seeking a research graduate degree are advised to take one year of physics, one year of calculus and CHE 302.

C. Skills Requirement: Four credit hours

GRY 327: Computer Mapping *or*

GRY 328: Geographic Information Systems

D. Policy and Social Sciences: Nine credit hours

Choose at least three courses from the following:

EST 100: Introduction to Environmental Studies

POL 240: Introduction to Public Administration and Public Policy

POL 242: Environmental Policy

POL 308: Environmental Law

GRY/REC 315: Ecotourism

GRY 370: Will the World Provide?

ECO 335: Resource and Environmental Economics

PHI 320: Environmental Ethics

REC 310: Wilderness and American Culture

REC 402: Management of Recreation Resources

SOC 340: Environmental Sociology

E. Conservation Applications: Five credit hours

CON 460: Conservation Seminar

CON 461: Conservation Internship

F. Additional Requirements for the B.A.

Composition and General Education courses: 27 credit hours

Foreign language: completion through the intermediate, 202 level

Free elective courses: to complete 124 total credit hours

G. Additional Requirements for the B.S.

Composition and General Education courses: 27 credit hours

Foreign Language courses: 0-3 credit hours

Completion of a total of 75 hours of mathematics, science, and computer applications courses (excluding CAP 100 and CHE 133).

Free Elective courses: to complete 124 total credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: Biology (7-12) [ABI]

This major leads to New York State certification to teach biology in grades 7-12.

CAREER POTENTIAL

- Biology teacher (grades 7-12)

A. Biology Courses: 30 credit hours

BIO 201: Biological Sciences I
 BIO 202: Biological Sciences II
 BIO 210: Cellular Biology
 BIO 310: Field Biology
 BIO 312: Genetics
 BIO 319: Biological Literature
 BIO 412: General Ecology
 Biology Elective Courses

B. Related Science and Math Courses: 27 credit hours

CHE 221: General Chemistry I
 CHE 222: General Chemistry II
 CHE 301: Organic Chemistry I
 GLY 261: Physical Geology
 MAT 121: Calculus A *or*
 MAT 201: Statistical Methods *or*
 GLY 281: Data Analysis in Natural Science
 PHY 105: Elementary Mechanics and Heat *and*
 PHY 106: Elementary Electricity, Light and Sound *or*
 PHY 201: Principles of Physics I *and*
 PHY 202: Principles of Physics II

C. Professional Preparation Courses: 38 credit hours

PSY 101: General Psychology I
 PSY 232: Adolescent Psychology
 PSY 350: Psychology of Language *or*
 SHH 300: Normal Language Development
 AED 391: Introduction to Adolescence Education
 AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools
 AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
 AED 444: Laboratory Practicum
 AED 445: Student Teaching: Adolescence Education – Science
 LIT 449: Literacy in the Middle and Secondary School
 HLH 199: Critical School Health Issues

D. Additional Requirements for the B.S.: 29-34 credit hours

Composition and General Education Courses: 27 credit hours
 Foreign Language Courses: 0-6 credit hours
 Free Elective Courses: 0-2 credit hours

E. Admission to the Major

Completion of 45 credit hours with at least a 2.5 grade point average overall and at least a 2.5 grade point average in each of areas A, B and C above. Students enrolled in an adolescence education science program will not be allowed to progress through courses in the pedagogical sequence if they have not met all the criteria for admission to teacher education by the time they have completed AED 391: Introduction to Adolescence Education. The pedagogical sequence is designated by AED 391, AED 442, AED 443, AED 444 and AED 445.

F. Eligibility for Student Teaching

To be eligible for AED 445: Student Teaching, a minimum overall grade point average of 2.5 is required. Additionally, a minimum grade point average of 2.5 is required in each of

areas A, B and C above. A minimum of 24 credit hours in biology courses and 22 credit hours in related science and math courses is needed. BIO 201, 202, 210, 312; CHE 221, 222; GLY 261; PHY 105 or 201; PSY 101, 232; and AED 391, 442, 443, 444 must be completed before the student teaching experience. Additionally, each teacher candidate will be required to submit a professional portfolio.

G. Other

Specific information regarding requirements (for example, state examinations and reporting of child abuse and maltreatment) for New York State teaching certification can be found on pages 49-50 of this catalog.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in Biology [BIO]

BIO 110: Principles of Biology I *and*
 BIO 111: Principles of Biology II *or*
 BIO 201: Biological Sciences I *and*
 BIO 202: Biological Sciences II
 BIO 306: Human Genetics *or*
 BIO 312: Genetics

A biology course at the BIO 210 level or above of at least three credit hours that is open to biology majors for major credit
 Additional biology courses to reach a total of 21 credit hours

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 21

Cooperative Programs

2+2 Cooperative Program with the SUNY College of Environmental Science and Forestry [ESF]

This program leads to the award of the bachelor's degree from the SUNY College of Environmental Science and Forestry. Possible areas of study include environmental studies, environmental and forest biology, forest engineering, landscape architecture, paper science and wood products engineering. Students spend the first two years of this program at SUNY Cortland and the remaining years at the SUNY College of Environmental Science and Forestry, from which they receive the degree.

2+2 Cooperative Program in Cytotechnology or Medical Technology with the SUNY Upstate Medical University

This program leads to the award of the bachelor's degree in cytotechnology or in medical technology from the SUNY Upstate Medical University. A student spends the first two years of this program at SUNY Cortland and the final two years at the SUNY Upstate Medical University.

3+2 Cooperative Program in Forestry or Environmental Management with Duke University [BS_BIO]

This program leads to the award of the B.S. in biology from SUNY Cortland and the master of forestry or master of environmental management degree from Duke University. A student spends the first three years of this program at SUNY Cortland and the final two years at Duke University.

Cooperative Program with the New York Chiropractic College

This program leads to the award of the B.S. in biology from SUNY Cortland and the doctor of chiropractic degree from the New York Chiropractic College. A student spends the first three years of this program at SUNY Cortland and the remaining years at the New York Chiropractic College. After completing one year at the New York Chiropractic College, the student is awarded a B.S. in biology from SUNY Cortland.

Example of the B.S. in Biology over four years

First Year	Second Year
<p><i>Fall</i></p> <p>BIO 201 CHE 221 CHE 224 CPN 100 or 102 COR 101 Foreign language or GE course</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>BIO 202 CHE 222 CHE 225 CPN 101 or 103 Foreign language or GE course</p> <p>Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>BIO 210 CHE 301 GLY 281 GE course GE course or free elective</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>BIO 312 MAT 121 GE course Free elective GE course or free elective</p> <p>Total credit hours: 16</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>BIO 319 PHY 105 Science or math elective GE course Free elective</p> <p>Total credit hours: 14-15</p> <p><i>Spring</i></p> <p>Biology elective PHY 106 Science or math elective GE course</p> <p>Total credit hours: 13-15</p>	<p><i>Fall</i></p> <p>BIO 412 Biology elective Science or math elective Free elective Free elective</p> <p>Total credit hours: 16-18</p> <p><i>Spring</i></p> <p>Biology elective Biology elective GE course Free elective Free elective</p> <p>Total credit hours: 15-17</p>

Biological Sciences

COURSE DESCRIPTIONS

BIO 110: Principles of Biology I

(F) Origin, evolution and diversity of life; molecular, cellular and genetic basis of life, with emphasis on scientific method. Not open to those having credit for BIO 201 or 202 (or equivalent) or to biology majors. Three lectures, one two-hour laboratory. (4 cr. hr.) ■

BIO 111: Principles of Biology II

(S) Physiology and ecological concepts of biology as related to higher animals and plants. Not open to those having college credit for BIO 201 and 202 (or equivalent) or to biology majors. Two lectures, one two-hour laboratory. (3 cr. hr.) ■

BIO 129, 229, 329, 429, 529: Special Topics in Biological Sciences

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

BIO 201: Biological Sciences I

(A) Principles of biology from a botanical perspective, emphasizing structure, function, ecology, and the evolutionary diversity of the moneran, protistan, fungal and plant kingdoms. For biology majors. Not open to students with credit for both BIO 110 and 111. Three lectures, one three-hour laboratory. (4 cr. hr.) ■

BIO 202: Biological Sciences II

(A) Principles of biology from a zoological perspective emphasizing genetics, evolution, animal structure and function, development, and diversity of the animal kingdom. For biology majors. Not open to students with credit for both BIO 110 and 111. Three lectures, one three-hour laboratory. (4 cr. hr.) ■

BIO 205: Methods in Laboratory Biology

(O) Introduction to some basic methods of laboratory biology including microscopy, spectrophotometry, chromatography and cell culture. Emphasis is placed on helping students improve quantitative skills. Not open to students with credit for BIO 210. Two lectures, one three-hour laboratory. (2 cr. hr.) ■

BIO 210: Cellular Biology

(A) Examination of the molecular and biochemical systems central to cellular structures and processes including organelles and some specialized cell types. Three lectures, one three-hour laboratory. Prerequisites: BIO 201-202, CHE 221-222. (4 cr. hr.) ■

BIO 301: Human Anatomy and Physiology I

(F) Structure, function of human body; cells, tissues; skeletal, muscular, nervous systems. Primarily for health, physical education majors. May be applied toward biology major only by dual majors in biology and physical education, biology and health, or biology and athletic training. Two lectures, one two-hour laboratory. (3 cr. hr.) ■

BIO 302: Human Anatomy and Physiology II

(S) Structure, function of human body; urinary, digestive, respiratory, cardiovascular, endocrine, and reproductive systems. Primarily for health, physical education majors. May be applied toward biology major only by dual majors in biology and physical education, biology and health, or biology and athletic training. Two lectures, one two-hour laboratory. (3 cr. hr.) ■

BIO 303: Microbiology and Human Disease

(A) Introduction to microorganisms and microbiological laboratory techniques. Emphasis on roles of microorganisms in disease, mechanisms of immunity. Primarily for students majoring in health; not open to biology majors. Two lectures, one three-hour laboratory, one two-hour laboratory. (4 cr. hr.) ■

BIO 304: Microbiology

(S) Introduction to microorganisms and their laboratory study. Major topics include microbial metabolism, genetics, immunology, medical microbiology, microbial ecology. Three lectures, one three-hour laboratory. Prerequisite: BIO 210. (4 cr. hr.) ■

BIO 305: Histology

(S) Microscopic study of fundamental tissues and organs with emphasis on the human body. Three lectures, one three-hour laboratory. Prerequisite: One year of biology. (4 cr. hr.) ■

BIO 306: Human Genetics

(F, C) Introduction to inheritance of similarities and differences in humans. Emphasis on genetic causes of diseases and defects. Not open to biology majors. Three lectures. (3 cr. hr.) ■

BIO 307: Field Natural History

(F) Natural history of plants and animals with emphasis on ecosystems of New York State. Collections of flora and fauna required. Two lectures, one three-hour field trip. Not open to biology majors. (3 cr. hr.) ■

BIO 310: Field Biology

(M) Examination of biological diversity and ecology in terrestrial and aquatic communities of New York. The course is taught during August at Cortland's Outdoor Education Center in Adirondack State Park. Daily and evening classes include field trips, laboratories, and lectures. Students are assessed a fee for room and board. Required of biology majors in programs for adolescence science certification and environmental science concentration. Prerequisites: BIO 110-111 or BIO 201-202. (3 cr. hr.) ■

BIO 312: Genetics

(S) Genetic, cytogenetic, biochemical aspects of inheritance. Three lectures, one three-hour laboratory. To be taken by biology majors before the end of the junior year. Prerequisite: BIO 210. (4 cr. hr.) ■

BIO 313: Taxonomy of Vascular Plants

(F) Identification of vascular plant families, taxonomy history, classification, nomenclature, economic importance, and natural history. Herbarium collection of vascular plants flora required. Two lectures, one three-hour laboratory. Prerequisite: BIO 110-111 or BIO 201. (3 cr. hr.) ■

BIO 315: Marine Biology

(F-C) Living organisms in marine environments; ocean habitats, ecological relationships, utilization. Two lectures, one recitation; one ten-day field trip to the Caribbean in January. Prerequisites: BIO 110-111 or 201-202, consent of instructor (4 cr. hr.) ■

BIO 319: Biological Literature

(F) Techniques in use of library resources resulting in a comprehensive technical bibliography and oral presentation. Recommended before second semester of junior year. (1 cr. hr.) ■

BIO 323: Field Herpetology

(C) Functional ecology, behavior, classification and conservation biology of reptiles and amphibians with emphasis on field investigation of New York species. Involves extensive fieldwork. Prerequisite: one year of biology. (3 cr. hr.) ■

BIO 324: Mammalian Anatomy

(S) Structural organization of mammalian organ systems with emphasis on detailed dissections of the integumentary, skeletal, muscular, respiratory, digestive, urinary, reproductive, circulatory, endocrine and nervous systems. Not open to students with credit for both BIO 301 and 302. Two three-hour lecture/laboratories. Prerequisites: BIO 110 and 111 or 201 and 202. (4 cr. hr.) ■

BIO 401: Invertebrate Zoology

(F-O) Functional morphology, life histories and evolutionary relationships of selected invertebrate phyla. Not open to students with credit for BIO 501. Three lectures, one three-hour laboratory. Prerequisite: BIO 111 or 202. (4 cr. hr.) ■

BIO 402: Biology of Vertebrates

(F-C) Evolution, functional morphology, and behavioral ecology of extinct and living vertebrate taxa. Three lectures, one three-hour laboratory. Prerequisites: BIO 110 and 111 or 201 and 202. (4 cr. hr.) ■

BIO 405: Conservation Biology

(S) Origin and preservation of biotic diversity, including species diversity, genetic variation, and ecosystem variety. Not open to students with credit for BIO 505. Two lectures, one three-hour laboratory/field trip. Prerequisite: BIO 110-111 or 201-202. (3 cr. hr.) ■

BIO 408: Biology of Insects

(S) Ecological, behavioral, and physiological adaptations of insects to their environment. Insect morphology, systematics and applied entomology. Not open to students with credit for BIO 508. Three lectures. Prerequisites: BIO 110-111 or 202. (3 cr. hr.) ■

BIO 409: Animal Behavior

(S) External stimuli, hormones, biological rhythms, orientation mechanisms, learning and behavioral ecology as related to maintenance of natural populations. Behavior in the natural context. Two lectures, one three-hour laboratory. Prerequisite: BIO 111 or 202. (3 cr. hr.) ■

BIO 410: Plant Physiology

(O) Physiological studies of plants, including plant hormones, photosynthesis, water and mineral relations, influence of environmental stimuli, and plants in tissue culture. Two lectures, one three-hour laboratory. Prerequisite: BIO 210. (3 cr. hr.) ■

BIO 411: Ornithology

(S) Behavior, environmental relationships, classification and identification of birds, especially those of Central New York. Early morning field trips. Two lectures, one three-hour laboratory. Prerequisite: BIO 111 or 202. (3 cr. hr.) ■

BIO 412: General Ecology

(F) Interrelations of living organisms and their environment. Investigations of quantitative, qualitative aspects of environments. Three lectures, one three-hour laboratory. Prerequisite: BIO 110-111 or 201-202. (4 cr. hr.) ■

BIO 415: Radiation Biology

(O) Effects of ionizing radiation on biological systems at molecule, cellular, organ and organism levels. Two lectures, one three-hour laboratory. Prerequisites: BIO 111 or 201 and 202; CHE 122 or 222. (3 cr. hr.) ■

BIO 418: Fungi

(F-C) Structure, classification, economic importance, methods of isolating, culturing and identifying the major groups of fungi. Three lectures and one three-hour laboratory. Prerequisite: BIO 201. (4 cr. hr.) ■

BIO 419: Plant Cell and Tissue Culture

(O) Theory, practice of isolation and cloning of plant cells, tissues, protoplasts. One lecture, one three-hour laboratory. Prerequisites: BIO 201, 210. (2 cr. hr.) ■

BIO 420: Plant Morphology

(O) Structure, life histories of vascular and non-vascular plants. Comparative morphology, evolution. Three lectures, one three-hour laboratory. Prerequisite: BIO 110 or 201. (4 cr. hr.) ■

BIO 421: Plant Anatomy

(F-C) Structure of cells, tissues and organs of seed plants. Introduction to microtechniques and methods of preparing plant material for microscopic study. Two lectures, one three-hour laboratory. Prerequisite: BIO 201. (3 cr. hr.)

BIO 422: Biological Evolution

(F) Analysis of the mechanisms of organic evolution, with emphasis on the investigative approaches employed in its study. Two two-hour lecture/discussions. Prerequisite: BIO 210, 306 or 312. (3 cr. hr.)

BIO 426: Plant Systematics

(O) Processes and mechanisms of variation in plants with emphasis on biochemical evolution, breeding systems, cytology, hybridization, pollination biology and polyploidy. Students will have the opportunity to learn modern laboratory techniques used in plant systematics. Three lectures, one three-hour laboratory. Prerequisites: BIO 110-111 or 201-202. (4 cr. hr.)

BIO 427: Scientific Photography

(S-C) Develop technical skills and learn basic theory for producing highly resolved images with bright field, phase and differential interference compound light microscopes. Students will learn photographic darkroom techniques, image digitizing, and must prepare poster/oral presentations of projects. One hour lecture, two hours laboratory per week. Prerequisites: BIO 110-111 or 201-202 and permission of instructor. (2 cr. hr.)

BIO 428: Scanning Electron Microscopy

(S-C) Theory and practice of scanning electron microscopy. Training in specimen preparation and use of the scanning electron microscope to produce highly magnified and resolved images of biological samples. Students will also learn photographic darkroom techniques. Project and paper required. Three hours of lectures/demonstrations and three hours of laboratory each week. Prerequisites: BIO 201-202, 210; CHE 221-222; recommended PHY 106 or 202. Permission of instructor. (4 cr. hr.)

BIO 434: Advanced Laboratory Experience

(A) Students serve as assistants in laboratory sections of a biology course. Includes advanced preparation for lab meetings, weekly attendance in the laboratory section while serving as instructional assistant in laboratory activities, and meetings with course instructor. May be taken twice. Not open to secondary education majors. H, S, U grades are assigned. Prerequisite: Grade B or better in the host course and permission of instructor. (1 cr. hr.)

BIO 436: Research Seminar

(O) Literature research and project design under the sponsorship of a faculty member. Fulfills prerequisite for BIO 438. Not open to second-semester seniors. May be substituted for BIO 319 but credit for both not permitted. Prerequisite: Junior biology major or consent of chair. (1 cr. hr.)

BIO 437: Directed Study

(A) Development of technical skills or preliminary investigation of a biological problem. May be taken twice, with different subtitle, for maximum of two credit hours. H, S, U grades are assigned. Prerequisite: Consent of department. (1-2 cr. hr.)

BIO 438: Research in Biology

(A) Investigation, under faculty supervision, terminated by report written in scientific format. Presentation of final results to be made in BIO 436 (Research Seminar). May be repeated for maximum of six credit hours. H, S, U grades are assigned. Prerequisite: BIO 437. (2-3 cr. hr.)

BIO 439: Special Studies in Biology

(O) Special off-campus studies in biology by individual student. H, S, U grades are assigned. Prerequisite: Consent of department. (1-15 cr. hr.)

BIO 501: Advanced Invertebrate Biology

(F-O) Structure and function, evolution, and life histories of major invertebrate phyla. Three lectures, one three-hour laboratory. Prerequisite: Four semesters of college-level biology or permission of instructor. Not open to students with credit for BIO 401. (4 cr. hr.)

BIO 502: Comparative Functional Morphology

(O) An examination of the principles and breadth of vertebrate functional morphology. Emphasis on the linkage of structure and function from the comparative and phylogenetic perspectives. Students may not receive credit for both BIO 402 and 502. Prerequisite: Four semesters of biology or permission of the instructor. (3 cr. hr.)

BIO 505: Case Studies in Conservation Biology

(M-C) Selected case studies in conservation biology, including conservation of species and genetic diversity, endangered species reintroductions, and the application of geographic information systems and computer models to the discipline. Not open to students with credit for BIO 405. Oral presentation, discussions and investigative laboratories/field trips. Prerequisites: One year of introductory biology. (3 cr. hr.)

BIO 508: Entomology

(C) An overview of insect biology including behavior, ecology, systematics, physiology, morphology, and the economic/medical impact of insects on human societies. Not open to students with credit for BIO 408. Prerequisites: A minimum of four semesters of biology courses or permission of the instructor. (3 cr. hr.)

BIO 510: Advanced Field Biology

(M) Examination of biological diversity and ecology in terrestrial and aquatic communities of New York. The course is taught during August at Cortland's Outdoor Education Center in Adirondack State Park. Daily and evening classes include field trips, laboratories and lectures. Students are assessed a fee for room and board. Students will be expected to lead one planned activity and discussion for graduate credit. Prerequisites: BIO 110 and 111, or 201 and 202. Not open to students with credit for BIO 307 or 310. (3 cr. hr.)

BIO 512: Limnology

(F) Aquatic biology covering thermal, physical, chemical attributes of fresh water and their effect on composition of an aquatic ecosystem. Two lectures, one three-hour laboratory. Prerequisites: BIO 110 and 111 or 201 and 202; CHE 222. (3 cr. hr.)

BIO 514: Mammalian Physiology

(F) Functions of mammalian organ systems, including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Three lectures, one three-hour laboratory. Prerequisite: A course in cell biology or equivalent or permission of instructor. (4 cr. hr.) ■

BIO 516: Controversies in Evolutionary Biology

(O) Advanced investigations of current areas of debate within modern evolutionary biology. Hypotheses addressed range from levels of selection to evolutionary medicine, with additional topics suggested by students. Includes critical evaluations of readings from the current literature (primary, secondary and popular). Primarily in a seminar format. Prerequisite: At least four semesters of biology courses or permission of the instructor. (3 cr. hr.)

BIO 521: Molecular Genetics

(F-C) Modern genetic and molecular biological techniques applied to a study of genes, their structure, function, mutagenesis, and regulation. Three lectures, one three-hour laboratory. Prerequisites: BIO 312, CHE 301. (4 cr. hr.)

BIO 522: Evolutionary Analysis

(O) Analysis of the mechanisms and patterns of biological evolution. Includes consideration of the historical development of ideas, the integration of examples from across the biological sciences and an emphasis on the modern understanding of evolutionary processes. Not open to students with credit for BIO 422 or BIO 516. Prerequisites: Four semesters of biology including a course in genetics. (3 cr. hr.)

BIO 523: Field Mycology

(M-C) Emphasis on field and laboratory techniques used in identifying macrofungi (mushrooms, polypores, stinkhorns, coral fungi, jelly fungi, cup fungi, etc.). Skills involving microscopic preparations and interpretation of cells and tissues, microchemical reactions, and tissue sectioning will be developed. Lecture and laboratory topics will cover morphology, taxonomy, ecology, and economic importance of macrofungi. Project and paper required. Prerequisite: Year of college-level biology. (3 cr. hr.)

BIO 524: Physiological Ecology

(S-C) Physiological responses and adaptation of organisms to environmental factors. Prerequisite: Four semesters of undergraduate biology or permission of instructor. (3 cr. hr.) ■

BIO 525: Developmental Biology

(S) Examination of embryology, molecular aspects of development, differentiation, regeneration and pattern formation. Three lectures, one three-hour laboratory. Prerequisite or corequisite: A course in cell biology or equivalent. (4 cr. hr.) ■

BIO 533: Biology Seminar

(O) Selected topics dealing with current issues in biology. May be taken more than once as subtitle changes. Prerequisite: Consent of instructor. (1-3 cr. hr.)

Biomedical Sciences**BMS 260: Biomedical Sciences Freshman Seminar**

(S) Introduction to the biomedical sciences. Discussion of specific research topics through examination of the work of Nobel laureates. Focus on the scientific research in the social and political context. Exact topics vary depending on current events and instructors. H, S, U grades assigned. Prerequisite: Permission of department. (2 cr. hr.)

BMS 460: Biomedical Sciences Seminar

(S) An interdisciplinary course discussing current topics in the biomedical sciences. Includes directed library research and reading. Emphasis on the conception, design and interpretation of results of research experiments. A variety of current issues will be addressed from molecular and cellular to anatomical, physiological and psychological to organismal. Open only to juniors and seniors. Prerequisite: Permission of department. (3 cr. hr.)

BMS 461: Biomedical Sciences Internship

(A) Internship at a biomedical facility such as an established health clinic, hospital, pharmaceutical company or biomedical research laboratory. Internship includes specialized training focused on a particular project. Open only to juniors and seniors. Prerequisite: Permission of department. (4-15 cr. hr.)

Conservation Biology**CON 460: Conservation Biology Seminar**

(S) Contemporary issues in conservation biology emphasizing their scientific and social aspects. Directed readings, library research, oral reports and discussion of the current literature and conservation internships. Only open to juniors and seniors. Prerequisite: Permission of the instructor required. (2 cr. hr.)

CON 461: Conservation Biology Internship

(A) Project-oriented internship with a government agency, non-governmental organization (NGO), or faculty member emphasizing the social and scientific aspects of conservation biology practice. Alternatively, completion of a suitable study abroad program or course exploring conservation issues. Open only to juniors and seniors. Prerequisite: Consent of instructor. (3-15 cr. hr.)

Related Education Courses**AED 391: Introduction to Adolescence Education**

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools

(S) The course examines history and foundations of education, especially science education; explores disciplinary models and their application to classroom management; examines tools for measurement and evaluation of performance and achievement of diverse learners; develops criteria for curriculum development and lesson planning aligned with state and national standards; examines federal and state laws governing education of students with disabilities; develops strategies for collaborating with administrators, faculty, staff, parents/guardians, and community members. Includes 25 hours of field experience in middle or secondary schools. Open only to majors who have been formally admitted to adolescence education: biology; chemistry; earth science; or physics. Prerequisites: PSY 232 and AED 391. (3 cr. hr.)

AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools

(F) Introduction to aspects of teaching laboratory-based science to a diverse population of students through the development of a course syllabus, a comprehensive plan for laboratory safety, and lesson plans aligned with state and national learning standards and state science core curriculum guides. Twenty-five hours of field experience in middle and secondary schools. Prerequisite: AED 442. Corequisite: AED 444. (3 cr. hr.)

AED 444: Laboratory Practicum

(A) Opportunity to work with an experienced teacher in the planning, preparation, and implementation of laboratory exercises in an introductory, college-level lab course through one-on-one and small group activities. Fulfills 25 hours of field experience requirement. Corequisite: AED 443. (1 cr. hr.)

AED 445: Student Teaching: Adolescence Education — Science

(A) Full-time supervised student teaching in two public school placements: one, eight-week placement at the seventh or eighth grade level and one, eight-week placement at the ninth, tenth, eleventh, or twelfth grade level. A discipline-specific student teaching seminar is held on campus once during the semester. Prerequisites: PSY 232, AED 443 and 444. See major department for eligibility criteria. S, U grades are assigned. (14 cr. hr.)

LIT 449: Literacy in the Middle and Secondary School

(A) Methods, materials and assessment for fostering literacy at the middle and secondary levels. (3 cr. hr.)

Chemistry

DEPARTMENT

Bowers Hall, Room 38
 (607) 753-4323
 E-mail: zipp@cortland.edu
 www.cortland.edu/chemistry/

SCHOOL

Arts and Sciences

FACULTY

Arden P. Zipp (Chair), James Ayers, Nancy Meagher, Jason Pontrello, Frank Rossi, Michael Von Tersch

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Chemistry
 Bachelor of Science in Chemistry
 Bachelor of Science in Adolescence Education: Chemistry (7-12)

MAJORS OFFERED

Chemistry
 Adolescence Education: Chemistry (7-12)
 Chemistry leading to the 3+2 Engineering Program

CONCENTRATION OFFERED

Environmental Science

MINORS OFFERED

Chemistry

DESCRIPTION

Study of chemistry prepares students for laboratory, sales and management positions in industry; for advanced study of chemistry; for teaching careers in chemistry and related sciences. Students use modern chemical instrumentation and are actively involved in research projects. Learning proceeds through a balance of theoretical (classroom) and practical (laboratory) experiences. The program is approved by the American Chemical Society.

SPECIAL FEATURES

- Small classes, personal attention
- Student use of the most modern instruments and methods
- Extensive laboratory experience
- Opportunities to cooperate with faculty in original research
- Excellent record of graduate school placements and fellowships

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: B.A. – 90 credit hours;
 B.S. – 75 credit hours;
 B.S. (in adolescence education) – 60 credit hours.

Major in Chemistry [CHE]

Chemistry majors study inorganic, organic, analytical, physical, and biochemistry, with theoretical and practical laboratory work in all these areas of modern chemical science.

CAREER POTENTIAL

- Laboratory technician
- Sales of chemical products and analytical instruments
- Research worker in chemical or medical fields
- With graduate study, high-level industrial and academic positions

A. Required Courses: 38 credit hours

CHE 221: General Chemistry I
 CHE 222: General Chemistry II
 CHE 301: Organic Chemistry I
 CHE 302: Organic Chemistry II
 CHE 304: Organic Chemistry Laboratory II
 CHE 410: Quantitative Analysis
 CHE 411: Chemical Instrumentation
 CHE 431: Physical Chemistry I
 CHE 432: Physical Chemistry II
 CHE 471: Quantitative Measurements Laboratory
 CHE 472: Equilibrium Measurements Laboratory
 CHE 473: Thermodynamics and Kinetics Laboratory
 CHE 474: Spectroscopy Laboratory

Six additional credit hours in chemistry at the 300 level or above, excluding courses in section B.

B. Elective Advanced Labs: A total of two credit hours from a minimum of two of the following courses*:

CHE 442: Advanced Preparations
 CHE 453: Introductory Biochemistry Lab
 CHE 470: Advanced Laboratory
 CHE 475: Inorganic Preparations Laboratory

* One credit may be substituted with CHE 480 with prior department approval.

C. Other: 17-20 credit hours

MAT 115: Elementary Functions
 MAT 121: Calculus A
 MAT 122: Calculus B
 MAT 425: Methods of Applied Mathematics *

* Or a math course selected in consultation with advisor

Plus

PHY 201: Principles of Physics I
 PHY 202: Principles of Physics II

Plus

14-27 credit hours of free electives
 B.S. – Foreign Language: 0-6 credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Chemistry with a concentration in Environmental Science [CHE/ENVS]

This program is designed to familiarize the student with the interdisciplinary nature of environmental problems. In addition to the College's General Education requirement for the bachelor of science or bachelor of arts, the following courses are required.

- A. Required Courses: 47-48 credit hours
 BIO 110-111:* Principles of Biology I and II *or*
 BIO 201-202: Biological Sciences I and II
 BIO 412: General Ecology
 CHE 221-222: General Chemistry I and II
 GLY 261: Physical Geology
 GLY 367: Geomorphology
 GLY 371: Meteorology
 GLY 492: Planning and Land Use Topics: Internship
 MAT 121-122: Calculus A and B
 PHY 201-202: Principles of Physics I and II
 ENS 486: Seminar in Environmental Science
- * Biology majors take BIO 201-202
- B. Related Courses: Six credit hours
 Two courses to be chosen from the following (may also fulfill General Education requirements).
 ECO 110: Principles of Macroeconomics
 ECO 105: Political Economy and Social Thought
 GRY 120: Cultural Geography
 GRY 221: Social Geography
 POL 100: Introduction to American Government and Politics
 SOC 150: Introduction to Sociology
- Two courses from the same department are not permitted.
- Sufficient complementary courses shall be taken to fulfill the 124 hours required to earn the degree.
- C. Additional Requirements for Chemistry Majors: 33 credit hours
 CHE 301-302: Organic Chemistry I and II
 CHE 304: Organic Chemistry Laboratory II
 CHE 410: Quantitative Analysis
 CHE 411: Chemical Instrumentation
 CHE 431: Physical Chemistry I
 CHE 471: Quantitative Measurements Laboratory
 CHE 472: Equilibrium Measurements Laboratory
 CHE 473: Thermodynamics and Kinetics Laboratory
 CHE 474: Spectroscopy Laboratory
 MAT 201: Statistical Methods
 Nine additional hours in chemistry at the 300 level or above, excluding courses in section D.
- D. Elective Advanced Labs: A total of two credit hours from a minimum of two of the following courses *:
 CHE 442: Advanced Preparations
 CHE 453: Introductory Biochemistry Lab
 CHE 470: Advanced Laboratory
 CHE 475: Inorganic Preparations Laboratory
- * One credit may be substituted with CHE 480 with prior department approval.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Chemistry leading to the 3 + 2 Engineering Program [CEN]

This program leads to the award of the bachelor of science in chemistry from SUNY Cortland and the bachelor of science in engineering from a cooperating institution: State University College of Ceramics at Alfred University, Binghamton University, University at Buffalo, Case Western Reserve University or Clarkson University.

Requirements for the chemistry major under the program include:

- A. Study within the Major Area
 38 credit hours in chemistry including CHE 221, 222, 301, 302, 304, 410, 411, 431, 432, 434, 471, 472, 473, 474, and 451 (or 540). Up to nine additional credit hours of engineering and chemistry courses taken at the cooperating engineering institution in the fourth and fifth years may be used toward meeting American Chemical Society certification requirements.
- B. Courses in Related Areas
 Fifteen credit hours in mathematics including MAT 135, 236, 237 and 430; and eight credit hours in physics, including PHY 201 and 202.
- C. Additional Courses
 Six credit hours of English composition; 21 credit hours in General Education.
- D. Courses at the cooperating engineering institution
 For the additional degree in engineering, students will take courses at the cooperating engineering institution. A maximum 30 credit hours of courses approved by the cooperating institution will be transferred to Cortland to complete the 124 credit hours required to earn the degree.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: Chemistry (7-12) [ACH]

This major leads to New York State certification to teach chemistry in grades 7-12.

Students will be accepted to the program after 45 credit hours have been completed. At that time students must have an overall grade point average of 2.5 and a grade point average of 2.5 in chemistry, related areas and the professional preparation courses.

- A. Required Courses: 28 credit hours
 CHE 221: General Chemistry I
 CHE 222: General Chemistry II
 CHE 301: Organic Chemistry I
 CHE 340: Inorganic Chemistry
 CHE 410: Quantitative Analysis
 CHE 431: Physical Chemistry I
 CHE 471: Quantitative Measurements Laboratory
 CHE 472: Equilibrium Measurements Laboratory
 Six additional hours in chemistry at the 300 level or above, excluding courses in section B.

B. Elective Advanced Labs: A total of two credit hours from a minimum of two of the following courses *:

- CHE 442: Advanced Preparations
- CHE 453: Introductory Biochemistry Lab
- CHE 470: Advanced Laboratory
- CHE 473: Thermodynamics and Kinetics Laboratory
- CHE 474: Spectroscopy Laboratory
- CHE 475: Inorganic Preparations Laboratory

* One credit may be substituted with CHE 480 with prior department approval.

C. Related Courses: 28 credit hours

- MAT 121: Calculus A
- MAT 122: Calculus B
- PHY 201: Principles of Physics I
- PHY 202: Principles of Physics II
- BIO 110-111: Principles of Biology I and II
- GLY 261-262: Physical and Historical Geology

D. Required Professional Courses: 38 credit hours

- PSY 101: General Psychology
- PSY 232: Adolescent Psychology
- AED 391: Introduction to Adolescence Education
- AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools
- AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
- AED 444: Laboratory Practicum
- AED 445: Student Teaching: Adolescence Education – Science
- HLH 199: Critical School Health Issues
- SHH 300 or PSY 350: Language Acquisition
- LIT 449: Literacy in the Middle and Secondary School

E. Additional Requirements: 28-33 credit hours

- Composition and General Education Courses: 27 credit hours
- Foreign Language Courses: 0-6 credit hours
- Free Elective Courses: 0-1 credit hours

F. Admission to the Major

Completion of 45 credit hours with at least a 2.5 grade point average overall and at least a 2.5 grade point average in each of areas A, B and C above. Students enrolled in an adolescence education science program will not be allowed to progress through courses in the pedagogical sequence if they have not met all the criteria for admission to teacher education by the time they have completed AED 391: Introduction to Adolescence Education. The pedagogical sequence is designated by AED 391, AED 442, AED 443, AED 444 and AED 445.

G. Eligibility for Student Teaching

To be eligible for AED 445: Student Teaching, a minimum overall grade point average of 2.5 is required. Additionally, a minimum grade point average of 2.5 is required in each of areas A, B, and C above. A minimum of 24 credit hours in chemistry courses and 22 credit hours in related science and math courses is needed. CHE 221, 222, 301, 340; BIO 110/201; 111/202; PHY 201; GLY 261; MAT 121, 122; PSY 101, 232; and AED 391, 442, 443, 444 must be completed before the student teaching experience. Additionally, each teacher candidate will be required to submit a professional portfolio.

H. Other

Specific information regarding requirements (for example, state examinations and reporting of child abuse and maltreatment) for New York State teaching certification can be found on pages 49-50 of this catalog.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in Chemistry [CHE]

A. Required Courses:

CHE 221, 222, and 301 plus sufficient chemistry electives at the 300-level or above to total at least 19 credit hours.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 19

Example of the bachelor's degree in Chemistry over four years

First Year	Second Year
<i>Fall</i>	<i>Fall</i>
CHE 221	CHE 301
MAT 121	MAT 425
CPN 100 or 102	PHY 201
ECO 105	HIS 110
POL 110	ENG 200
COR 101	
Total credit hours: 17-18	Total credit hours: 17
<i>Spring</i>	<i>Spring</i>
CHE 222	CHE 302
MAT 122	CHE 304
CPN 101 or 103	PHY 202
ANT 102	SCI 320
ATH 120	MUS 100
	Foreign language
Total credit hours: 16-17	Total credit hours: 17
Third Year	Fourth Year
<i>Fall</i>	<i>Fall</i>
CHE 431	CHE 470: Adv. Lab 5/6
CHE 410	CHE 340
CHE 451	CHE 480
CHE 470: Adv. Lab 1/2	GLY 310
ATS 103	ANT 102
Foreign language	Foreign language
Total credit hours: 16	Total credit hours: 14-16
<i>Spring</i>	<i>Spring</i>
CHE 432	CHE 452
CHE 411	CHE 360
CHE 470: Adv. Lab 3/4	CHE 480
ENG 204	BIO 110
PHY 150	CAP 350
Foreign language	
Total credit hours: 15	Total credit hours: 14-16

Chemistry

COURSE DESCRIPTIONS

CHE 121: Elementary Chemistry I

(F) Concepts underlying chemical reactions. Application of chemical processes and materials to daily life. Not open to science or math majors. Three lectures, one two-hour laboratory. (4 cr. hr.) ■

CHE 122: Elementary Chemistry II

(S) Continuation of CHE 121. Not open to science or math majors. Prerequisite: CHE 121. (3 cr. hr.) ■

CHE 125: Chemistry and the Environment

(O) Basic chemical principles applying to understanding modern environmental problems; food, materials, energy, pollution. Cannot be applied toward chemistry major or minor. Three lectures and/or demonstrations. (3 cr. hr.) ■

CHE 129, 229, 329, 429, 529: Special Topics in Chemistry

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

CHE 190: Chemical Bases of Health and Fitness

(O) Background for understanding exercise physiology. Chemical structure of foods and tissues, biochemical synthesis, blood chemistry, energy and thermodynamics, chemical kinetics. Cannot be applied toward chemistry major or minor. Previous experience in chemistry recommended. Two lectures, one three-hour lab. (3 cr. hr.) ■

CHE 221: General Chemistry I

(F) Atomic theory, structure, chemical bonding. Application of thermodynamic, structural and kinetic considerations to inorganic systems. Electrochemistry, quantitative analysis, other current topics. Three lectures, one three-hour laboratory. (4 cr. hr.) ■

CHE 222: General Chemistry II

(S) Three lectures, one three-hour laboratory. Honors laboratory section available. Prerequisite: CHE 221. (4 cr. hr.) ■

CHE 224: Problem-Solving in General Chemistry I

(F) Methods of solving problems in general chemistry: stoichiometry, atomic and molecular structure, bonding. Corequisite: CHE 221. S, U grading. Cannot be applied toward chemistry minor. (1 cr. hr.)

CHE 225: Problem-Solving in General Chemistry II

(S) Methods of solving problems in general chemistry: thermodynamics, kinetics, chemical equilibrium. Corequisite: CHE 222. S, U grading. Cannot be applied toward chemistry minor. (1 cr. hr.)

CHE 301: Organic Chemistry I

(F) Organic compounds, their structure, properties, relationships, synthesis and uses. Three lectures, one three-hour laboratory. Prerequisites: CHE 221 and 222. (4 cr. hr.) ■

CHE 302: Organic Chemistry II

(S) Three lectures. Prerequisite: CHE 301. (3 cr. hr.) ■

CHE 304: Organic Chemistry Laboratory II

(S) Synthetic, analytical techniques in organic chemistry. Includes spectroscopy, chromatography. Prerequisite: CHE 301; pre- or corequisite CHE 302. (1 cr. hr.)

CHE 340: Inorganic Chemistry

(C) Structures and reactivities of elements and compounds emphasizing modern theories of bonding and periodicity. Prerequisites: CHE 221 and 222. (3 cr. hr.) ■

CHE 360: Introductory Radiochemistry

(O) Radioactivity, interactions with matter, detection, characterization and application of radioisotope techniques in study of physical and biological systems. Two lectures, one three-hour laboratory. Prerequisite: CHE 222. (3 cr. hr.) ■

CHE 410: Quantitative Analysis

(F) Theory, methodology of modern chemical analysis. Volumetric, electrochemical and spectrophotometric methods. Three lectures. Prerequisite: CHE 222. (3 cr. hr.) ■

CHE 411: Chemical Instrumentation

(S) Theory of instrumental design. Application to a variety of spectrophotometric techniques in chemistry. Three lectures. Prerequisite: CHE 222. (3 cr. hr.)

CHE 431: Physical Chemistry I

(F) Kinetic theory of gases, thermodynamics, introductory quantum chemistry, chemical bonding. Molecular spectroscopy. Also listed as PHY 431. (3 cr. hr.) ■

CHE 432: Physical Chemistry II

(S) Chemical kinetics, solid and liquid states, phase equilibria, properties of solutions and surface chemistry. Prerequisite: CHE 431. Also listed as PHY 432. (3 cr. hr.) ■

CHE 434: Engineering Thermodynamics

(O) Fundamentals of classical thermodynamics from engineering perspective. Properties of pure substances and use of thermodynamic tables, control volume analysis, heat engines and refrigerators. (3 cr. hr.) ■

CHE 442: Advance Preparations

(A) Synthesis problems and techniques in organic and inorganic chemistry. Preparation may involve glassblowing and other specialized techniques. Not allowed for General Education science credit or minor in chemistry. Prerequisite: Consent of department. (1-3 cr. hr.)

CHE 451: Introductory Biochemistry I

(F) Compounds, reactions of biological importance, amino acids, nucleic acids, proteins, lipids, carbohydrates, vitamins, enzyme systems, digestion, absorption and pathways of intermediary metabolism. Three lectures. Prerequisite: CHE 301. (3 cr. hr.) ■

CHE 452: Introductory Biochemistry II

(O) Three lectures. Prerequisite: CHE 451. (3 cr. hr.) ■

CHE 453: Introductory Biochemistry Lab II

(O) Laboratory practice with biochemical substances and experiments illustrating chemical reactions which may occur in biological systems. Concurrent with, or after, CHE 451. (1 cr. hr.)

CHE 470: Advanced Laboratory

(O) Laboratory work in special topics, which may be repeated for credit as topics change. Two three-hour labs for one quarter. Prerequisite: Permission of department. (1 cr. hr.) ■

CHE 471: Quantitative Measurements Laboratory

(F) Classical and instrumental methods of quantitative analysis, including volumetric, spectrophotometric, and atomic spectroscopy. Two three-hour labs for one quarter. Prerequisite: CHE 410 which may be taken concurrently. (1 cr. hr.)

CHE 472: Equilibrium Measurements Laboratory

(F) Instrumental techniques applied to the determination of equilibrium constants of chemical reactions. Equilibrium constants measured are acid dissociation, formation constants of coordination complexes, M:L ratios of coordination complexes, and solubility product constants. Two three-hour labs for one quarter. Prerequisite: CHE 471. (1 cr. hr.)

CHE 473: Thermodynamics and Kinetics Laboratory

(S) Modern laboratory exercises in chemical kinetics and thermodynamics. Two three-hour labs for one quarter. Prerequisite: CHE 431. (1 cr. hr.)

CHE 474: Spectroscopy Laboratory

(S) Lab studies of the energy levels of molecules using modern spectroscopic methods. Computational chemistry or applications of spectroscopy may be included. Two three-hour labs for one quarter. Prerequisite: CHE 432 which may be taken concurrently. (1 cr. hr.)

CHE 475: Inorganic Preparations Laboratory

(O) Classical methods of inorganic synthesis and characterization of inorganic compounds prepared in the laboratory. Two three-hour labs for one quarter. Prerequisite: CHE 340 which may be taken concurrently. (1 cr. hr.)

CHE 480: Independent Research

(A) Limited to qualified upperclassmen. May be taken for total of six credits. Prerequisite: Consent of department. (1-3 cr. hr.)

CHE 499: Chemistry Tutoring

(A) Tutoring lower-level chemistry students taking courses using personalized instruction method (Keller Plan). Students act as tutors for four-and-a-half hours a week, attend half hour discussions a week. May be taken up to three times for maximum of three credit hours provided a different course is tutored each time. Not applicable to chemistry minor. Prerequisites: B average in chemistry courses; consent of instructor. H, S, U grades are assigned. (1 cr. hr.)

CHE 500: Advanced Organic Chemistry

(O) Reaction mechanisms, physical organic chemistry and theoretical concepts in organic chemistry; recent developments. Prerequisite: CHE 302. (3 cr. hr.)

CHE 540: Advanced Inorganic Chemistry

(O) Periodic relationships occurring among elements and their compounds. Current theories of atomic structure, bonding, acid-base behavior and coordination. Prerequisite: CHE 431. (3 cr. hr.)

Related Education Courses**AED 391: Introduction to Adolescence Education**

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools

(S) The course examines history and foundations of education, especially science education; explores disciplinary models and their application to classroom management; examines tools for measurement and evaluation of performance and achievement of diverse learners; develops criteria for curriculum development and lesson planning aligned with state and national standards; examines federal and state laws governing education of students with disabilities; develops strategies for collaborating with administrators, faculty, staff, parents/guardians, and community members. Includes 25 hours of field experience in middle or secondary schools. Open only to majors who have been formally admitted to adolescence education: biology; chemistry; earth science; or physics. Prerequisites: PSY 232 and AED 391. (3 cr. hr.)

AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools

(F) Introduction to aspects of teaching laboratory-based science to a diverse population of students through the development of a course syllabus, a comprehensive plan for laboratory safety, and lesson plans aligned with state and national learning standards and state science core curriculum guides. Twenty-five hours of field experience in middle and secondary schools. Prerequisite: AED 442. Corequisite: AED 444. (3 cr. hr.)

AED 444: Laboratory Practicum

(F) Opportunity to work with an experienced teacher in the planning, preparation, and implementation of laboratory exercises in an introductory, college-level lab course through one-on-one and small group activities. Fulfills twenty-five hours of field experience requirement. Corequisite: AED 443. (1 cr. hr.)

AED 445: Student Teaching: Adolescence Education — Science

(A) Full-time supervised student teaching in two public school placements: one, eight-week placement at the seventh or eighth grade level and one, eight-week placement at the ninth, tenth, eleventh, or twelfth grade level. A discipline-specific student teaching seminar is held on campus once during the semester. Prerequisites: PSY 232, AED 443 and 444. See major department for eligibility criteria. S, U grades are assigned. (14 cr. hr.)

LIT 449: Literacy in the Middle and Secondary School

(A) Methods, materials and assessment for fostering literacy at the middle and secondary levels. (3 cr. hr.)

Childhood/Early Childhood Education

DEPARTMENT

SCHOOL

Education

FACULTY

Cynthia Benton (Chair), Heather Bridge, Susana Davidenko, Virginia Dudgeon, Karen Hempson, Hee-Young Kim, Elizabeth Klein, Emilie Kudela, Andrea Lachance, Tony Byungho Lee, Thomas Lickona, Lin Lin, Joy Mosher, Ellen Newman, Renee Porter, Margaret Richardson, Patricia Roiger, Kimberly Rombach, Judith Schillo, Shufang Shi, Susan Stratton, Gail Tooker

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Science in Childhood Education
Bachelor of Science in Early Childhood Education
Bachelor of Science in Early Childhood and Childhood Education

MAJORS OFFERED

Childhood Education (1-6)
Early Childhood Education (Birth-2)
Early Childhood/Childhood Education (Birth-6)

DESCRIPTION

A major in Childhood and/or Early Childhood (CHD, DEC, ECH) certification programs offers a foundation for building an enriching life as an educator and can also be applied toward careers in the education field and in areas as diverse as law, industrial training or social work.

Professional education courses are offered by the Childhood/Early Childhood Education Department. Courses in the student's concentration are offered by the appropriate departments in the School of Arts and Sciences.

SPECIAL FEATURES

- Student Teaching Centers in urban and suburban settings
- Study abroad
- Student teaching at London Metropolitan University, England and the University of the Sunshine Coast, Australia
- Rural and urban partnership programs
- National Honor Societies in Education: Phi Delta Kappa and Kappa Delta Pi
- Cortland's Urban Recruitment of Educators (C.U.R.E.) Scholarship
- Outdoor Education Center at Raquette Lake
- College and community projects

Van Hoesen Hall, Room B-134
(607) 753-2706
E-mail: loric@cortland.edu
<http://education.cortland.edu/cec/>

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to all education majors.
2. Liberal Arts Requirements: 66 credit hours
3. Foreign Language: All students must have proficiency in a foreign language. B.S. students complete one year of a foreign language, six credit hours, or its equivalent — through the 102 level.

CONCENTRATION IN THE LIBERAL ARTS

The concentration provides depth of study in a field that will support at least one of the New York State Learning Standards (State Education Department). Approved concentrations include: biology, earth science, English language arts, environmental studies, French, humanities, mathematics, social sciences and Spanish. Concentrations are 30-33 credit hours with a minimum of 18 credit hours at the 300 and 400 level.

ENROLLMENT IN THE MAJORS

Enrollment in the Childhood/Early Childhood Education Department majors is limited, and admission to any of the programs is competitive. Admission to the College does not guarantee admission to an education major or program.

Students who begin as freshmen at Cortland may apply to the Childhood/Early Childhood Department majors after completing at least 30 credit hours and earning a minimum 2.5 grade point average at Cortland. Transfer students who have at least a 2.5 grade point average from their previous institution and have completed a minimum of 30 credit hours may be admitted directly to the major. Transfer students who are not directly admitted to the childhood/early childhood education majors may apply after they have earned 15 credit hours at Cortland and have a minimum 2.5 grade point average. All students applying to these majors will be submitted to judicial screening and must demonstrate appropriate professional dispositions. Application is made during the College-wide change of major period. Unsuccessful applicants may reapply until they have earned 64 credit hours. Candidates who have completed 64 credit hours and have not been accepted into the certification program must declare an alternate major.

ELIGIBILITY FOR STUDENT TEACHING

To be eligible for student teaching, students must be in good academic standing, have no incompletes, complete all prerequisite education courses, have an overall Cortland grade point average of 2.5 and have no grade lower than a C- in required education courses. Students must be eligible at the time of application; if ineligible, they must reapply when eligibility is achieved.

ADVISEMENT MANUAL

Advisement manuals for education majors are available online. Students must follow the manual in place at the time of their matriculation. Students should study the manual carefully since it supplements the information provided in this catalog.

Major in Childhood Education (1-6) [CHD]

The childhood education major prepares students to become elementary school teachers in grades 1-6. Students learn to develop curriculum in all areas of the New York State Learning Standards.

CAREER POTENTIAL

- Elementary school teacher
- Educational resource coordinator
- Sales representative in training and educational programs

A. College-wide and General Education Courses: 44 credit hours

COR 101: The Cortland Experience
 CPN 100 or 102: Academic Writing I
 CPN 101 or 103: Academic Writing II
 MAT 101: Concepts of Elementary School Mathematics I
 Foreign language (six credit hours)

General Education Program**GE 1:**

ECO 105: Political Economy and Social Thought *or*
 POL 100: Introduction to American Government and Politics

GE 2: Any GE 2 course

Recommended:

FSA 103: Gender, Race and Class Issues in Education *or*
 GRY 221: Social Geography

GE 3:

ANT 102: Introduction to Cultural Anthropology *or*
 GRY 120: Cultural Geography *or*
 GRY 125: Human Geography and Global Development

GE 4: Any GE 4 course

GE 5: Any GE 5 course

Recommended: HIS 101: The World Since 1500

GE 6:

ENG 200: Introduction to Literature *or*
 ENG 202: Introduction to Fiction *or*
 ENG 203: Introduction to Poetry *or*
 ENG 204: Introduction to Drama

GE 7: Any GE 7 course

Recommended:

SCI 320: Science, Technology and Culture *or*
 GRY 370: Will the World Provide?

GE 8:

SCI 141: Integrated Earth Science and Biology *and*
 SCI 142: Integrated Physics and Chemistry

B. Content Core: 31 credit hours

ECO 105: Political Economy and Social Thought *or*
 POL 100: Introduction to American Government and Politics
 (whichever not taken as GE 1)

ENG 302: Advanced Writing *or*

ENG 306: Advanced Writing Workshop

HIS 200: The United States to 1877

HIS 201: The United States since 1877

HLH 265: Health and the Child

INT 270: Exploring Education

MAT 102: Concepts of Elementary School Mathematics II

PED 245: Activities for Children

PSY 101: General Psychology I

PSY 231: Child Psychology *or*

PSY 332: Educational Psychology

SCI 141: Integrated Earth Science and Biology *and*

SCI 142: Integrated Physics and Chemistry
 (if not previously taken as GE 8a and 8b)

SPE 270: Introduction to Special Education

C. Pedagogy Courses: 40 credit hours

LIT 371: Teaching Elementary School Reading and
 Language Arts I

Methodology Block I: 14 credit hours

EDU 314: Teaching with Computers in Elementary and
 Middle School

LIT 372: Teaching Elementary School Reading and
 Language Arts II

EDU 373: Teaching Elementary School Mathematics

EDU 374: Teaching Elementary School Science

EDU 375: Teaching Elementary School Social Studies

Methodology Block II: 10 credit hours

FSA 400: Foundations of Education: The School in
 American Society

EDU 430: Measurement and Evaluation in Education

EDU 478: Classroom Discipline for Personal and Social
 Responsibility

EDU 477: Elementary School Practicum

Application and Reflection on Teaching: 13 credit hours

EDU 490: Student Teaching I

EDU 491: Student Teaching II

EDU 492: Seminar in Student Teaching

D. Concentration in an Approved Liberal Arts Area: 30-33 credit hours with a minimum of 18 credit hours at the 300 and 400 level.

Credit hours vary depending on area chosen. Requirements in General Education and content core may reduce the number of credit hours in a concentration. Approved concentration requirements are listed on pages 100-108.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION FROM THE COLLEGE: 128

TOTAL CREDIT HOURS REQUIRED FOR CHILDHOOD EDUCATION WITH CONCENTRATIONS: 130-141

Major in Early Childhood Education (Birth-2) [ECH]

The early childhood education major prepares students to become early childhood educators in preschool settings through grade two. Students learn to create high-quality environments that respect children and their families, are developmentally appropriate, and are child centered.

CAREER POTENTIAL

- Teacher of Preschool through Grade 2 (birth to 8 years old)
- Child-care provider
- Child-care center director
- Resource and referral counselor

A. College-wide and General Education Courses: 44 credit hours

COR 101: The Cortland Experience

CPN 100 or 102: Academic Writing I

CPN 101 or 103: Academic Writing II

MAT 101: Concepts of Elementary School Mathematics I
 Foreign Language (six credit hours)

General Education Program

GE 1:

ECO 105: Political Economy and Social Thought *or*

POL 100: Introduction to American Government and Politics

GE 2:

Any GE 2 course

Recommended:

FSA 103: Gender, Race and Class Issues in Education *or*

GRY 221: Social Geography

GE 3:

ANT 102: Introduction to Cultural Anthropology *or*GRY 120: Cultural Geography *or*

GRY 125: Human Geography and Global Development

GE 4: Any GE 4 course

GE 5: Any GE 5 course

Recommended: HIS 101: The World Since 1500

GE 6:

ENG 200: Introduction to Literature *or*ENG 202: Introduction to Fiction *or*ENG 203: Introduction to Poetry *or*

ENG 204: Introduction to Drama

GE 7: Any GE 7 course

Recommended:

SCI 320: Science, Technology and Culture *or*

GRY 370: Will the World Provide?

GE 8:

SCI 141: Integrated Earth Science and Biology *and*

SCI 142: Integrated Physics and Chemistry

B. Content Core: 28 credit hours

MAT 102: Concepts of Elementary School Mathematics II

PSY 101: General Psychology I

PSY 231: Child Psychology

ECO 105: Political Economy and Social Thought *or*POL 100: Introduction to American Government and Politics
(whichever not taken as GE 1)

HLH 265: Health and the Child

HIS 200: The United States to 1877

HIS 201: The United States Since 1877

ENG 302: Advanced Writing *or*

ENG 306: Advanced Writing Workshop

PED 245: Activities for Children

SCI 141: Integrated Earth Science and Biology *and*SCI 142: Integrated Physics and Chemistry
(if not previously taken as GE 8a and 8b)

SPE 270: Introduction to Special Education

C. Pedagogy Courses: 42 credit hours

ECE 270: Introduction to Early Childhood Education

ECE 330: Observation and Assessment of Young Children

ECE 331: Curriculum Development I

ECE 332: Preschool Practicum

ECE 333: Children, Families, and Their Community

LIT 371: Teaching Elementary School Reading and
Language Arts I

ECE 431: Curriculum Development II

ECE 435: Children's Literacy Across the Curriculum

FSA 400: Foundations of Education: The School in
American Society

EDU 477: Elementary School Practicum

EDU 478: Classroom Discipline for Personal and Social
Responsibility

ECE 490: Student Teaching I

ECE 491: Student Teaching II

ECE 492: Seminar in Student Teaching

D. Concentration in an Approved Liberal Arts Area: 30-33 credit
hours with a minimum of 18 credit hours at the 300 and 400
level.Credit hours vary depending on area chosen. Requirements in
General Education and content core may reduce the number
of credit hours in a concentration. Approved concentration
requirements are listed on pages 100-108.TOTAL CREDIT HOURS REQUIRED FOR GRADUATION FROM THE
COLLEGE: 128TOTAL CREDIT HOURS REQUIRED FOR EARLY CHILDHOOD
EDUCATION WITH CONCENTRATIONS: 129-139**Major in Early Childhood Education/Childhood
Education (Birth-6) [DEC]**This major prepares students to have dual certification in early
childhood education and childhood education for teaching from
birth through grade 6.

A. College-wide and General Education Courses: 44 credit hours

COR 101: The Cortland Experience

CPN 100 or 102: Academic Writing I

CPN 101 or 103: Academic Writing II

MAT 101: Concepts of Elementary School Mathematics I
Foreign Language (six credit hours)

General Education Program

GE 1:

ECO 105: Political Economy and Social Thought *or*

POL 100: Introduction to American Government and Politics

GE 2: Any GE 2 course

Recommended:

FSA 103: Gender, Race and Class Issues in Education *or*

GRY 221: Social Geography

GE 3:

ANT 102: Introduction to Cultural Anthropology *or*GRY 120: Cultural Geography *or*

GRY 125: Human Geography and Global Development

GE 4: Any GE 4 course

GE 5: Any GE 5 course

Recommended: HIS 101: The World Since 1500

GE 6:

ENG 200: Introduction to Literature *or*ENG 202: Introduction to Fiction *or*ENG 203: Introduction to Poetry *or*

ENG 204: Introduction to Drama

GE 7: Any GE 7 course

Recommended:

SCI 320: Science, Technology and Culture *or*

GRY 370: Will the World Provide?

GE 8:

SCI 141: Integrated Earth Science and Biology *and*

SCI 142: Integrated Physics and Chemistry

B. Content Core: 31 credit hours

MAT 102: Concepts of Elementary School Mathematics II

PSY 101: General Psychology I

PSY 231: Child Psychology

ECO 105: Political Economy and Social Thought or

POL 100: Introduction to American Government and Politics
(whichever is not taken as GE 1)

HLH 265: Health and the Child

HIS 200: The United States to 1877

HIS 201: The United States since 1877

ENG 302: Advanced Writing or

ENG 306: Advanced Writing Workshop

PED 245: Activities for Children

ECE 270: Introduction to Early Childhood Education

SCI 141: Integrated Earth Science and Biology *and*

SCI 142: Integrated Physics and Chemistry
(if not previously taken as GE 8a and 8b)

SPE 270: Introduction to Special Education

C. Pedagogy Courses: 50 or more credit hours

ECE 330: Observation and Assessment of Young Children

ECE 331: Curriculum Development I

ECE 332: Preschool Practicum

ECE 333: Children, Families, and Their Community

ECE 435: Children's Literacy Across the Curriculum

EDU 314: Teaching with Computers in Elementary and
Middle School

LIT 371: Teaching Elementary School Reading and
Language Arts I

LIT 372: Teaching Elementary School Reading and
Language Arts II

EDU 373: Teaching Elementary School Mathematics

EDU 374: Teaching Elementary School Science

EDU 375: Teaching Elementary School Social Studies

FSA 400: Foundations of Education: The School in
American Society

EDU 477: Elementary School Practicum

EDU 478: Classroom Discipline for Personal and Social
Responsibility

ECE 490: Student Teaching I

ECE 491: Student Teaching II

ECE 492: Seminar in Student Teaching

D. Concentration in an Approved Liberal Arts Area: 30-33 credit hours with a minimum of 18 credit hours at the 300 and 400 level.

Credit hours vary depending on area chosen. Requirements in General Education and content core may reduce the number of credit hours in a concentration. Approved concentration requirements are listed on pages 312-315.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION FROM THE COLLEGE: 128

TOTAL CREDIT HOURS REQUIRED FOR CHILDHOOD AND EARLY CHILDHOOD DUAL CERTIFICATION WITH CONCENTRATIONS: 140-150

Approved Concentrations

Biology Concentration [BIO]

Thirty-three credit hours, with a minimum of 18 credit hours at the 300 level or above.

SCI 141: Integrated Earth Science and Biology

SCI 142: Integrated Physics and Chemistry

BIO 201: Biological Sciences I

BIO 202: Biological Sciences II

BIO 306: Human Genetics

Subtotal: 18 credit hours

Fifteen credit hours selected from the following:

BIO 301: Human Anatomy and Physiology I

BIO 302: Human Anatomy and Physiology II

BIO 303: Microbiology and Human Disease

BIO 305: Histology

BIO 307: Field Natural History

BIO 310: Field Biology

BIO 313: Taxonomy of Vascular Plants

BIO 315: Marine Biology

BIO 323: Field Herpetology

BIO 324: Mammalian Anatomy

BIO 401: Invertebrate Biology

BIO 402: Biology of Vertebrates

BIO 405: Conservation Biology

BIO 408: Biology of Insects

BIO 409: Animal Behavior

BIO 411: Ornithology

BIO 412: General Ecology

BIO 418: Fungi

BIO 421: Plant Anatomy

BIO 422: Biological Evolution

BIO 437: Directed Study

Subtotal: 15 credit hours

Note: A student can take only two of these three courses: BIO 301, 302, 324

TOTAL CREDIT HOURS: 33

Seven credit hours taken in content core

Earth Science Concentration [ERS]

Thirty-four credit hours, with a minimum of 18 credit hours at the 300 level or above

SCI 141 Integrated Earth Science and Biology

SCI 142 Integrated Physics and Chemistry

Subtotal: Seven credit hours

Required earth science courses:

GLY 261: Physical Geology

GLY 262: Historical Geology

GLY 371: Meteorology

GLY 397: Physical Oceanography

GLY 310: Wetlands Analysis

GLY 363: Invertebrate Paleontology

GLY 367: Geomorphology

GLY 410: Hydrogeology

Subtotal: 27 credit hours

TOTAL CREDIT HOURS: 34

Seven credit hours taken in content core

Example of a four-year plan for the B.S. in Childhood Education with a concentration in Biology

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 POL 100 (GE 1) SCI 141 (GE 8a) GE 4 Foreign language</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>CPN 101 HIS 100 level (World, GE 5) MAT 101 PSY 101 SCI 142 (GE 8b) Foreign language</p> <p>Total credit hours: 18</p>	<p><i>Fall</i></p> <p>BIO 201 ENG 200, 202, 203 or 204 (GE 6) INT 270 MAT 102 PSY 231 GE 2</p> <p>Total credit hours: 19</p> <p><i>Spring</i></p> <p>BIO 202 BIO 300/400 level* BIO 300/400 level* GRY 120, 125 or ANT 102 (GE 3) HIS 200 LIT 371</p> <p>Total credit hours: 20</p>

Third Year	Fourth Year
<p><i>Fall</i></p> <p>ECO 105 EDU 314 EDU 373 EDU 374 EDU 375 LIT 372 PED 245</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>EDU 430 EDU 477 EDU 478 FSA 400 HLH 265 GE 7 SPE 270</p> <p>Total credit hours: 19</p>	<p><i>Fall</i></p> <p>EDU 490 EDU 491 EDU 492</p> <p>Total credit hours: 13</p> <p><i>Spring</i></p> <p>BIO 300/400 level* BIO 300/400 level* BIO 306 ENG 306 HIS 201</p> <p>Total credit hours: 17</p>

* Course requirements for approved concentration in biology

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION IN CHILDHOOD EDUCATION WITH A CONCENTRATION IN BIOLOGY: 141

Example of a four-year plan for the B.S. in Childhood Education with a concentration in Earth Science

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 GRY 120, 125, or ANT 102 (GE 3) SCI 141 (GE 8a) INT 270 Foreign language 101</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>CPN 101 ENG 200, 202, 203 or 204 (GE 6) HIS 100 level (World, GE 5) MAT 101 SCI 142 (GE 8b) Foreign language 102</p> <p>Total credit hours: 18</p>	<p><i>Fall</i></p> <p>GLY 261 GLY 300 level* GLY 300 level* MAT 102 PSY 101 GE 7</p> <p>Total credit hours: 19</p> <p><i>Spring</i></p> <p>GLY 262 GLY 300 level* GLY 300 level* HIS 200 PSY 231 ENG 306</p> <p>Total credit hours: 18</p>

Third Year	Fourth Year
<p><i>Fall</i></p> <p>GLY 300 level* GLY 410 HIS 201 POL 100 (GE 1) LIT 371 GE 4</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>ECO 105 EDU 314 EDU 373 EDU 374 EDU 375 LIT 372 PED 245</p> <p>Total credit hours: 18</p>	<p><i>Fall</i></p> <p>EDU 430 EDU 477 EDU 478 FSA 400 HLH 265 GE 2 SPE 270</p> <p>Total credit hours: 19</p> <p><i>Spring</i></p> <p>EDU 490 EDU 491 EDU 492</p> <p>Total credit hours: 13</p>

* Course requirements for approved concentration in earth science

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION IN CHILDHOOD EDUCATION WITH A CONCENTRATION IN EARTH SCIENCE: 140

English Language Arts Concentration [ELA]

Thirty credit hours, with a minimum of 18 credit hours at the 300 level or above:

- ENG 200: Introduction to Literature *or*
- ENG 202: Introduction to Fiction *or*
- ENG 203: Introduction to Poetry *or*
- ENG 204: Introduction to Drama
- ENG 306: Advanced Writing Workshop

Subtotal: Six credit hours

Nine-credit-hour language component:

- ENG 201: Introduction to Language Study
- ENG 402: Grammar
- ENG 407: Study of English Language

Subtotal: Nine credit hours

Six-credit-hour writing component:

- PWR 395: Revising and Editing

One elective from:

- ENG 301: Creative Writing
- PWR 212: Intro to Writing Fiction
- PWR 213: Writing Poetry (3 cr. hr.)
- PWR 323: Writing Children's Literature
- PWR 413: Contemporary Poetics

Subtotal: Six credit hours

Nine-credit-hour literature component:

- ENG 373: Literature for Children
- One 400-level literature course from the following: (3 cr. hr.)
- ENG 411: World Literature
- ENG 417: The Romantic Age in American Literature
- ENG 418: Realism and Naturalism in American Literature
- ENG 419: American Fiction of the Twenties and Thirties
- ENG 420: Modern American Poetry
- ENG 421: African-American Autobiography
- ENG 422: American Women Writers
- ENG 423: American Fiction Since 1940
- ENG 425: African-American Women Novelists
- ENG 433: Shakespeare
- ENG 438: Seventeenth-Century Poetry and Prose
- ENG 440: The Age of Satire
- ENG 441: The Age of Sensibility
- ENG 442: Restoration and Eighteenth-Century Drama
- ENG 445: The Romantic Age
- ENG 446: The Victorian Age
- ENG 455: The English Novel to 1900
- ENG 457: Modern Irish Fiction
- ENG 458: Modern Irish Poetry
- ENG 464: Modern Russian Literature 1860-1960
- ENG 470: Modern British Poetry
- ENG 471: The Modern English Novel
- ENG 472: Modern Drama
- ENG 475: American Multicultural Literature
- One elective from: (3 cr. hr.)
- ENG 325: American Literature Before 1900
- ENG 326: American Literature Since 1900
- ENG 355: Major Figures in British Lit. to 1780
- ENG 356: Major Figures in British Lit. 1780-present

Subtotal: Nine credit hours

TOTAL CREDIT HOURS: 30

Six credit hours taken in content core

Example of a four-year plan for the B.S. in Childhood Education with a concentration in English Language Arts

First Year	Second Year
<i>Fall</i>	<i>Fall</i>
COR 101	ENG 201
CPN 100	ENG 200, 202, 203 or 204 (GE 6)
PSY 101	SCI 142 (GE 8b)
MAT 101	HIS 200
GE 4	POL 100
Foreign language 101	INT 270
Total credit hours: 16	Total credit hours: 18
<i>Spring</i>	<i>Spring</i>
CPN 101	GRY 120, 125, or ANT 102 (GE 3)
ECO 105 (GE 1)	ENG (writing elective)
HIS 100 level (World, GE 5)	ENG 306
MAT 102	ENG 373
SCI 141 (GE 8a)	ENG 407
Foreign language 102	LIT 371
Total credit hours: 19	PSY 231
	Total credit hours: 21
Third Year	Fourth Year
<i>Fall</i>	<i>Fall</i>
EDU 314	EDU 490
EDU 373	EDU 491
EDU 374	EDU 492
EDU 375	
EDU 430	
LIT 372	
Total credit hours: 17	Total credit hours: 13
<i>Spring</i>	<i>Spring</i>
EDU 477	ENG 300 level (literature elective)
EDU 478	ENG 400 level (literature elective)
FSA 400	ENG 402
HLH 265	PWR 395
GE 2	HIS 201
PED 245	GE 7
SPE 270	Total credit hours: 18
Total credit hours: 17	

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION IN CHILDHOOD EDUCATION WITH A CONCENTRATION IN ENGLISH LANGUAGE ARTS: 139

Environmental Studies Concentration [EST]

Thirty-one credit hours, with a minimum of 18 credit hours at the 300 level or above

- POL 100: Introduction to American Government and Politics *or*
- ECO 105: Political Economy and Social Thought
- EST 100: Introduction to Environmental Studies may fulfill GE-7 (3 cr. hr.)
- SCI 141: Integrated Earth Science and Biology
- SCI 142: Integrated Physics and Chemistry

Subtotal: 13 credit hours

Minimum of six credit hours from natural science:

- BIO 307: Field Natural History
- BIO 310: Field Biology*
- BIO 315: Marine Biology*
- BIO 411: Ornithology*
- BIO 412: General Ecology*
- GLY/ENS 292: Land Use and Planning
- GLY 371: Meteorology*
- GLY/ENS: 310 Wetlands Analysis*
- GLY 397: Physical Oceanography
- GRY 327: Computer Mapping*
- GRY 328: Geographic Information Systems*
- EST/ENS 486: Seminar in Environmental Science/Studies*
- SCI 304: Plants and People
- SCI 330: Science and the Public*

* *course requires additional prerequisite*

Subtotal: Six credit hours

Six credit hours from social science courses

- GRY 301: Science, Human Affairs and the Environment
- GRY 370: Will the World Provide?
- GRY 425: Geography in the Classroom
- GRY 481: Geography of New York State
- SCI 320: Science, Technology and Culture
- ECO 335: Resource and Environmental Economics
- POL 242: Environmental Policy
- POL 308: Environmental Law
- EST/REC 310: Wilderness and American Culture

Subtotal: Six credit hours

Minimum of six credit hours elected from natural science or social science list above.

Subtotal: Six credit hours

TOTAL CREDIT HOURS: 31

Ten credit hours taken in content core, three credit hours taken in GE

Example of a four-year plan for the B.S. in Childhood Education with a concentration in Environmental Studies

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 HIS 100 level (World, GE 5) SCI 141 (GE 8a) Foreign language 101 PSY 101</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>CPN 101 INT 270 SCI 142 (GE 8b) Foreign language 102 GE 4</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>EST 100 GRY 120, 125, or ANT 102 (GE 3) GRY 370 (GE 7) MAT 101 POL 100 (GE 1) Natural Science 300/400 level*</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>ECO 105 ENG 200, 202, 203 or 204 (GE 6) HIS 200 Natural Science 300/400 level* Social Science Elective 300/400 level* GE 2</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>ENG 306 HIS 201 PSY 231 Natural Science 300/400 level* Social Science Elective 300/400 level* LIT 371</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>EDU 314 EDU 373 EDU 374 EDU 375 LIT 372 SPE 270</p> <p>Total credit hours: 17</p>	<p><i>Fall</i></p> <p>FSA 400 EDU 430 EDU 477 EDU 478 HLH 265 PED 245</p> <p>Total credit hours: 14</p> <p><i>Spring</i></p> <p>EDU 490 EDU 491 EDU 492</p> <p>Total credit hours: 13</p>

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION IN CHILDHOOD EDUCATION WITH A CONCENTRATION IN ENVIRONMENTAL STUDIES: 130

French Concentration [FRE]

Thirty-to-thirty-one credit hours, with a minimum of 18 credit hours at the 300 level or above

- FRE 101: Beginning French I
- FRE 102: Beginning French II
- FRE 201: Intermediate French I
- FRE 202: Intermediate French II

Subtotal: 12 credit hours

Required upper-level French courses:

Choose 15 credit hours from the following courses:

- FRE 307: French Through the Media
- FRE 310: Pratique de la Lecture
- FRE 311: Francophone Literatures
- FRE 315: Introduction to French Literature I
- FRE 316: Introduction to French Literature II
- FRE 318: French Civilization

Subtotal: 15 credit hours

Three credit hours from the following:

- FRE 407: Commercial French
- FRE 413: French Literature of the Seventeenth Century
- FRE 415: French Literature of the Eighteenth Century
- FRE 417: Literature of the Nineteenth Century
- FRE 419: Literature of the Twentieth Century
- FRE 423: Themes in Literature

Subtotal: Three credit hours

Elective French courses (0-12 credit hours at or above the 300-level)

A student may begin language study at the 300 level, hence the need to include the elective category. A student entering at the 101 level would not need to take any electives after completing the required sequence.

TOTAL CREDIT HOURS: 30

Seven credit hours taken in General Education

Spanish Concentration [SPA]

Thirty-to-thirty-one credit hours, with a minimum of 18 credit hours at the 300-level or above

- SPA 101: Beginning Spanish I
- SPA 102: Beginning Spanish II
- SPA 201: Intermediate Spanish I
- SPA 202: Intermediate Spanish II

Subtotal: 12 credit hours

Required upper-level Spanish courses

- SPA 305: Spanish Conversation and Composition
- SPA 306: Advanced Spanish Conversation
- SPA 307: Advanced Spanish Grammar
- SPA 308: Spanish Composition
- SPA 318: Peninsular Civilization *or*
- SPA 319: Latin American Civilization

One SPA 400-level course

Subtotal: 18 credit hours

Elective Spanish Courses (0-12 credit hours at or above the 300-level)*

TOTAL CREDIT HOURS: 30

Seven credit hours taken in content core

Example of a four-year plan for the B.S. in Childhood Education with a concentration in French or Spanish

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 FRE/SPA 101* INT 270 SCI 141 (GE 8a) GE 4</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>CPN 101 ECO 105 FRE/SPA 102* HIS 100 level (World, GE 5) POL 100 (GE 1) PSY 101 GE 7</p> <p>Total credit hours: 21</p>	<p><i>Fall</i></p> <p>FRE/SPA 201* FRE/SPA 300 level FRE/SPA 300 level GRY 120, 125, or ANT 102 (GE 3) HIS 200 MAT 101</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>ENG 200, 202, 203 or 204 (GE 6) FRE/SPA 202* FRE/SPA 300 level FRE/SPA 300 level HIS 201 MAT 102</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>ENG 306 FRE/SPA 300 level FRE/SPA 400 level PSY 231 SCI 142 (GE 8b) LIT 371</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>EDU 314 EDU 373 EDU 374 EDU 375 LIT 372 SPE 270</p> <p>Total credit hours: 17</p>	<p><i>Fall</i></p> <p>FSA 400 EDU 430 EDU 477 EDU 478 HLH 265 GE 2 PED 245</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>EDU 490 EDU 491 EDU 492</p> <p>Total credit hours: 13</p>

** A student may begin language study at the 300 level and will need additional language courses at the 300 and 400 level for a total of 30 hours in the foreign language.*

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION IN CHILDHOOD EDUCATION WITH A CONCENTRATION IN FRENCH OR SPANISH: 139*

Humanities Concentration [HUM]

Thirty credit hours, with a minimum of 18 credit hours at the 300 level or above

Six credit hours in philosophy, at least three credit hours in upper-division courses

- PHI 202: Introduction to Modern Philosophy
- PHI 271: Philosophy of Human Nature
- PHI 320: Environmental Ethics
- PHI 380: Feminist Social Thought
- PHI 135: Philosophical Approaches to Contemporary Moral Problems, fulfills GE-7

Subtotal: Six credit hours

Six credit hours in art history, at least three credit hours in upper-division courses

- ATH 121: Art in the Ancient World, fulfills GE-4 *or*
- ATH 122: Art in the Modern World, fulfills GE-4
- ATH 320: History and Theory of Digital Arts
- ATH 326: Art of Greece and Rome
- ATH 340: The Early Renaissance in Italy
- ATH 355: Rococo Through Impressionism – 18th and 19th Centuries
- ATH 357: Modern Art

Subtotal: Six credit hours

Six credit hours in English literature, at least three credit hours in upper-division courses

- ENG 200: Introduction to Literature *or*
- ENG 202: Introduction to Fiction *or*
- ENG 203: Introduction to Poetry *or*
- ENG 204: Introduction to Drama, fulfills GE-6
- ENG 305: Film Criticism
- ENG 325: American Literature Before 1900
- ENG 326: American Literature Since 1900
- ENG 373: Children's Literature

Subtotal: Six credit hours

Six hours in the performing arts, at least three credit hours in upper-division courses

- MUS 100: Music in Western Society, fulfills GE 4 *or*
- MUS 111: Introduction to Music Theory, fulfills GE 4
- MUS 221: Music History I *or*
- MUS 222: Music History II *or*
- MUS 223: Music History III
- MUS 332: History of Jazz
- MUS 470: Music and the Child
- THT 161: Theater History I *or*
- THT 162: Theater History II
- THT 330: Literature in Performance

Subtotal: Six credit hours

Six additional 300-400-level elective credit hours from one area above

Subtotal: Six credit hours

TOTAL CREDIT HOURS: 30

Nine credit hours taken in content core

Example of a four-year plan for the B.S. in Childhood Education with a concentration in Humanities

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 GRY 120, 125, or ANT 102 (GE 3) POL 100 (GE 1) SCI 141 (GE 8a) Foreign language 101 Total credit hours: 17</p> <p><i>Spring</i></p> <p>CPN 101 HIS 100 level (World, GE 5) INT 270 MAT 101 PSY 101 Foreign language 102 Total credit hours: 18</p>	<p><i>Fall</i></p> <p>ECO 105 ENG 200, 202, 203 or 204 (GE 6) HIS 200 MAT 102 SCI 142 (GE 8b) LIT 371 Total credit hours: 18</p> <p><i>Spring</i></p> <p>ATH 121 <i>or</i> 122 (GE 4) ATH 300/400 level* HIS 201 PHI 200/300 level* PSY 231 VAL 335 (GE 7) Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>EDU 314 EDU 373 EDU 374 EDU 375 LIT 372 ENG 306 Total credit hours: 17</p> <p><i>Spring</i></p> <p>FSA 400 EDU 430 EDU 477 EDU 478 HLH 265 SPE 270 PED 245 Total credit hours: 17</p>	<p><i>Fall</i></p> <p>EDU 490 EDU 491 EDU 492 Total credit hours: 13</p> <p><i>Spring</i></p> <p>ENG 300 level* Humanities Elective 300/400 level* Humanities Elective 300/400 level* MUS <i>or</i> THT 300/400 level* MUS <i>or</i> THT 300/400 level* Total credit hours: 15</p>

* Course requirements for approved concentration in humanities

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION IN CHILDHOOD EDUCATION WITH A CONCENTRATION IN HUMANITIES: 133

Mathematics Concentration [MAT]

Thirty credit hours, with a minimum of 18 credit hours at the 300 level or above**

MAT 101: Concepts in Elementary School Mathematics I
 MAT 102: Concepts in Elementary School Mathematics II
 MAT 121: Calculus A
 MAT 122: Calculus B
 MAT 201: Statistical Methods
 MAT 224: Discrete Mathematics
 MAT 272: Linear Algebra
 MAT 370: Algebraic Structures I
 MAT 375: Geometry I
 MAT 480: History of Mathematics

***Note: The Cortland 200-level mathematics courses are sequential in nature and are typically offered at the 300 level at other SUNY institutions.*

TOTAL CREDIT HOURS: 30

Six credit hours taken in content core

Example of a four-year plan for the B.S. in Childhood Education with a concentration in Mathematics

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 MAT 101 PSY 101 GE 2 Foreign language 101 Total credit hours: 16</p> <p><i>Spring</i></p> <p>CPN 101 GRY 120, 125 or ANT 102 (GE 3) MAT 102 MAT 201 POL 100 Foreign language 102 Total credit hours: 18</p>	<p><i>Fall</i></p> <p>INT 270 MAT 121 MAT 224 PSY 231 SCI 141 (GE 8a) GE 4 Total credit hours: 19</p> <p><i>Spring</i></p> <p>ENG 200, 202, 203 or 204 (GE 6) HIS 200 MAT 122 MAT 272 SCI 142 (GE 8b) GE 7 Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>ENG 306 HIS 201 MAT 375 MAT 370 MAT 480 LIT 371 Total credit hours: 18</p> <p><i>Spring</i></p> <p>ECO 105 EDU 314 EDU 373 EDU 374 EDU 375 LIT 372 PED 245 Total credit hours: 18</p>	<p><i>Fall</i></p> <p>FSA 400 EDU 430 EDU 477 EDU 478 HLH 265 HIS 100 level (World, GE 5) SPE 270 Total credit hours: 19</p> <p><i>Spring</i></p> <p>EDU 490 EDU 491 EDU 492 Total credit hours: 13</p>

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION IN CHILDHOOD EDUCATION WITH A CONCENTRATION IN MATHEMATICS: 139

Social Sciences Concentration [SOS]

Thirty credit hours, with a minimum of 18 credit hours at the 300 level or above

- ECO 105: Political Economy and Social Thought *or*
- POL 100: Introduction to American Government and Politics
- HIS 200: United States to 1877
- HIS 201: United States since 1877
- SOC 150: Introduction to Sociology *or*
- ECO 111: Microeconomics

Subtotal: 12 credit hours

Nine credit hours in U.S. studies and nine credit hours in global studies, from the lists below. At least three credit hours in global studies must be non-western.

Subtotal: 18 credit hours

TOTAL CREDIT HOURS: 30

Nine credit hours taken in General Education and content core

United States Studies: Nine credit hours

- ANT 301: Native American Archaeology
- ANT 302: Native American Ethnology
- ANT 305: Archaeology of the Eastern U.S.
- ANT/SOC 352: U.S. Ethnic Identity and Conflict
- SOC 340: Environmental Sociology
- SOC 350: Civil Society
- SOC 351: The Community
- SOC 385: Sociology of Work
- SOC 430: Social Welfare Institutions
- SOC 461: Urban Sociology
- SOC 465: Political Sociology
- SOC 470: Sociology of the Family
- ECO 325: Political Economy of Women*
- ECO 326: Political Economy of Race and Class
- ECO 335: Resource and Environmental Economics*
- ECO 340: Government and Business: Regulation and Public Policy*
- ECO 383: Labor Economics*
- ECO 393: Urban Economics*

**ECO prerequisites required in addition to ECO 105*

- GRY 480: United States
- GRY 481: Geography of New York State
- HIS 300: Colonial America, 1450-1750
- HIS 302: Revolutionary America, 1750-1789
- HIS 303: The American Republic, 1789-1840
- HIS 304: The American Republic: 1840-1877
- HIS 306: The United States: 1877-1920
- HIS 307: The United States 1920-Present
- HIS 309: New York State
- HIS 312: African-American History to 1865
- HIS 313: African-American History Since 1865
- HIS 317: Women in the United States
- HIS 401: U.S. Foreign Relations since 1914
- HIS 421: U.S. Labor and Working-Class History
- HIS 428: The Civil Rights Movement in America
- POL 302: Law and Politics
- POL 304: Constitutional Law
- POL 320: Legislative Process
- POL 326: State and Local Government
- POL 330: Political Parties
- POL 332: Elections in America
- POL 338: Media and Politics
- POL 341: Current Issues in Public Policy
- POL 342: Environmental Policy and Biodiversity

- POL 345: Adirondack Park Policies and Issues
- POL 347: The Politics of Education Policy
- POL 372: American Political Thought
- POL 404: Civil Liberties
- POL 405: Discrimination Law
- POL 420: The American Presidency

Global Studies – Western: 0-6 credit hours

- GRY 301: Science, Human Affairs and the Environment
- GRY 315: Ecotourism
- GRY 370: Will the World Provide?
- GRY 425: Geography in the Classroom
- GRY 470: Resource Geography
- GRY 484: Geography of Europe
- HIS 318: The History of Women in Modern Europe
- HIS 333: Russia, 850-1894
- HIS 334: Russia Since 1894
- HIS 342: Ancient Greece
- HIS 343: Roman History
- HIS 344: Medieval Europe: 300-1050
- HIS 345: Medieval Europe: 1050-1300
- HIS 346: Renaissance and Reformation
- HIS 347: Modern Europe: The French Revolution to WWI
- HIS 348: Europe Since 1914
- HIS 361: Jews in the Ancient World
- HIS 362: Jews in the Middle Ages
- HIS 363: Jews in the Modern World, 1789-1948
- HIS 440: Britain to 1688
- HIS 441: Britain Since 1688
- HIS 442: Tudor-Stuart England, 1485-1714
- HIS 443: Ireland since 1660
- HIS 444: France, 1715-1799: The Old Regime and French Revolution
- HIS 445: France 1800-1945
- HIS 447: Germany since 1815
- HIS 448: Rise and Fall of Nazi Germany
- HIS 452: War and Diplomacy: World War I
- HIS 453: War and Diplomacy: World War II
- HIS 460: The Holocaust
- HIS 465: The Soviet Union, 1917-1953
- POL 365: Irish Politics
- POL 441: Comparative Public Policy
- POL 450: International Law
- POL 461: Europe Today: People and Politics
- POL 465: Contemporary British Politics and Government

Global Studies – Non-Western: 3-9 credit hours

- ANT 304: Peoples of Africa
- ANT 306: Folk Societies and Lifestyles
- ANT 307: World Prehistory
- ANT 310: Peoples of South and Southeast Asia
- ANT 312: Peoples of the Middle East
- ANT 314: Peoples of Latin America
- ANT 315: Development Anthropology
- ANT 326: Archaeology of Religion
- ANT 404: Applied Anthropology
- ANT 406: Contact and Culture Change
- ANT 409: Economic Anthropology
- ANT/SOC 330: Religions of Asia
- SOC 366: Sociology of International Conflict
- ECO 304: Comparative Economic Systems*
- ECO 311: Economic Development
- ECO 312: Economic Development of Latin America
- ECO 313: Economic Development of Asia

ECO 441: International Trade*
 ECO 443: International Finance*
 *ECO - prerequisites required in addition to ECO 105

GRY 482: Central America and the Caribbean
 GRY 485: Africa, South of the Sahara
 GRY 486: Monsoon Asia
 HIS 321: Africa, Human Origins to 1800
 HIS 322: Modern Africa, 1800-Present
 HIS 325: Colonial Latin America
 HIS 326: Modern Latin America
 HIS 383: Chinese Civilization
 HIS 384: Modern China
 HIS 385: History of Japan
 HIS 386: Modern Pacific Asia
 HIS 431: South Africa
 HIS 435: East Asian-American Relations
 HIS 461: Modern Israel and the Arab-Israeli Conflict
 POL 350: American Foreign Policy
 POL 362: Politics of Development Nation States
 POL 376: Asian Political Thought
 POL 454: International Politics in Asia
 POL 455: International Politics in Latin America
 POL 456: International Politics in the Middle East
 POL 463: Political Culture and Behavior in Latin America

Example of a four-year plan for the B.S. in Childhood Education with a concentration in Social Sciences

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 GRY 120, 125, or ANT 102 (GE 3) HIS 100 level (World, GE 5) PSY 101 Foreign language 101 Total credit hours: 16</p> <p><i>Spring</i></p> <p>CPN 101 HIS 200 MAT 101 POL 100 (GE 1) GE 4 Foreign language 102 Total credit hours: 18</p>	<p><i>Fall</i></p> <p>ECO 105 ENG 200, 202, 203 or 204 (GE 6) INT 270 MAT 102 PSY 231 SCI 141 (GE 8a) Total credit hours: 19</p> <p><i>Spring</i></p> <p>HIS 201 SOC 150 or ECO 111 SCI 142 (GE 8b) GE 2 U.S. Studies 300/400 level* U.S. Studies 300/400 level* Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>ENG 306 Two Global Studies, Western 300/400 level* Global Studies, Non-western 300/400 level* PED 245 U.S. Studies 300/400 level* LIT 371 Total credit hours: 19</p> <p><i>Spring</i></p> <p>EDU 314 EDU 373 EDU 374 EDU 375 HLH 265 LIT 372 Total credit hours: 17</p>	<p><i>Fall</i></p> <p>FSA 400 EDU 430 EDU 477 EDU 478 GE 7 SPE 270 Total credit hours: 16</p> <p><i>Spring</i></p> <p>EDU 490 EDU 491 EDU 492 Total credit hours: 13</p>

* Course requirements for approved concentration in social sciences

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION IN CHILDHOOD EDUCATION WITH A CONCENTRATION IN SOCIAL SCIENCES: 136

Childhood/ Early Childhood Education

INTERDISCIPLINARY COURSES

INT 270: Exploring Education

(A) Introduction to education and teaching through the perspectives of a variety of disciplines such as psychology, history, sociology, philosophy, and political science. Open to students in all major fields. (3 cr. hr.) ■

Early Childhood Education Courses

ECE 270: Introduction to Early Childhood Education

(A) This course is an orientation to the issues, challenges and opportunities of early childhood education. It provides an overview of the history and philosophy of early care and education to the current system of early care and education in the United States. Criteria for developing, operating and evaluating early childhood programs will be introduced. Students will be introduced to the early childhood education program's conceptual framework, program plan, technological and other resources, and will observe early childhood programs and classrooms. (3 cr. hr.)

ECE 330: Observation and Assessment of Young Children

(B) This course will acquaint students with the observation and assessment techniques that they will need to understand young children's growth and development in order to meet the individual needs of children while building on their strengths. Students will examine formal and informal assessments of physical, cognitive, language and social/emotional development. Critical issues in early childhood developmental assessment will be addressed. Students will practice the techniques and assessments throughout the semester. Prerequisites: ECE 270 and PSY 231. (3 cr. hr.)

ECE 331: Curriculum Development I

(B) This course focuses on curriculum development for children from birth to grade 3 with an emphasis on the preschool age child. The planning of developmentally appropriate learning experiences, the design of learning environments and the use of play and exploration for the purpose of expanding the young child's social, emotional, cognitive, linguistic, physical, and aesthetic growth and development will be explored. Students will develop methods and materials that address the content areas associated with the domains of early childhood growth and development, and develop awareness of cultural values of different families. Taken concurrently with ECE 332 (field component). Prerequisite: ECE 270. (3 cr. hr.)

ECE 332: Pre-School Practicum

(B) This course provides students with hands-on field experience in an early childhood preschool setting. Each student will work with an experienced early childhood professional as their cooperating teacher for a minimum of 75 hours during the semester. S, U grades are assigned. This course is taken concurrently with ECE 331. (1 cr. hr.)

ECE 333: Children, Families, and Their Community

(B) This course explores the nature of families and communities as dynamic systems. The course focuses on current theories of family interactions, family patterns and communication and problem solving between early childhood programs and families. It is an ecological approach to understanding children, families and their communities for the purpose of supporting the developing child and their family. Community resources for families and models of support programs will be considered. Prerequisite: ECE 270. (3 cr. hr.)

ECE 431: Curriculum Development II

(B) This course will emphasize developing instructional techniques, methods, and materials in primary grade classrooms (kindergarten – grade 3). The focus will be on developing an integrated curriculum that includes all content areas with an emphasis on developing methods for the teaching of mathematics, science and social studies. Prerequisites: ECE 331 and 332. (3 cr. hr.)

ECE 435: Children's Literacy Across the Curriculum

(B) This course builds on knowledge of speech and language patterns and literacy development in young children, constructed in previous classes. Various models for literacy development are examined. Students will examine language environment and the role of language experience, play, integrated arts and literature in fostering all children's literacy, and knowledge of self and the world. Practical skills derived from each model are demonstrated, practiced by students and integrated into an early childhood classroom field experience. Prerequisite: ECE 331 and PSY 231. (3 cr. hr.)

ECE 490: Student Teaching I

(A) First half of student teaching in early childhood classroom; supervised by college faculty. Prerequisites: Consent of department, ECE 270, 330, 331, 332, 333, 431, 435, EDU 371, 477 and 478, or EDU 314, 372, 373, 374 and 375; no outstanding incompletes; an overall grade point average of 2.5; no grade lower than a C- in required education courses. (6 cr. hr.)

ECE 491: Student Teaching II

(A) Second half of student teaching in early childhood classrooms; supervised by college faculty. Prerequisites: Consent of department, ECE 490; no outstanding incompletes; an overall grade point average of 2.5; no grade lower than a C- in education courses. (6 cr. hr.)

ECE 492: Seminar in Student Teaching

(A) Semester-long seminar for discussion and analysis of issues related to pre-service classroom teaching. Taken concurrently with student teaching, ECE 490/491 (withdrawal from ECE 490 or ECE 491 requires withdrawal from ECE 492). (1 cr. hr.)

Education Courses

EDU 129, 229, 329, 429, 559: Special Topics in Education

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

EDU 314: Teaching With Computers in Elementary and Middle School

(A) Content and methods for teaching with computers and related technologies in the elementary and middle school. (2 cr. hr.)

EDU 373: Teaching Elementary School Mathematics

(A) Content and methods for teaching mathematics in the elementary school program focusing on problem solving, mathematical reasoning and communication in mathematics. Special attention will be given to integrating mathematics with other areas of the curriculum helping students see the connection among mathematics and other areas of study. (3 cr. hr.)

EDU 374: Teaching Elementary School Science

(A) Content and methods for teaching inquiry science in the elementary school. Special attention is given to how children learn science, interpretation of science education research, and integrating science across the curriculum. (3 cr. hr.)

EDU 375: Teaching Elementary School Social Studies

(A) Content and methods of teaching elementary school social studies focusing upon how children learn social studies, problem solving, social issues and social action, recent trends and programs, and the integration of social studies with other areas of the elementary school curriculum. (3 cr. hr.)

EDU 430: Measurement and Evaluation in Education

(A) Nature and use of measurement, assessment, evaluation and testing in educational settings. Construction of teacher-made tests, examination of professionally prepared standardized tests and consideration of alternative forms of assessment, including portfolios. Prerequisite: EDU 371. (3 cr. hr.)

EDU 431: Content and Methods of Teaching English in Middle/Junior High School

(S) Prerequisite: INT 270. (3 cr. hr.)

EDU 433: Content and Methods of Teaching Science in Middle/Junior High School

(S) Prerequisite: INT 270. (3 cr. hr.)

EDU 434: Content and Methods of Teaching Social Studies in Middle/Junior High School

(S) Prerequisite: INT 270. (3 cr. hr.)

EDU 435: Content and Methods of Teaching Mathematics in Middle/Junior High School

(S) Prerequisite: INT 270. (3 cr. hr.)

EDU 446: Individual or Independent Study

(A) Curriculum or other aspects of elementary education. Purpose, design of study determined by instructor-advisor. Weekly conferences. S, U grades are assigned. (1-3 cr. hr.)

EDU 450: Issues and Trends in Special Education

(O) Examination of current issues in field of special education. Emphasis will be placed on practical relevance of this information to students' professional careers. Prerequisite: EDU 490. (2 cr. hr.)

EDU 477: Elementary School Practicum

(A) 75-hour practicum experience in an elementary school, one day or two half-days each week. Reflective analysis and assignments in on-campus seminars. Must be taken in conjunction with EDU 478. S, U grades are assigned. Corequisite: EDU 478. (1 cr. hr.)

EDU 478: Classroom Discipline for Personal and Social Responsibility

(A) Various models for effective classroom management are examined in the light of their effect on the growth of children as persons and as members of a pluralistic, democratic society. Practical skills derived from each model are demonstrated, practiced by students and integrated into overall philosophy. Relevant field experiences concurrent with EDU 477. Prerequisites: EDU 371 and 477 or junior standing. (3 cr. hr.)

EDU 490: Student Teaching I

(A) First half of student teaching in elementary schools; supervised by college faculty. Prerequisites: consent of department, INT 270 or EDU 270, and SPE 270, EDU 314, 371, 372, 373, 374, 375, 430, 477 and 478; must be taken concurrently with EDU 492; no outstanding incompletes; an overall grade point average of 2.5; no grade lower than a C- in required education courses. This course may be fulfilled through the London Study Abroad Program. (6 cr. hr.)

EDU 491: Student Teaching II

(A) Second half of student teaching in elementary schools; supervised by college faculty. Prerequisites: consent of department, INT 270 or EDU 270, and EDU 314, 371, 372, 373, 374, 375, 430, 477, 478 and SPE 270; must be taken concurrently with EDU 492; no outstanding incompletes; an overall grade point average of 2.5; no grade lower than a C- in required education courses. This course may be fulfilled through the London Study Abroad Program. (6 cr. hr.)

EDU 492: Seminar in Student Teaching

(A) Semester-long seminar for discussion and analysis of issues related to preservice classroom teaching. Taken concurrently with student teaching, EDU 490 and 491 (withdrawal from EDU 490 or EDU 491 requires withdrawal from EDU 492). Prerequisites: INT 270, SPE 270, EDU 314, 371, 372, 373, 374, 375, 430, 477, 478. (1 cr. hr.)

EDU 510: Inquiry into Teaching, Technology and Research

(B) This course will introduce students to the field of teaching, which will include an exploration of teachers' practices, the structure of schools, student diversity, current initiatives in education in New York State, and other general areas related to education. The course will also examine the uses of technology in the public schools and ethical issues in using technology. Finally, students will learn how to be consumers and creators of research as preparation for the research they will be reading and/or conducting in future semesters. Classroom observations required throughout the semester. Undergraduates restricted. (3 cr. hr.)

EDU 512: Teaching Elementary School Mathematics

(B) The goal of this course is to prepare preservice teachers in the MST Program to teach mathematics to elementary school students in an effective, constructivist, and equitable manner. In class meetings, the instructor will use hands-on mathematics activities to model appropriate strategies for teaching mathematics in a student-centered classroom and to build preservice teachers' understandings of mathematics. Inquiry teaching will be also modeled and expected in students' lesson plans. By completing class readings, course assignments, and observations of children in classrooms, students will develop a multitude of techniques and strategies for providing mathematics instruction to diverse learners. Prerequisite: Admission to the M.S.T. Program. Undergraduates restricted. (3 cr. hr.)

EDU 513: Teaching Elementary School Science

(B) This course will provide hands-on activities that enable students to experience inquiry and learning science in a constructivist manner. Through reflection of these experiences and on structured interactions with children, students will participate in action research as they simultaneously engage in real life applications of the National Science Standards and the New York State Math/Science Technology Learning Standards. Prerequisite: Admission to the M.S.T. Program. Undergraduates restricted. (3 cr. hr.)

EDU 514: Teaching Elementary School Social Studies

(B) This course investigates innovative and traditional approaches to teaching social studies concepts for children pre-K-6. It emphasizes the objectives (including adaptation for diverse and exceptional children), curriculum content, materials and resources to engage in historical, social and citizenship understanding and activities at the appropriate developmental level. Experiences are provided to develop National Standards and State Learning Frameworks. Prerequisites: EDU 510, 511, 512 and 513. (3 cr. hr.)

EDU 516: Teaching Literacy in the Intermediate Grades

(B) The purpose of this course is to emphasize reading, writing, listening, and speaking at the intermediate school level. Students will learn to assess and instruct an intermediate grade student through class and tutoring sessions. In addition, students will examine their philosophy of reading, related research, special needs, multicultural issues, the use of technology in tutoring, and integrating content areas. Prerequisite: EDU 514. (3 cr. hr.)

EDU 521: Elementary School Language Arts

(B) Guiding children in written, oral communication. Prerequisite: Student teaching. (3 cr. hr.)

EDU 522: Readings, Research and Teaching Innovations in Mathematics and Science Education

(A) This course will examine issues related to the teaching and integration of math, science and technology in elementary school classrooms. Students will examine theory and classroom-based research to construct an understanding of how these subject areas can be made accessible to all learners. (3 cr. hr.)

EDU 523: Elementary School Science

(B) Objectives, content of science programs for children in pre-kindergarten through middle school. Planning pupil activities, utilizing teaching aids, materials. Prerequisite: Student teaching. (3 cr. hr.)

EDU 524: Democracy and Social Education

(A) This course will be conducted through research-based and self-reflective-oriented inquiry. Students will analyze and define democracy and social education in the context of American public schools. Students will confront the antidemocratic forces of greed, individualism, and intolerance in today's society and be challenged to implement the study of social education with the goal of social justice. Students will be exposed to a theoretical and historical analysis of education and society. The course will also provide a practical analysis of classroom pedagogy and school organization. (3 cr. hr.)

EDU 529: Elementary School Reading

(A, M) Developmental reading concepts. Trends, research studies. Prerequisite: Student Teaching. (3 cr. hr.)

EDU 531: Developing Creative Elementary School Experiences

(O) Research, objectives and procedures related to creativity in elementary school programs are examined. Emphasis is given to the development, implementation and evaluation of selected activities which integrate with various curriculum areas, enrich learning experiences and nurture the creative processes. Prerequisite: Consent of department. (3 cr. hr.)

EDU 532: Elementary School Mathematics II

(B) Extension of EDU 522, introduces additional math concepts including informal geometry, metrics, number patterns, probability. (3 cr. hr.)

EDU 533: Introduction to Middle Childhood Education

(A) Content and methods for integration of curricula for language arts, mathematics, social studies, and science in grades 5-8. Development of interdisciplinary models and assessments aligned with New York State Learning Standards for each of the disciplines and implemented through thematic team teaching and collaborative student projects, appropriate for the intermediate level. Prerequisites: EDU 441 or EDU 442 or EDU 443, or SSS 301-302. (3 cr. hr.)

EDU 538: Discipline and Classroom Behavior in the Elementary School

(B) Identifying various behavior problems; alternative strategies for dealing with inappropriate behavior; discipline, classroom management as preventive measure; cognitive and affective approaches for resolving behavior problems. Not open to undergraduates having credit for EDU 478. (3 cr. hr.)

EDU 551: e-Learning and the American Classroom

(A) This course is designed for practicing educators and teachers and will cover emerging educational technologies that are increasingly changing the way teachers perform their tasks. The emphasis of this course will be a hands-on approach to using new digital tools to enhance teaching, learning, and communication, not only within the classroom, but also to the larger contexts of schools, communities, and the world. Previous experience with personal computers is suggested but is not required. (3 cr. hr.)

EDU 552: Gender Issues in Education

(F) Seminar integrating recent scholarship on women and women's ways of knowing into a broader study of gender issues in education including socialization of men and women through education; socialization of women and men teachers and administrators and the costs and benefits of these structures for men and women. The course will focus upon application of these issues to policy and practice in education today. Prerequisite: Junior, senior or graduate level; education methods course. Consent of instructor. Also listed as WST 552. (3 cr. hr.)

EDU 570: Character Education

(B) Character education is defined as helping students understand, care about, and act upon on widely shared ethical values such as respect, responsibility, honesty, fairness, caring, and civic virtue. Emphasis on a comprehensive approach that integrates character development into every phase of school life — including academics and behavior — and develops the classroom and school into caring communities that embody good character. (3 cr. hr.)

Cinema Study

INTERDISCIPLINARY PROGRAM

Dowd Fine Arts Center, Room 49
(607) 753-5458
E-mail: hollenback@cortland.edu

SCHOOL

Arts and Sciences

FACULTY

David A. Hollenback (Coordinator)

MINORS OFFERED

Cinema Study

DESCRIPTION

The "nonproduction" interdisciplinary minor in cinema study is designed for those who are studying film from the point of view of criticism, history and appreciation instead of as a trade to be learned. Courses are taught by members of the Art and Art History, Communication Studies, English, Geography, International Communications and Culture (ICC), History, Performing Arts, Philosophy, Political Science and Psychology Departments. The minor is coordinated through the Communication Studies Department.

SPECIAL FEATURES

- Internships
- Editing
- Independent study, such as filmmaking with video cameras

Minor in Cinema Study [CIN]

At least 18 hours in cinema study courses including CIN 101 and CIN 102.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Cinema Study

COURSE DESCRIPTIONS

CIN 101: History of the Cinema I: The Silent Era

(F-C) Evolution of the motion picture from early beginnings to the 1930s. Film concepts, film appreciation. Study of representative films from the U.S. and abroad. (3 cr. hr.) ■

CIN 102: History of the Cinema II: The Sound Era

(S-C) History of film from early 1940s to present. Filmmaker as artist, humanist. Emphasis on great international directors. (3 cr. hr.) ■

CIN 129, 229, 329, 429: Special Topics in Cinema Studies

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

CIN 210: Racial and Gender Role Stereotypes

(A) Focus on racial and gender role awareness and attitudes in individuals. Prejudice and discrimination against ethnic minorities and women are examined, from both historical and contemporary perspectives. The causes and consequences of prejudice and discrimination are discussed. Also listed as AAS 210, PSY 210. (3 cr. hr.)

CIN 225: Aesthetics and Film

(O) Theoretical issues surrounding film, including: the nature of film and judgments about film; comparison of film theories and theories of film criticism; genres. Prerequisite: Three hours of philosophy. Also listed as PHI 235. (3 cr. hr.) ■

CIN 251: History and Film

(B) Use of films as historical sources and/or statements of historical work. May be repeated with different subtitle: Twentieth Century England, Twentieth Century France, Twentieth Century Germany, The U.S. in the Thirties, The Medieval World Reconstructed, Russian History and Film. Also listed as HIS 351. (3 cr. hr.) ■

CIN 260: Geography and Film

(O) Select problems in cultural geography as exhibited through film. May be repeated with different subtitle: Social Geography of England, Comparative Cultural Geographies — India and Brazil, Race Issues in Southern Africa. Also listed as AAS 260, GRY 260. (3 cr. hr.)

CIN 270: The Sports Film

(O) Film and sport in a symbiotic relationship: film will be taught in light of sport and sport in light of film. Films used will be instructional, documentary and feature. (3 cr. hr.) ■

CIN 278: Introduction to Film and Short Fiction

(O) Introduction to analysis, interpretation of films and short fiction through study of selected short stories, novelettes, film scripts, films. Prerequisite: CPN 101 or 103. Also listed as ENG 278. (3 cr. hr.) ■

CIN 304: Introduction to Play and Script Writing

(O) Practical and theoretical instruction in basics of play and script writing. Prerequisite: Any English literature course at the 200 level. Also listed as ENG 304. (3 cr. hr.)

CIN 305: Film Criticism

(O) Close study of a number of selected films, domestic and foreign, from aesthetic, technical perspectives. Extensive writing of reviews, critiques aimed at different media. High level of writing proficiency expected. Prerequisite: Any English literature course at the 200 level. Also listed as ENG 305. (3 cr. hr.) ■

CIN 335: Music and the Film

(O) Style, historical significance, contributions of selected film composers through a study of their musical techniques and viewing of representative films. Relationship of music to dramatic and psychological elements of film. Prerequisite: MUS 100 or 221 or 222. Also listed as MUS 335. (3 cr. hr.) ■

CIN 374: Politics and the Arts Film

(O) Interpretations, analysis of political life rendered by major films and directors; relation between politics and culture. (3 cr. hr.) ■

CIN 400: Tutorial in Cinema Study

(A) Advanced study in selected areas. Prerequisites: CIN 101, 102; consent of coordinator. (3 cr. hr.)

CIN 432: African Americans in Television and Film

(F) Historical and critical examination of the evolution of African American images in screen and TV from the early 1900s to the present. Prerequisite: CPN 101 or 103. Also listed as AAS 432 and COM 432. (3 cr. hr.) ■

CIN 493: Foreign Films in Translation

(O) Analysis of translated texts of 12 films. Critical works on these films, subsequent viewing of films. Subtitles vary. Also listed as FLT 493. (3 cr. hr.) ■

Communication Studies

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Paul R. van der Veur (Chair), John C. Hartsock, Catherine Hischak, David A. Hollenback, Caroline K. Kaltefleiter, Samuel L. Kelley, Kathleen A. Lawrence, Thomas O. Mwanika, Syed H. Pasha

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Communication Studies
Bachelor of Arts in New Communication Media

MAJORS OFFERED

Communication Studies
New Communication Media

CONCENTRATIONS OFFERED

For Communication Studies majors only:
Journalism
Media Production
Public Relations and Advertising

MINORS OFFERED

Communication Studies

DESCRIPTION

The Communication Studies Department offers degrees in both communication studies and new communication media. These majors are designed to allow students to tailor their program of study to meet personal learning and employment objectives. The communication studies major is focused on scholarly analysis and application of human communication in all its complexity. It prepares students for careers as communication specialists in the public or private sector and in mass media. Communication studies majors receive a bachelor of arts degree in a program that balances theory, analysis, writing and applied skills development.

The new communication media major allows students to acquire the skills necessary for careers in the development of digital content for a variety of media and broadcast-related industries. Students also choose courses in related content areas including art, communication studies and computer applications. Course offerings in both majors are supplemented through work with the student-run campus media, an extensive internship program and a highly developed study abroad program.

SPECIAL FEATURES

- Internships
- WSUC-FM
- *Dragon Chronicle*
- Cortland County Chamber of Commerce Speech Contest
- Society of Professional Journalists (SPJ) Sigma Delta Chi
- Study abroad
- CSTV-60

Dowd Fine Arts Center, Room 224
(607) 753-4201
E-mail: commstudies@cortland.edu
newmedia@cortland.edu
<http://web.cortland.edu/communication>

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 90 credit hours

Major in Communication Studies [COM]

The communication studies major emphasizes critical thinking and creative problem-solving skills. Core courses provide students with a strong foundation in all aspects of human communication. Elective courses within the major allow students to design a program of study that meets their personal learning objectives and career goals.

CAREER POTENTIAL

- Television/radio/journalism
- Public relations/advertising
- Government/business
- Electronic communication

The major's 36 credit hours must be taken from the following:

A. Required Core Courses: 24 credit hours

COM 100: Human Communication
COM 200: Communication History
COM 203: Introduction to Media Writing
COM 210: Fundamentals of Public Speaking
COM 301: Mass Media and Society
COM 302: Intercultural Communication *or*
COM 303: International Communication
COM 304: Communication Research
COM 400: Communication Law and Ethics

B. Choose either 12 additional credit hours of communication studies courses with at least six credit hours at the 300 level or above or one of the following concentrations in communication studies.

Concentrations: journalism, media production, public relations and advertising

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Communication Studies with a concentration in Public Relations and Advertising [PRAD]

Provides students for careers in public relations and advertising in both corporate settings and nonprofit organizations. This concentration provides students grounding in theory, method and application in the areas of public relations and advertising. Job opportunities in the private and public sector include public relations manager, campaign manager, advertising executive, marketing director and promotions manager.

A. Required Courses

COM 421: Mass Media Advertising
COM 422: Public Relations

B. Choose at least one course from each group

Group A
COM 310: Feature and Opinion Writing
COM 323: Intermediate News Writing and Reporting

Group B

COM 311: Interviewing Principles and Practices

COM 312: Radio and Television Performance

COM 324: Communication Campaigns

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Communication Studies with a concentration in Journalism [JOUR]

Prepares students for careers in journalism and related fields, as well as how to critically examine journalism practice. Job opportunities include writing, scripting, editing and producing for newspapers, magazines, radio, television, online journals and newsletters.

A. Required Courses

COM 323: Intermediate News Writing and Reporting

COM 332: Readings in Journalism

B. Choose at least one course from each group

Group A

COM 310: Feature and Opinion Writing

COM 345: News Editing and Design

Group B

COM 331: Issues in News

COM 433: Literary Journalism

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Communication Studies with a concentration in Media Production [MEPD]

Prepares students for careers in sound and video digital production. Job opportunities include positions in broadcast radio and television, filmmaking, broadcast journalism, cable networks and corporate video production.

A. Required Courses

COM 322: Intermediate Writing for Radio and Television

COM 430: Media Criticism

B. Choose at least one course from each group

Group A

COM 243: Studio Television Production

COM 342: Field Television Production

Group B

COM 242: Audio Production

COM 312: Radio and Television Performance

COM 343: Broadcast Journalism

COM 349: Multimedia Production

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in Communication Studies [COM]

Students in any major other than communication studies may declare a minor in communication studies. A total of 21 credit hours of course work is required for the minor distributed as follows:

A. COM 100: Human Communication

B. Any three remaining core courses

C. Two courses from those required in any single concentration

D. One three-hour COM elective

Note: No more than 10 transfer credit hours in communication studies may count toward the minor in communication studies.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 21

Major in New Communication Media [NCM]

This focused program is designed to provide students with the knowledge of prevailing communication theory, an understanding of the social implications of digital media and the skills to create digital content. Graduates will have materials development and critical thinking skills needed in expanding sectors of contemporary broadcast, gaming and related industries.

CAREER POTENTIAL

- Digital video production
- Digital audio production
- Digital post-production
- Interactive media authoring
- Special effects production
- 3D animation
- Internet site development

The major's 36 credit hours must be taken from the following:

A. Required Courses: 24 credit hours

COM 100: Human Communication

COM 110: Introduction to New Media

COM 203: Introduction to Media Writing

COM 335: Issues in Digital Culture

COM 342: Field Television Production

COM 349: Multimedia Production

COM 350: New Communication Media

COM 400: Communication Law and Ethics

B. Elective Courses in Media Production: Six credit hours

COM 242: Audio Production

COM 243: Studio Television Production

COM 251: 3D Animation

COM 345: News Editing and Design

COM 353: Video Postproduction

C. Elective Course in a Related Content Area: Six credit hours

ATS 212: Computers in the Visual Arts

CAP 240: Intermediate Computer Applications

CAP 351: Advanced Web Page Design

GRY 327: Computer Mapping

PWR 209: Writing in Cyberspace I

Example of the B.A. in Communication Studies with a concentration in Journalism over four years

The sample program listed is a model and does not reflect the expectations for all of our programs. Students should consult an advisor to obtain up-to-date program requirements and to formulate a degree plan.

First Year	Second Year
<p><i>Fall</i></p> <p>COM 100 COM 210 Foreign language 101 CPN 100 or 102 GE course COR 101</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>COM 200 Foreign language 102 GE course CPN 101 or 103 GE course</p> <p>Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>COM 203 COM 301 Foreign language 201 GE course Quantitative Skills Participation course</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>COM 323 Foreign language 202 GE course GE course GE course Participation course</p> <p>Total credit hours: 16</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>COM 302/303 COM 304 COM 332 GE course Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>COM 400 COM 310 GE course LAS elective LAS elective Participation course</p> <p>Total credit hours: 16</p>	<p><i>Fall</i></p> <p>COM 433 Elective Elective Elective Elective Participation course</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>Internship or Study abroad or Learning Community involvement or elective</p> <p>Total credit hours: 16</p>

Example of the B.A. in New Communication Media over four years

The sample program listed is a model and does not reflect the expectations for all of our programs. Students should consult an advisor to obtain up-to-date program requirements and to formulate a degree plan.

First Year	Second Year
<p><i>Fall</i></p> <p>CAP 100 COM 110 Foreign language 101 CPN 100 or 102 GE course COR 101</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>COM 335 Foreign language 102 CAP 240 CPN 101 or 103 GE course Participation course</p> <p>Total credit hours: 16</p>	<p><i>Fall</i></p> <p>COM 203 COM 342 Foreign language 201 PWR 209 Quantitative Skills Participation course</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>COM 251 Foreign language 202 GE course GE course GE course Participation course</p> <p>Total credit hours: 16</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>COM 351 COM 353 GE course GE course LAS elective Participation course</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>COM 349 COM 350 GE course LAS elective LAS elective Participation course</p> <p>Total credit hours: 16</p>	<p><i>Fall</i></p> <p>COM 400 LAS elective LAS elective LAS elective LAS elective Participation course</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>Internship or Study abroad or Learning Community involvement or elective</p> <p>Total credit hours: 16</p>

Communication Studies

COURSE DESCRIPTIONS

COM 100: Human Communication

(A) An introduction to basic communication concepts, principles and practices; consideration of theories and models, language, perception, audiences, messages, technologies, mass media, persuasion and intercultural communication with practical application in various contexts. (3 cr. hr.) ■

COM 110: Introduction to New Media

(B) Introduction to the rapidly changing scope of new media and an examination of the technical and commercial implications of this epic change in our everyday lives. Exploration of new media from sociological, economic and historical perspectives. (3 cr. hr.) ■

COM 129, 229, 329, 429, 529: Special Topics in Communication Studies
Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

COM 200: Communication History

(A) Survey of the mass media from an historical perspective, with an emphasis on the social, political and economic environments in which those media developed. (3 cr. hr.) ■

COM 201: Writing for Radio and Television

(O) Theories, message-design principles of electronic media writing; preparation of commercials, public service announcements, news stories, features, public relations copy. Prerequisite: CPN 101 or 103. (3 cr. hr.)

COM 202: News Writing and Reporting

(O) Basic course covering techniques for print and broadcast news writing. Focus on basic writing skills, news values and principles, basic research and reporting, basic editing skills and news analysis. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

COM 203: Introduction to Media Writing

(A) Introduction to theories, techniques, and formats used in writing for communication contexts. Basic skills exercises in writing news (for print and broadcast) features, entertainment, public relations, media and research. Prerequisites: CPN 101 or 103. (3 cr. hr.)

COM 210: Fundamentals of Public Speaking

(A) Oral communication: selection, organization, presentation of ideas. Study of principles, application through oral practice. (3 cr. hr.) ■

COM 211: Introduction to Language Study

(B) Concepts, scope, methodology of science of language. Principles of descriptive and historical linguistics. Geographical, historical, social dialects of English. Prerequisite: CPN 101 or 103. Also listed as ENG 201 and ANT 251. (3 cr. hr.) ■

COM 212: General Semantics

(O) Problems in use of words in communication and interpreting meaning. Analysis of semantic breakdowns which lead to misunderstanding and conflict. Prerequisites: COM 100. (3 cr. hr.) ■

COM 230: Statistical Methods

(B) Basic concepts of probability, descriptive and inferential statistics including central tendency, variability, correlation, regression, parametric tests. Mathematics majors may take course only as a free elective. Also listed as MAT/PSY 201, ECO 221. (3 cr. hr.) ■

COM 240: Parliamentary Procedure

(O) Theory, practice of handling all categories of motions in conducting meetings. (3 cr. hr.)

COM 241: Argumentation and Debate

(O) Techniques of evidence and reasoning; application through use in various forms of debate. Not open to students having credit for PHI 110. (3 cr. hr.)

COM 242: Audio Production

(C) Fundamentals in studio operations and procedures; development, production of radio commercials, public service announcements, drama, interviews, news reporting and actualities. One lecture, one three-hour laboratory. Prerequisites: COM 100, consent of department. (3 cr. hr.) ■

COM 243: Studio Television Production

(B) Basic techniques in studio operations and procedures; development, production of television programs. One lecture, one three-hour laboratory. Prerequisite: Consent of department. (3 cr. hr.) ■

COM 251: Introduction to Digital 3-D Modeling and Animation

(C) Theories and principles of 3-D computer modeling. Students apply concepts of computer geometry through modeling, animation, lighting, texture mapping and rendering of objects. Two lectures, one three-hour lab. (3 cr. hr.)

COM 300: Interpersonal Communication

(B) Application of communication principles and concepts to two-person and small group situations; discussion of processes in relational development and disintegration; skills for improving interpersonal relationships, self-awareness, assertiveness, listening, and value clarification are included. Prerequisite: COM 100. (3 cr. hr.) ■

COM 301: Mass Media and Society

(A) Mass communication in United States; organization, role, content, effects; emphasis on radio, television. Prerequisite: COM 100. (3 cr. hr.) ■

COM 302: Intercultural Communication

(B) Analysis of relationship between culture and communication and its relative influence on perception, information processing and behavior. Emphasis is on systems of signification and their relative social issues, and considerations for practical applications in international business, politics, negotiations, missionary work, small group activities and planned social change. Prerequisite: COM 100. (3 cr. hr.) ■

COM 303: International Communication

(B) Designed to provide an analysis and understanding of communication and related issues in today's complex world both within and across national and cultural boundaries. Prerequisite: COM 100. (3 cr. hr.) ■

COM 304: Communication Research

(B) Introduction to behavioral science research methods in communication study. Topics include problem formulation; measurement; hypothesis testing; design; sampling; questionnaire construction and interviewing; data collection, analysis and presentation. (3 cr. hr.) ■

COM 310: Feature and Opinion Writing

(B) Traditional, nontraditional features, feature interviews, background features, editorials, columns, reviews. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

COM 311: Interviewing Principles and Practices

(O) Analysis of principles, techniques of interviewing in various contexts including selection, appraisal and persuasive

interviews. Emphasis is on communication between two people. Includes assessment of interviewing preparation, questioning techniques, post interview evaluation, and bases of interpersonal communication of special significance within this context. Prerequisite: COM 100. (3 cr. hr.) ■

COM 312: Radio and Television Performance

(C) A practical introduction to the various modes of media performance. Students work on voice, articulation and style through an array of exercises. (3 cr. hr.)

COM 320: Organizational Communication

(O) Study and application of fundamental concepts and principles of communication in formal organizations. Provides opportunities for developing essential skills in methods for understanding and analyzing communication problems in organizations and devising appropriate corrective actions. Emphasis is on making communication more efficient and effective for organization growth and development. Prerequisite: COM 100. (3 cr. hr.) ■

COM 322: Intermediate Writing for Radio and Television

(A) An intermediate-level course designed to build on the content of COM 203 and offer students extended experience in preparing longer format scripts for radio and television as well as in-depth research reports for documentaries and advertising campaigns. Students will gain practical knowledge of script preparation and useful information about the business of writing for the media. Prerequisite: COM 201 or 203. (3 cr. hr.)

COM 323: Intermediate News Writing and Reporting

(A) Intermediate level course reinforcing techniques utilized in print news reporting. Focus on polishing writing skills, and honing application of news values and principles, research and reporting, editing skills, and news analysis. Prerequisite: COM 202 or 203. (3 cr. hr.)

COM 324: Communication Campaigns

(C) Theory and practice of communication campaigns in areas such as public relations, advertising and politics. Prerequisite: COM 100. (3 cr. hr.)

COM 330: Semiotics and Structuralism in Communication

(O) Application of linguistic concepts and principles to analysis of meanings and messages which underlie various systems of signs and symbols. Consideration of communicative nature of those systems and type of relationships which they define. Prerequisite: COM 100. (3 cr. hr.) ■

COM 331: Issues in News

(C) Critical view of television news and procedures. Systems and policies at network and local station level. Prerequisite: COM 100. (3 cr. hr.) ■

COM 332: Readings in Journalism

(C) Students will critically read contemporary journalism to examine professional methodologies and cultural contexts that help to shape such texts. Prerequisite: CPN 101 or 103. (3 cr. hr.)

COM 333: Critical and Cultural Analysis in Communication Studies

(C) Examine critical positions that have emerged in recent years to redefine communication studies. Emphasizes rigorous thinking in challenging cultural and critical assumptions in the field. Prerequisites: CPN 101 or 103 and COM 301. (3 cr. hr.)

COM 335: Issues in Digital Culture

(C) Ongoing developments of digital culture and its effects on society. Critical and cultural theories applied to a wide variety of practical, societal, legal, and ethical issues. Emphasis on critical thinking, research, writing, and computer skills. (3 cr. hr.) ■

COM 338: Media and Politics

(O) Focus on political interactions of electronic and print media with political system in America and elsewhere. How medium affects the message, via sender and receiver. Also listed as POL 338. (3 cr. hr.) ■

COM 339: Political Communication

(O) Use of communication theory and research to investigate the role of interpersonal and mass communication in the political process. Prerequisites: COM 100, POL 100. (3 cr. hr.)

COM 340: Small Group Communication

(O) Study and application of communication theory, concepts, and principles in small group contexts including committees, classroom, families, formal organizations and public forums. Analysis of messages, communication barriers and breakdowns, interpersonal communication processes and influences, communication networks and group development, composition, standards and goals. Emphasis is on making communication more efficient and effective in small group activities. (3 cr. hr.) ■

COM 341: Nonverbal Communication

(O) Analysis of theories and empirical research on nonverbal communication with implications for application. Topics include paralinguistics, proxemics, kinesics, chronemics, and semantics and their use in various interpersonal and intercultural contexts. (3 cr. hr.) ■

COM 342: Field Television Production

(B) Advanced techniques in television production emphasizing field operations, directing, writing, and producing news and public affairs programs. One lecture, one three-hour laboratory. (3 cr. hr.) ■

COM 343: Broadcast Journalism

(C) Theories, principles of television journalism; practical experience in writing, producing news programs for television. Two lectures, one three-hour studio. (3 cr. hr.)

COM 344: Photojournalism

(O) Techniques of journalistic photography; camera work, composition, lighting, use of photographic materials. Critical examination of work of contemporary photographers; production and critique of student work. Two lectures, two-hour studio. Prerequisite: Consent of department. (3 cr. hr.) ■

COM 345: News Editing and Design

(C) Basic skills in professional news package preparation combining expertise in writing and editing with an understanding of computer-assisted graphic design. (3 cr. hr.) ■

COM 346: Advanced News Reporting

(O) Techniques, principles of news reporting with emphasis on varieties of news reporting, writing, editing. Covers investigative, background, interpretive news writing for various print media. Some coverage of broadcast writing principles. Prerequisite: COM 202. (3 cr. hr.) ■

COM 349: Multimedia Production

(C) Use of multimedia production computer technology to converge multiple modes of mediated communication to teach, persuade, distribute, entertain, research, archive, or otherwise store information. Interactive software is used to guide the access and articulation of sounds, images, motions, and text used to communicate to the user. Effective preparation and practical exercises in the production of multimedia projects, making use of a wide variety of mediated communication modes, purposes, and authoring systems. (3 cr. hr.) ■

COM 350: New Communication Media

(C) Survey of emerging electronic communication media such as satellites, wireless communication, cable television and presentation programs, and their applications in business, education, and research. A review and analysis of historical development, and effects on professions, society, other cultures, and traditional communication media such as television, radio, newspaper and magazines. Study of new communication principles and practices. Prerequisites: CPN 101 or 103. (3 cr. hr.) ■

COM 353: Video Postproduction

(C) Techniques in audio-video postproduction emphasizing content acquisition, image and character generation, color connection, compositing and editing. Two lectures, one three-hour lab. (3 cr. hr.)

COM 360: Sports Broadcasting

(O) Introduction to the history, techniques, and practice of sports broadcasting. Program analysis and field exercises in both radio and television coverage. Prerequisite: COM 100. (3 cr. hr.)

COM 390: Participation in Student Newspaper

(A) Participation in management board of student weekly newspaper, *The Dragon Chronicle*. Elective credit only. S, U grading only. (1 cr. hr.)

COM 391: Participation in Yearbook

(A) Participation in yearly production of the student yearbook, *Didascaleion*. Open only to editor(s) and section editors. For elective credit only. S, U grading only. (1 cr. hr.)

COM 392: Participation in Literary Magazine

(A) Participation in production of *Transition*, the student literary magazine. Open only to editor(s). For elective credit only. S, U grading only. (1 cr. hr.)

COM 393: Participation in Television

(A) Participation in the College television station, CSTV. For elective credit only. S, U grading. (1 cr. hr.)

COM 394: Participation in Radio

(A) Participation in the College radio station, WSUC-FM. For elective credit only. S, U grading only. (1 cr. hr.)

COM 395: Participation in Debate

(O) Participation in intercollegiate debate. For elective credit only. S, U grading only. (2 cr. hr.)

COM 396: Participation in Individual Forensic Events

(O) Participation in intercollegiate oratory, extemporaneous events, after-dinner speaking, other events. For elective credit only. S, U grading only. (1 cr. hr.)

COM 398: Independent Study in Communication

(O) Faculty-supervised individual study of a specific topic in any communication area. Designed for students wishing to acquire specific knowledge and/or technical skills not offered in other courses in communication studies. May be taken more than once for a maximum of six hours. S, U grading available. Prerequisites: COM 100, junior standing, consent of department. (1-6 cr. hr.)

COM 399: Internship in Communication Studies

(A) Supervised on-the-job training experiences combined with appropriate readings, writing, and seminar sessions. A portfolio in the area of major concentration is expected. Prerequisites: COM 100, junior standing, consent of department. S, U grading. (1-3 cr. hr.)

COM 400: Communication Law and Ethics

(A) Case approach to libel, privacy, news gathering, freedom of information and other legal topics; treatment of ethical concerns for current media. Prerequisite: COM 301. (3 cr. hr.) ■

COM 410: Communication in Social Change

(O) Application of communication principles and analysis of research traditions underlying diffusion of ideas, information, and parameters in acceptance of innovations and change. Emphasis is on strategies for introduction of change through the use of communication in rural, urban, and formal organizational settings. (3 cr. hr.) ■

COM 412: Computer-Assisted Reporting

(O) Application of specialized journalism skills in professional preparation of news and feature stories utilizing electronic sources. Prerequisite: COM 202 or 203. (3 cr. hr.)

COM 420: Broadcast Programming and Management

(O) Survey of organizational structure of broadcasting stations, including responsibilities of various departments. Analysis of management decision-making process with emphasis on program policies, sales, personnel administration, government regulations. Prerequisite: COM 100. (3 cr. hr.) ■

COM 421: Mass Media Advertising

(B) Survey of advertising in broadcasting and print media with attention to history and government regulations. Analysis of advertising theories, issues, problems, effects. Prerequisite: COM 301. (3 cr. hr.) ■

COM 422: Public Relations

(B) Survey of principles and practices of public relations with an emphasis on applied research and practical application. Analysis of theories, issues, problems, and effects. Prerequisite: COM 100. (3 cr. hr.) ■

COM 430: Media Criticism

(C) Critical examination of a variety of media forms. Application of current theories and deep analysis of issues, problems and effects. Prerequisites: CPN 101 or 103 and COM 301. (3 cr. hr.) ■

COM 431: Communication and Prejudice

(B) Examination of roles played by intrapersonal, interpersonal, group, organizational, political, and mass or mediated communication in relation to prejudice. Analysis of theories, issues, problems, and practices. Prerequisite: COM 100. Also listed as AAS 431. (3 cr. hr.) ■

COM 432: African Americans in Television and Film

(C) Historical and critical examination of the evolution of African American images in screen and TV from the early 1900s to the present. Prerequisite: CPN 101 or 103. Also listed as AAS 432 and CIN 432. (3 cr. hr.) ■

COM 433: Literary Journalism

(C) Students study the richness of narrative journalistic accounts that speak compellingly to the human condition and its society. Students explore linguistic and social strategies literary journalists employ for interpreting our social world. (3 cr. hr.) ■

COM 434: Gender Communication

(C) Explores the effects of gender and culture on communication. Students examine the characteristics, dynamics, patterns and presumptions that combine to create what is known as "gender speak." Prerequisite: COM 100. (3 cr. hr.) ■

COM 436: Films of Spike Lee

(C) Analysis and critique of films of Spike Lee emphasizing directing style, structure, and production design on selected films. A thematic analysis of major works and an examination of critical reaction from feminists, black nationalists, film critics and theoreticians. Prerequisite: CPN 101 or 103. Also listed as AAS 436. (3 cr. hr.) ■

COM 441: Persuasion

(O) Theory, application of changing attitudes, opinions, beliefs in all forms of oral communication. Prerequisite: COM 100. (3 cr. hr.) ■

COM 442: Rhetorical Criticism

(O) Principles, practice in writing reviews of books, plays, concerts, films, art exhibition. Prerequisite: CPN 101 or 103. (3 cr. hr.)

COM 443: Rhetorical Theory

(O) Principles of speech: Historical overview, with emphasis on such rhetoricians as Aristotle, Cicero, Quintilian, Campbell, Whately. Prerequisite: CPN 101 or 103. (3 cr. hr.)

COM 444: Advanced Interpersonal Communication

(O) Readings and experiences in selected areas of interpersonal relations; emphasis on practical application of theory. Prerequisite: COM 300. (3 cr. hr.) ■

COM 450: Health Communication

(O) Study and application of communication principles and strategies in formal health delivery systems; analysis of information and messages between health professionals, patient and family. Emphasis is on efficient and effective communication in health delivery. Prerequisite: COM 100. (3 cr. hr.) ■

COM 451: Environmental Communication

(O) Study and application of communication concepts and principles to awareness and management of the environment. A survey and analysis of the nature and sources of environmental issues and related educational programs. Topics include risk, cost-benefit analysis, experts-lay conflict, and global concerns. Emphasis is on how communication media and pressure groups set the agenda for environmental issues, influence public perception, and government policy. Prerequisites: COM 100 and EST 100. (3 cr. hr.)

COM 452: Risk Communication

(O) Study and application of communication concepts and principles in risk perception and management. A survey and analysis of the nature and sources of risk hazards to personal health and safety, and to the environment. Topics in risk, cost-benefit analysis, expert-lay conflict, and risk consequences. Emphasis is on risk perception, language, and management. Prerequisite: COM 100. (3 cr. hr.)

COM 498: Senior Seminar

(O) Variable topic seminar dealing with current issues in communication studies. Course may be repeated as topic changes. Prerequisites: Junior standing, consent of department. (3 cr. hr.)

COM 499: Senior Thesis

(O) Research for the advanced student on a research question of interest. A senior thesis paper is expected. Prerequisite: Consent of department. (3-6 cr. hr.) ■

COM 590: Advanced Independent Study in Communication Studies

(O) Faculty-supervised individual study of a specific topic in any communication studies area. May be taken more than once for a maximum of six hours. (1-6 cr. hr.)

Computer Applications

INTERDISCIPLINARY MINOR

Memorial Library, Room B-117
(607) 753-4029
E-mail: douglasg@cortland.edu
www.cortland.edu/cap/

SCHOOL

Arts and Sciences

FACULTY

Gretchen Douglas, (Coordinator), Ronald F. Conklin,
Mark Connell

MINOR OFFERED

Computer Applications

DESCRIPTION

The interdisciplinary minor in computer applications is designed to complement any academic major and focuses on the development of applications within various academic disciplines. Students completing the minor will have been exposed to the skills and knowledge needed to use a variety of computers and packaged software as tools to solve problems in their respective disciplines.

SUNY Cortland offers interdisciplinary courses in computer applications so that all students in liberal arts or professional studies programs will have the opportunity to become familiar with the use of computers. Applications courses are described in this section.

Computer Applications Minor [CAP]

Courses in five categories totaling 18 credit hours are required for the minor in computer applications. Requirements include:

1. Introduction to Computers (three credit hours)
 - CAP 100: Introduction to Computer Applications or equivalent *and*
 - CAP 104: Computers and Society
 Total credit hours required: Six
2. Computer Programming (three credit hours)
 - CAP 201: C Programming
 - CAP 204: Visual Basic
 - CAP 205: Object Oriented Programming
 - CAP 206: Introduction to Programming with Pascal
 - CAP 216: Introduction to Data Structures
 - MCS 186: Introductory Programming
 - PHY 186: Introductory Programming
 Total credit hours required: Three
3. Beginning Software Applications (1-3 credit hour)
 - CAP 230: Introduction to SPSS
 - CAP 231: Introduction to Data Base Management
 - CAP 233: Computerized Information Retrieval
 - CAP 235: Presentation Software
 - CAP 236: Desktop Publishing

CAP 238: Web Page Design

CAP 240: Intermediate Computer Applications

Total credit hours required: Three

4. Applied Data Analysis with Computers (1-4 credit hours)

CAP 328: Geographic Information Systems

Also listed as GRY 328

MGT 423: Computer Applications in Economics and Management

GRY 400: Geographic Analysis

CHE 470: Advanced Lab

PED 434: Statistics and Assessment in Physical Education

POL 312: Methods of Political Analysis

PSY 201: Statistical Methods

MAT 201: Statistical Methods

ECO 221: Economic Statistics

COM 230: Statistical Methods

GLY 281: Data Analysis in Natural Science

EDU 430: Measurement and Evaluation in Education

Total credit hours required: Three

5. Advanced Computer Applications (3-4 credit hours)

CAP 350: Database Management

ATS 207: Printmaking II

CAP 220: Introduction to Networking

CAP 327: Computer Mapping, also listed as GRY 327

COM 345: News Editing and Design

CAP 351: Advanced Web Page Design

CAP 330: Advanced GIS Techniques, also listed as GRY 330

ECO 421: Econometrics

SPM 335: Information Technology in Sport

SPM 435: Applied Information Technology in Sport

Total credit hours required: Three

TOTAL CREDIT HOURS REQUIRED FOR MINOR: 18

Computer Applications

COURSE DESCRIPTIONS

CAP 100: Introduction to Computer Applications

(A) Computing applications in various academic disciplines; topics include operating systems, word processing, spreadsheets, graphics, database, communications, the Internet, current topics, and a brief introduction to computers and their impact on society. Not open to students with credit for CAP 110 or 111. Lecture and laboratory required. (3 cr. hr.) ■

CAP 104: Computers and Society

(B) Examination of the social, political, ethical, and economic implications of living in a computer-dominated world. Emphasis on assessing the impact of technology and developing an understanding of its future role. Topics include computer crime, computer and information ethics, computers and the Constitution, privacy and Artificial Intelligence. (3 cr. hr.)

CAP 129, 229, 329, 429, 529: Special Topics in Computer Applications

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

CAP 201: C Programming

(O) Programming in C using programming examples encountered in the physical and social sciences. Three lecture hours. Prerequisite: CAP 100. (3 cr. hr.)

CAP 204: Visual Basic

(C) Introduction to computer programming using the Visual Basic computer language and its integrated development environment. Topics to be studied include event-driven programming, user interface design, data validation and error handling, modular programming using the control structures of the Visual Basic language, an introduction to data structures, and file operations. Prerequisite: CAP 100. (3 cr. hr.)

CAP 205: Object Oriented Programming

(C) Introduction to object oriented programming and the Java programming language. Topics include object-oriented analysis and design strategies; abstract data typing, inheritance, and polymorphism; program portability and the Java virtual machine; the Java class hierarchy and Java language control structures; graphical user interface programming in Java; Internet programming and applets. Prerequisite: CAP 100. (3 cr. hr.)

CAP 206: Introduction to Programming with Pascal

(B) Fundamentals of computer programming using Pascal. Topics include Constants and Variables, Selection and Control Statements, Recursion, Arrays, Pointers, Records, Procedural and Data Abstraction. (3 cr. hr.)

CAP 216: Introduction to Data Structures

(B) An introduction to data structures with a procedural programming language such as C or Pascal. Topics may include sets, records, arrays, abstract data types, lists, stacks, queues and binary trees. Prerequisite: CAP 201 or CAP 206, or permission of the Computer Applications Department. (3 cr. hr.)

CAP 220: Introduction to Networking

(B) An introduction to computer networks. Topics may include networking standards and the OSI model, transmission basics, network protocols, hardware, topologies and access methods, implementation and management of networks, and networking operating systems. Prerequisite: CAP 100 or permission of the Computer Applications Department. (3 cr. hr.)

CAP 230: Introduction to SPSS

(O) Introduces statistical procedures available to computer users in Statistical Package for the Social Sciences (SPSS). Weekly laboratory. Prerequisite: CAP 100. (1 cr. hr.)

CAP 231: Introduction to Data Base Management

(O) Familiarization with form, function and use of data base management programs common to microcomputer. Course is designed to enable student to apply commonly available data base management packages to simplify tasks involving information storage, retrieval and manipulation. Prerequisite: CAP 100. (1 cr. hr.)

CAP 233: Computerized Information Retrieval

(B) Introduction to retrieving information from commercial, computerized data bases containing bibliographic, numeric and full text documents. Students will learn how data bases are organized and documented; how information is retrieved using command languages and communications software. Prerequisite: CAP 100. (1 cr. hr.)

CAP 235: Presentation Software

(O) Using the computer to create graphic representations of information and enhance print and non-print communication. Prerequisite: CAP 100 or consent of instructor. (1 cr. hr.)

CAP 236: Desktop Publishing

(B) Using the computer to create desktop publishing layouts of newspapers, newsletters, and resumes. Prerequisite: CAP 100 or consent of instructor. (1 cr. hr.)

CAP 238: Web Page Design

(A) Skills to design and create Web pages consisting of text and graphics. Prerequisite: CAP 100. (1 cr. hr.)

CAP 240: Intermediate Computer Applications

(A) An introduction to desktop publishing and Web site development with a concentration in the use of multimedia files to enhance documents. Students will learn how to manipulate graphics, generate sound and video files, and create publications by learning fundamentals of modern presentation, desktop publishing, and Web page editing software. Prerequisite: CAP 100. (3 cr. hr.)

CAP 250: Computer Practicum

(A) For students who are resource assistants in computer applications courses. Prerequisites: CAP 100 or equivalent and consent of instructor. (1-2 cr. hr.)

CAP 327: Computer Mapping

(O) Introduction to desktop computer mapping. Practical experience in using computer mapping techniques to create thematic maps that graphically display data. Database organization, manipulation and analysis for efficient production of publication quality maps for communicating spatial information. Three lectures and/or demonstrations, one two-hour laboratory. Also listed as GRY 327. Prerequisite: CAP 100. (4 cr. hr.)

CAP 328: Geographic Information Systems

(S) Desktop computer-based Geographic Information System (GIS) Applications. Practical experience using GIS software to learn geographic data management, thematic mapping, basic map and database querying, as well as map creation and report writing. Three lectures and/or demonstrations, one two-hour lab. Also listed as GRY 328. Prerequisite: CAP 100. (4 cr. hr.)

CAP 330: Advanced GIS Techniques

(S-C) Planning, execution, and delivery of a GIS- and CAP-based project, which demonstrates mastery of tools of GIS in a substantive application tailored to a field of interest. Also listed as GRY 330. Prerequisite: GRY/CAP 327 or GRY/CAP 328. (4 cr. hr.)

CAP 350: Data Base Management Systems

(O) Developing data base applications using integrated data base management tools. Survey of data base structures and methodologies. Generation of custom reports and graphics displays. Selected advanced data base features such as screen design, macros and procedures introduced. Prerequisite: CAP 100. (3 cr. hr.)

CAP 351: Advanced Web Page Design

(B) Advanced Web page design features such as tables, frames, and forms as well as interactive applications such as animation and Javascript. Prerequisite: CAP 238 or CAP 240. (3 cr. hr.)

Economics

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Tim Phillips (Chair), Howard Botwinick, Kathleen Burke, Joshua Frank, Katherine Graham, Alan D. Haight, Lisi Krall, Susanne Polley, Judy Sears, Deborah Spencer, German A. Zarate

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Economics
 Bachelor of Arts in Business Economics
 Bachelor of Science in Business Economics
 Bachelor of Arts in Adolescence Education: Social Studies and Economics (7-12)

MAJORS OFFERED

Economics
 Business Economics
 Adolescence Education: Social Studies and Economics (7-12)

Old Main, Room 136
 (607) 753-4109
 E-mail: tphillips@cortland.edu
www.cortland.edu/economics/

CONCENTRATIONS OFFERED

Environmental Management
 Financial Management
 Human Resource Management
 International Business
 International Political Economy and Public Policy

MINORS OFFERED

Economics, Management, Political Economy and Public Policy

DESCRIPTION

The Economics Department offers both an economics major and a business economics major. Students may select courses from a wide variety of areas, including international trade and finance, economic development, fiscal economics, money and banking, labor economics, the political economy of race and class, the political economy of women, environmental economics and sports economics.

The department offers two different concentrations that lead to the B.A. in economics: one leads to a traditional economics degree, the other emphasizes international political economy and public policy. Moreover, courses in the economics major may be combined with a professional sequence leading to qualification for initial certification as a teacher of secondary social studies.

The major in business economics allows students with career goals in various management-related fields to acquire the skills necessary for such careers. The major leads to the award of the bachelor of arts or bachelor of science.

SPECIAL FEATURES

- Internships/Cooperative Education
- Women in Economics Club
- Omicron Delta Epsilon, Economics Honor Society
- Economics Club
- Study abroad opportunities
- 4+1 MBA program with Clarkson University

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: B.A. – 90 credit hours;
B.S. – 75 credit hours

Major in Economics [ECO]

The economics major emphasizes critical thinking and creative problem-solving skills, in addition to providing technical training in the economics discipline. Students are encouraged to apply analytical techniques to real world problems that are developed in elective courses within the major.

CAREER POTENTIAL

- Banker
- Economist
- Consultant
- Financial analyst

- A. Required Courses: 21 credit hours
- ECO 105: Political Economy and Social Thought
 - ECO 110: Principles of Macroeconomics
 - ECO 111: Principles of Microeconomics
 - ECO 221: Economic Statistics
 - ECO 222: Mathematical Economics
 - ECO 300: Macroeconomic Theory
 - ECO 301: Economics of the Firm

Note: A minimum grade of C- in the foundational classes (ECO 105, ECO 110 and ECO 111) is required for all economics and business economics majors before taking upper-level courses that require any of these foundational classes as prerequisites.

B. Other: 15 additional credit hours of economics (ECO) courses at the 300 level or above.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Economics with a concentration in International Political Economy and Public Policy [ECO/IPEP]

This concentration is designed to give students a solid grounding in the analysis of the contemporary international economy and the key issues that face policymakers on the local, state, national and international levels.

CAREER POTENTIAL

- City planner
- Country analyst, import/export bank
- Labor activist
- Nonprofit project manager

- A. Required Courses: Nine credit hours
- ECO 105: Political Economy and Social Thought
 - ECO 110: Principles of Macroeconomics
 - ECO 111: Principles of Microeconomics

Note: A minimum grade of C- in the foundational classes (ECO 105, ECO 110 and ECO 111) is required for all economics and business economics majors before taking upper-level courses that require any of these foundational classes as prerequisites.

- B. Required Core in Political Economy: Six credit hours
- ECO 303: History of Economic Thought
 - ECO 304: Comparative Economic Systems
 - ECO 306: Comparative Approaches in Political Economy
 - ECO 307: Marxian Economics
 - ECO 402: Seminar in Economics

- C. International Political Economy and Public Policy – Applied Courses: 18 credit hours (nine hours to be selected from each of the following two categories*):

- Public Policy in the Global Economy: Nine credit hours
- ECO 300: Macroeconomic Theory
 - ECO 306: Comparative Approaches in Political Economy**
 - ECO 325: Political Economy of Women
 - ECO 326: Political Economy of Race and Class
 - ECO 335: Resource and Environmental Economics
 - ECO 383: Labor Economics
 - ECO 393: Urban Economics
 - ECO 400: Research Experience in Economics (in fields related to public policy)
 - ECO 401: Coop Education/Internship in Economics
 - ECO 432: Fiscal Economics
 - ECO 482: Labor Market Analysis
 - ECO 494: Regional Economics

- International Political Economy: Nine credit hours
- ECO 304: Comparative Economic Systems**
 - ECO 311: Economic Development
 - ECO 312: Economic Development in Latin America
 - ECO 313: Economic Development of Asia
 - ECO 400: Research Experience in Economics (in fields relating to international political economy)
 - ECO 401: Co-op Education/Internship in Economics
 - ECO 441: International Trade
 - ECO 443: International Finance

* Appropriate alternate courses, of a technical or interdisciplinary nature, may be substituted for up to two of the six applied courses (one in each category), in consultation with and with the consent of the student's advisor. Such courses may be offered by the economics, geography, history, international studies, philosophy, political science, sociology and other departments.

** These courses may be taken to fulfill the requirements for applied courses (C) if they are not taken to satisfy the comparative approaches (B) requirements

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Business Economics [BUSE]

The major in business economics leads to the award of the bachelor of arts or bachelor of science. The major is unique among SUNY institutions in its emphasis on the development of both technical and analytical skills in a strong liberal arts context.

Students may focus on one of the four concentrations described below or may choose a different combination of electives which will provide them with a broad perspective of important issues.

CAREER POTENTIAL

- Economic consultant
- Entrepreneur
- Management
- Policy analyst

A. Required Core in Economics: 21 credit hours

ECO 105: Political Economy and Social Thought
 ECO 110: Principles of Macroeconomics
 ECO 111: Principles of Microeconomics
 ECO 221: Economic Statistics
 ECO 222: Mathematical Economics *or*
 MAT 121 and MAT 122: Calculus A and B
 ECO 301: Economics of the Firm
 ECO 352: Finance

Note: A minimum grade of C- in the foundational classes (ECO 105, ECO 110 and ECO 111) is required for all economics and business economics majors before taking upper-level courses that require any of these foundational classes as prerequisites.

B. Required Core in Management: 18 credit hours

CAP 100: Introduction to Computer Applications
 MGT 250: Principles of Management
 MGT 253: Principles of Marketing *or* ECO 385 *or* COM 302 *or* COM 303 *or* COM 320 *or* COM 421 *or* COM 422
 MGT 254: Principles of Accounting I
 MGT 423: Computer Applications in Economics and Management
 MGT 454: Strategic Management

C. Elective Courses: 12 credit hours

The requirements for this section may be met by either:

A semester of study abroad *or*

12 credit hours of MGT 456: Co-op Education/Internship in Management *or*

12 credit hours to be divided among the following three broad perspective categories as described below:

Three credit hours in Alternate Economic Theory selected from the following courses:

ECO 303: History of Economic Thought
 ECO 304: Comparative Economic Systems
 ECO 305: Political Economy of Globalization
 ECO 306: American Political Economy
 ECO 307: Marxian Economics
 ECO 311: Economic Development
 ECO 325: Political Economy of Women
 ECO 326: Political Economy of Race and Class
 ECO 335: Resource and Environmental Economics
 ECO 383: Labor Economics

Three credit hours in International Economics selected from the following courses:

ECO 304: Comparative Economic Systems
 ECO 305: Political Economy of Globalization
 ECO 311: Economic Development
 ECO 312: Economic Development of Latin America
 ECO 313: Economic Development of Asia
 ECO 441: International Trade
 ECO 443: International Finance

Three credit hours in Applied and Policy Perspectives selected from the following courses:

ECO 300: Macroeconomic Theory
 ECO 325: Political Economy of Women
 ECO 326: Political Economy of Race and Class
 ECO 335: Resource and Environmental Economics
 ECO 340: Government and Business: Regulation and Public Policy
 ECO 366: The Economics of Sport
 ECO 383: Labor Economics
 ECO 385: Human Resource Management
 ECO 393: Urban Economics
 ECO 401: Coop Education/Internship in Economics
 ECO 421: Econometrics
 ECO 431: Money and Banking
 ECO 432: Fiscal Economics
 ECO 441: International Trade
 ECO 443: International Finance
 ECO 452: Advanced Finance
 ECO 455: Asset Markets
 ECO 482: Labor Market Analysis
 ECO 494: Regional Economics

Three additional credit hours in any one of the above categories

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

As an alternative to the study abroad or the broad perspective approach described on the previous page, students may choose a major in business economics that concentrates their study in one of the following four fields of management.

Major in Business Economics with a concentration in Environmental Management [BUSE/ENMG]

The concentration in environmental management provides students with the opportunity to immerse themselves in the various environmental issues that confront society.

CAREER POTENTIAL

- Cost benefit analyst
- Environmental consultant
- EPA economist
- Waste manager

A. Required Core in Economics: 21 credit hours

ECO 105: Political Economy and Social Thought
 ECO 110: Principles of Macroeconomics
 ECO 111: Principles of Microeconomics
 ECO 221: Economic Statistics
 ECO 222: Mathematical Economics *or*
 MAT 121 and 122: Calculus A and B
 ECO 301: Economics of the Firm
 ECO 352: Finance

Note: A minimum grade of C- in the foundational classes (ECO 105, ECO 110 and ECO 111) is required for all economics and business economics majors before taking upper-level courses that require any of these foundational classes as prerequisites.

B. Required Core in Management: 18 credit hours

CAP 100: Introduction to Computer Applications
 MGT 250: Principles of Management
 MGT 253: Principles of Marketing *or* ECO 385 *or* COM 302 *or* 303 *or* 320 *or* 421 *or* 422
 MGT 254: Principles of Accounting I
 MGT 423: Computer Applications in Economics and Management
 MGT 454: Strategic Management

C. Elective Courses: 15 credit hours

Nine credit hours:

- EST 100: Introduction to Environmental Studies
 ECO 335: Resource and Environmental Economics
 ENS 486: Seminar in Environmental Science

Six credit hours selected from the following courses:

- GRY 110: Physical Geography
 GLY 160: Environmental Geology
 CHE 125: Chemistry and the Environment
 POL 242: Environmental Policy
 GLY 292: Land Use and Planning
 SCI 300: Science and its Social Context
 SCI 304: Plants and People
 BIO 307: Field Natural History
 POL 308: Environmental Law
 REC 310: Wilderness and American Culture
 SCI 320: Science, Technology, Culture
 GRY 328: Geographic Information Systems
 SCI 330: Science and the Public
 SCI 350: Science in the Social World
 REC 402: Management of Recreation Resources
 ANT 410: Cultural Ecology
 GRY 470: Resource Geography
 ECO 401: Co-op Education/Internship in Economics
 ECO 421: Econometrics

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Business Economics with a concentration in Financial Management [BUSE/FMGT]

The financial management concentration allows interested students to pursue courses that will allow them to function well in any area of finance. Proper financial management is an essential function of organizations and an important skill for individuals as well.

CAREER POTENTIAL

- Banker
- Financial planner
- Mortgage analyst
- Stock broker

A. Required Core in Economics: 21 credit hours

- ECO 105: Political Economy and Social Thought
 ECO 110: Principles of Macroeconomics
 ECO 111: Principles of Microeconomics
 ECO 221: Economic Statistics
 ECO 222: Mathematical Economics *or*
 MAT 121 and 122: Calculus A and B
 ECO 301: Economics of the Firm
 ECO 352: Finance

Note: A minimum grade of C- in the foundational classes (ECO 105, ECO 110 and ECO 111) is required for all economics and business economics majors before taking upper-level courses that require any of these foundational classes as prerequisites. In addition, a grade of C- in ECO 352 is required before a student can declare a financial management concentration.

B. Required Core in Management: 18 credit hours

- CAP 100: Introduction to Computer Applications
 MGT 250: Principles of Management
 MGT 253: Principles of Marketing *or* ECO 385 *or*
 COM 302 *or* 303 *or* 320 *or* 421 *or* 422
 MGT 254: Principles of Accounting I

MGT 423: Computer Applications in Economics and Management

MGT 454: Strategic Management

C. Elective Courses: 12 credit hours

MGT 255: Principles of Accounting II

And nine credit hours selected from the following courses:

- ECO 300: Macroeconomic Theory
 ECO 401: Co-op Education/Internship in Economics
 ECO 421: Econometrics
 ECO 431: Money and Banking
 ECO 443: International Finance
 ECO 452: Advanced Finance
 ECO 455: Asset Markets

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Business Economics with a concentration in Human Resource Management [BUSE/HRM]

The increased realization of the importance and diversity of the employees of an organization is captured in the concentration in human resource management.

CAREER POTENTIAL

- Affirmative action officer
- Benefits administrator
- Compensation analyst
- Human resource manager

A. Required Core in Economics: 21 credit hours

- ECO 105: Political Economy and Social Thought
 ECO 110: Principles of Macroeconomics
 ECO 111: Principles of Microeconomics
 ECO 221: Economic Statistics
 ECO 222: Mathematical Economics *or*
 MAT 121 and 122: Calculus A and B
 ECO 301: Economics of the Firm
 ECO 352: Finance

Note: A minimum grade of C- in the foundational classes (ECO 105, ECO 110 and ECO 111) is required for all economics and business economics majors before taking upper-level courses that require any of these foundational classes as prerequisites.

B. Required Core in Management: 18 credit hours

- CAP 100: Introduction to Computer Applications
 MGT 250: Principles of Management
 MGT 253: Principles of Marketing *or* ECO 385 *or* COM 302 *or*
 303 *or* 320 *or* 421 *or* 422
 MGT 254: Principles of Accounting I
 MGT 423: Computer Applications in Economics and Management
 MGT 454: Strategic Management

C. Elective Courses: 12 credit hours selected from the following:

- ECO 325: Political Economy of Women
 ECO 326: Political Economy of Race and Class
 ECO 383: Labor Economics
 ECO 385: Human Resource Management
 ECO 401: Co-op Education/Internship in Economics
 ECO 421: Econometrics
 ECO 482: Labor Market Analysis

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Business Economics with a concentration in International Business and Economics [BUSE/IBE]

The concentration in international business and economics addresses the complexity of the economy through a variety of international course offerings, including course work in economic development, international trade and finance, and comparative analysis of different economies.

CAREER POTENTIAL

- Exchange rate risk manager
- Foreign exchange trader
- Import/export manager
- International law and business

- A. Required Core in Economics: 21 credit hours
 ECO 105: Political Economy and Social Thought
 ECO 110: Principles of Macroeconomics
 ECO 111: Principles of Microeconomics
 ECO 221: Economic Statistics
 ECO 222: Mathematical Economics *or*
 MAT 121 and 122: Calculus A and B
 ECO 301: Economics of the Firm
 ECO 352: Finance

Note: A minimum grade of C- in the foundational classes (ECO 105, ECO 110 and ECO 111) is required for all economics and business economics majors before taking upper-level courses that require any of these foundational classes as prerequisites.

- B. Required Core in Management: 18 credit hours
 CAP 100: Introduction to Computer Applications
 MGT 250: Principles of Management
 MGT 253: Principles of Marketing *or* ECO 385 *or* COM 302
or 303 *or* 320 *or* 421 *or* 422
 MGT 254: Principles of Accounting I
 MGT 423: Computer Applications in Economics and Management
 MGT 454: Strategic Management
- C. Elective Courses: 12 credit hours from the following courses:
 ECO 304: Comparative Economic Systems
 ECO 305: Political Economy of Globalization
 ECO 311: Economic Development
 ECO 312: Economic Development of Latin America
 ECO 313: Economic Development of Asia
 ECO 401: Co-op Education/ Internship in Economics
 ECO 421: Econometrics
 ECO 441: International Trade
 ECO 443: International Finance

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual major in Adolescence Education: Social Studies and Economics (7-12) [SST and ECO]

CAREER POTENTIAL

- High school teacher
- Consultant
- Economist
- Financial analyst

This program allows students who major in economics to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in economics with 47-68 credit hours in additional course work and professional teacher preparation.

- A. Required Courses in Economics: 18 credit hours
 ECO 105: Political Economy and Social Thought
 ECO 110: Principles of Macroeconomics
 ECO 111: Principles of Microeconomics
 ECO 221: Economic Statistics *or*
 ECO 222: Mathematical Economics
 ECO 300: Macroeconomic Theory
 ECO 301: Economics of the Firm

Note: A minimum grade of C- in the foundational classes (ECO 105, ECO 110 and ECO 111) is required for all economics and business economics majors before taking upper-level courses that require any of these foundational classes as prerequisites.

- B. Other: 15 additional credit hours of economics (ECO) at the 300 level or above
- C. Professional Preparation: 44-68 credit hours (including additional social science courses)
 HLH 199: Critical School Health Issues
 PSY 101: General Psychology I
 PSY 232: Adolescent Psychology *or*
 PSY 332: Educational Psychology
 ECO 105: Political Economy and Social Thought
 GRY 425: Geography in the Classroom *or*
 GRY 482: Central America and the Caribbean *or*
 GRY 484: Geography of Europe *or*
 GRY 486: Monsoon Asia
 GRY 480: United States *or*
 GRY 481: Geography of New York State
 POL 100: Introduction to American Government and Politics
 HIS 100: The World to 1500 *and*
 HIS 101: The World since 1500 *or*
 HIS 110: Western Civilization to 1715 *and*
 HIS 111: Western Civilization since 1715
 HIS 200: The United States to 1877 *and*
 HIS 201: The United States from 1877 *and*
 Three additional hours of history at the 300 level or above
 AED 310: Grammar and the Writing Process *or*
 LIT 449: Literacy in the Middle and Secondary School *or*
 LIT 549: Literacy in the Middle and Secondary School
 SHH 300: Normal Language Development *or*
 PSY 350: Psychology of Language
- D. Professional Sequence: Junior year, four credit hours
 AED 391: Introduction to Adolescence Education
Fall semester only. A 25-hour field requirement is attached to this course.
 AED 300: Introduction to Secondary Social Studies
 Spring semester only. A 35-hour field requirement is attached to this course. Requires acceptance into the adolescence education: social studies (SST) major.

- E. Professional Sequence: Senior year, 21 credit hours*
 AED 301: Pre-practice Teaching Seminar
 Fall semester only. A 40-hour field requirement is attached to this course and must be completed in the preceding spring semester.
 Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.
 AED 400: Student Teaching I
 AED 401: Student Teaching II
 AED 402: Student Teaching Seminar

* *To be eligible for student teaching, a student must have declared adolescence education: social studies (7-12) as a major by the beginning of the second semester of the junior year and must have senior status, at or near 90 credit hours, with 24 credit hours in the academic social science major, which must be officially declared. A student must also have an overall grade point average of 2.5, a grade point average of 2.7 in the academic social science major, and a C or better in AED 300. No student who receives a grade below a C- in any introductory course in the academic social science major will be allowed to enter student teaching until the course has been retaken and a higher grade earned. Student teaching is a capstone experience. Students who cannot graduate by the December following student teaching may not register for the AED 400, 401, 402 sequence.*

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in Management [MGT]

- A. Required Courses: 12 credit hours
 ECO 105: Political Economy and Social Thought
 MGT 250: Principles of Management
 MGT 254: Principles of Accounting I
 ECO 352: Finance

Note: A minimum grade of C- in the foundational classes (ECO 105 and ECO 110 if taken as an elective) is required for all management minors before taking upper-level courses that require any of these foundational classes as prerequisites.

- B. Other Courses: Six credit hours selected from the following:
 CAP elective above CAP 100
 ECO 111: Principles of Microeconomics
 PHI 233: Management Ethics
 MGT 253: Principles of Marketing
 MGT 255: Principles of Accounting II
 MGT 265: Business Law
 COM 302: Intercultural Communication *or*
 COM 303: International Communication *or*
 COM 320: Organizational Communication *or*
 COM 421: Mass Media Advertising *or*
 COM 422: Public Relations
 ECO 385: Human Resource Management

*Note: 1) Economics majors pursuing a management minor cannot count ECO 111 and ECO 385 toward both the economics major and the management minor. ECO 111 will count toward the major, and ECO 385 may count toward either the major or the minor.
 2) The minor in management is not open to sport management majors.*

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in Economics [ECO]

- A. Required Courses: Nine credit hours
 ECO 105: Political Economy and Social Thought
 ECO 110: Principles of Macroeconomics
 ECO 111: Principles of Microeconomics

Note: A minimum grade of C- in the foundational classes (ECO 105, ECO 110 and ECO 111) is required for all economics minors before taking upper-level courses that require any of these foundational classes as prerequisites.

- B. Elective Courses: Six credit hours
 Two economics electives (300 level or above).

*Note: 1) MGT courses do not count toward the minor in economics.
 2) SPMG majors can only count two courses taken as part of their major toward the minor in economics.*

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 15

Minor in Political Economy and Public Policy [PEPP]

- A. Required Course: Three credit hours
 ECO 105: Political Economy and Social Thought

Note: A minimum grade of C- in ECO 105 is required for all political economy minors before taking upper-level courses that require this class as a prerequisite.

- B. Other Courses: Six credit hours from the following:
 ECO 303: History of Economic Thought
 ECO 304: Comparative Economic Systems
 ECO 306: Comparative Approaches in Political Economy
 ECO 307: Marxian Economics
 ECO 402: Seminar in Economics

- C. Other Courses: Three credit hours from the following:
 ECO 300: Macroeconomic Theory
 ECO 306: Comparative Approaches in Political Economy
 ECO 325: Political Economy of Women
 ECO 326: Political Economy of Race and Class
 ECO 335: Resource and Environmental Economics
 ECO 383: Labor Economics
 ECO 393: Urban Economics
 ECO 400: Research Experience in Economics
 (in fields related to public policy)
 ECO 432: Fiscal Economics
 ECO 482: Labor Market Analysis
 ECO 494: Regional Economics

- D. Other Courses: Three credit hours from the following:
 ECO 304: Comparative Economic Systems
 ECO 311: Economic Development
 ECO 312: Economic Development in Latin America
 ECO 313: Economic Development of Asia
 ECO 400: Research Experience in Economics
 (in fields relating to international political economy)
 ECO 401: Co-op Education/Internship in Economics
 ECO 441: International Trade
 ECO 443: International Finance

Note: MGT courses do not count toward the minor in political economy and public policy.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 15-17

Example of the bachelor's degree in Business Economics over four years

This is just a model, and does not reflect the expectations for all of our programs.

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 or 102 ECO 105 (GE 1) Foreign language GE 3 Elective</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 ECO 110 GE 4 GE 5 Elective</p> <p>Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>ECO 111 MGT 250 MGT 254 GE 6 GE 8a</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>CAP 100 ECO 222 ECO 352 GE 8b Elective</p> <p>Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>ECO 221 ECO 301 MGT 253 GE 7 Elective or minor</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>MGT 423 GE 2 ECO elective Elective Elective or minor</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>ECO elective ECO elective Elective or minor Elective or minor Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>MGT 454 WI Internship or ECO elective Elective/minor Elective/minor Elective</p> <p>Total credit hours: 15</p>

Economics

COURSE DESCRIPTIONS

ECO 105: Political Economy and Social Thought

(A) Introduction to key controversies within history of economic and social thought which provide basis for ongoing debates on role of government, private enterprise and community within capitalist economies. Topics include: historical overview of the rise of capitalism and the evolution of economic thought, classical liberalism and radical critiques; Great Depression and the New Deal; Neoliberalism and the modern global economy; poverty and income distribution, welfare reform, minimum wage, unemployment, class, race and gender inequality. (3 cr. hr.) ■

ECO 110: Principles of Macroeconomics

(A) Principles which govern economic behavior; full employment, price stability and economic growth. (3 cr. hr.) ■

ECO 111: Principles of Microeconomics

(A) Analysis of behavior of individual economic units such as households and firms, pricing of goods and services under different market structures and applications to real-world microeconomic phenomena. (3 cr. hr.) ■

ECO 129, 229, 329, 429: Special Topics in Economics

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

ECO 221: Economic Statistics

(B) Estimation, measurement in economic research; probability, sampling, hypothesis testing, regression, index numbers, seasonal and trend analysis. Also listed as MAT 201, PSY 201, and COM 230. (3 cr. hr.)

ECO 222: Mathematical Economics

(B) Mathematical formulation of economic theories. Prerequisites: ECO 110, 111; working knowledge of college algebra. (3 cr. hr.) ■

ECO 300: Macroeconomic Theory

(B) Analysis of factors determining national income, employment and production levels. Social accounting, comparative study of Keynesian and classical macrotheories, monetary and fiscal policy, and economic growth. Prerequisite: ECO 110. (3 cr. hr.) ■

ECO 301: Economics of the Firm

(A) Description and analysis of economics of firms, markets and competitive behavior. Stresses many microeconomic concepts discussed in context of profit and nonprofit organizations. Prerequisite: ECO 111. (3 cr. hr.) ■

ECO 303: History of Economic Thought

(O) Origins of contemporary economic thought. These origins are to be studied with particular reference to their historical and philosophic context. Prerequisite: ECO 105. (3 cr. hr.) ■

ECO 304: Comparative Economic Systems

(C) Analysis of differences in economic organization, public policy, and performance across countries. Differences in economic performance are discussed in terms of economic theory and actual outcomes. Emphasis on the differences among capitalist economic systems and between capitalist and non-capitalist systems. Problems with the evolution and transition of economies are discussed with examples from the former Soviet Union, China, and other socialist countries. Prerequisite: ECO 105, 110 or 111. (3 cr. hr.) ■

ECO 305: Political Economy of Globalization

(C) Key controversies surrounding modern globalization debates: History of global capitalism; theories of modern imperialism; transnational corporations and the struggle for labor and human rights; the World Trade Organization; the International Monetary Fund and the nation state; U.S. foreign policy; and global conflict over strategic resources. Prerequisite: ECO 105. (3 cr. hr.)

ECO 306: Comparative Approaches in Political Economy

(C) Analysis of differing approaches to key issues of concern to the U.S. and other economies within the emerging global economy. Course will build on the theoretical and empirical base introduced in ECO 105, and will address themes in political economy from several vantage points. Prerequisite: ECO 105. (3 cr. hr.) ■

ECO 307: Marxian Economics

(C) Principles of Marxian economic analysis from *Das Kapital* to present. Prerequisites: ECO 105 and junior standing or consent of department. (3 cr. hr.) ■

ECO 311: Economic Development

(C) Alternative roads to economic growth and development. Prerequisite: ECO 105. (3 cr. hr.) ■

ECO 312: Economic Development of Latin America

(C) Introduction to social, economic problems associated with process of economic development (or “underdevelopment”) in Latin America from perspectives of economic history and analysis of current economic issues. Prerequisite: ECO 105. (3 cr. hr.) ■

ECO 313: Economic Development of Asia

(C) Overview of economic history and current economic concerns of different subregions of Asia (East, Southeast, South Asia in particular). One or more countries will be emphasized, and specific economic issues of current interest will be analyzed. Prerequisite: ECO 105. (3 cr. hr.) ■

ECO 325: Political Economy of Women

(C) Political economic analysis of participation and status of women in the economy. Special emphasis is placed on analyzing labor force participation rates over time, historical trends in occupational sex segregation, wage differences based on sex, and women’s struggle for economic equality. Additionally, international, racial, and ethnic differences in the economic status of women are covered. Prerequisites: ECO 105 and 111. (3 cr. hr.) ■

ECO 326: Political Economy of Race and Class

(C) Examines the economic, historical and institutional forces that have seriously undermined the promise of equal opportunity for all people within the U.S. Topics include: contrasting views on discrimination in the labor market; racial and ethnic conflicts in the labor movement; de-industrialization and urban poverty; current debates on race and class in America. Prerequisite: ECO 105. (3 cr. hr.) ■

ECO 335: Resource and Environmental Economics

(C) Course explores relationship between our modern market economy and present ecological and environmental problems. Students are introduced to models of steady state and ecological economics in addition to more traditional approaches to issues of depletion (conservation) and allocation of renewable and nonrenewable resources, pollution, population and food production. Prerequisite: ECO 111. (3 cr. hr.) ■

ECO 340: Government and Business: Regulation and Public Policy

(C) Structure, conduct, performance of American industry; antitrust legislation, other aspects of public regulation and control; economic analysis of selected legal cases. Prerequisites: ECO 110, 111 and 301. (3 cr. hr.) ■

ECO 352: Finance

(A) Fundamentals of finance emphasizing the financing, investing, and financial management decisions made by businesses. Topics include financial markets and financial analysis, time value of money, asset valuation, risk and return, capital budgeting. Prerequisite: MGT 254. (3 cr. hr.) ■

ECO 366: The Economics of Sport

(B) Application of economic theory to professional and amateur sports. Topics include analysis of sports institutions, labor relations, and the role of in government in sports markets. Prerequisites: ECO 111 and ECO 221 or MAT 201 or PSY 201, or COM 230. (3 cr. hr.) ■

ECO 383: Labor Economics

(C) Introduction to contemporary issues in labor relations. Topics include: modern dynamics of capitalist labor process, economic and social consequences of mechanization, wages determination, role of trade unions. Prerequisites: ECO 105 and ECO 110 or 111. (3 cr. hr.) ■

ECO 385: Human Resource Management

(C) Strategic role and functional responsibilities of human resource management in a multicultural society. Prerequisites: ECO 105, MGT 250. (3 cr. hr.) ■

ECO 393: Urban Economics

(O) Description and analysis of urban economy; urban location, land use theory; goals, processes, problems, policy in urban economic development. Prerequisites: ECO 110, 111. (3 cr. hr.) ■

ECO 400: Research Experience in Economics

(A) Supervised research experience in economics or business economics. Prerequisite: Junior or senior economics or business economics majors and consent of department. H, S, U grades assigned. May be repeated once for a maximum of six credit hours. (1-3 cr. hr.)

ECO 401: Co-op Education/Internship in Economics

(A) Field study program covering off-campus experiences in the area of applied economics. Open to economics majors or business economics majors only. Students must be in good academic standing and initiate the process through the Internships and Volunteer Office. Course offered on S, U grading system only. Prerequisite: Consent of department. (3 cr. hr.)

ECO 402: Seminar in Economics

(O) Examination, discussion of selected economic problems. (3 cr. hr.)

ECO 421: Econometrics

(C) Application of statistical techniques to analysis of economic data. Simple and multiple regression; structure of econometric models; distributed lags; forecasting. Prerequisite: ECO 221. (3 cr. hr.) ■

ECO 431: Money and Banking

(C) Money and economic activity: money and capital markets; monetary, income theory; central banking; elements of international finance; public policy issues. Prerequisites: ECO 110, 111, 300, 352, or consent of department. (3 cr. hr.) ■

ECO 432: Fiscal Economics

(C) Development and structure of modern public economy: economics of government taxation; spending, debt management; intergovernmental fiscal relations; fiscal theory; public policies, issues. Prerequisites: ECO 110, 111, 300. (3 cr. hr.) ■

ECO 441: International Trade

(C) Examination and discussion of why nations trade, barriers to trade, commodity composition, trade problems of developed and developing nations, selected topics. Prerequisites: ECO 111, and either ECO 105 or ECO 110. ECO 301 recommended. (3 cr. hr.) ■

ECO 443: International Finance

(C) Examination and discussion of exchange rate determination and adjustment; international monetary institutions and systems, balance of payments accounts, national income determination in open economy, selected topics. Prerequisites: ECO 110, and either ECO 105 or 111. ECO 300 is recommended. (3 cr. hr.) ■

ECO 452: Advanced Finance

(C) Examination and discussion of concepts introduced in ECO 352 and enhanced development of topics such as: capital budgeting, financial statement analysis, cash flow management, dividend policy, capital structure, working capital management, current asset management, mergers, acquisitions, divestiture and bankruptcy. Prerequisites: ECO 352. (3 cr. hr.) ■

ECO 455: Asset Markets

(C) Analysis of stock, bond, option and commodity markets and the federal tax treatment of gains and losses. Students learn relationships between different markets, between risks and rates of return, and between level of interest rates and level of asset prices. Prerequisites: ECO 111 and 352. (3 cr. hr.) ■

ECO 482: Labor Market Analysis

(C) Advanced course in labor economics, including in-depth analysis of supply and demand for labor, competitive wage determination, wage differentials, labor market segmentation. Contrasting perspectives are presented. Prerequisites: ECO 111 and either 301 or 383. (3 cr. hr.) ■

ECO 494: Regional Economics

(O) Process of regional economic growth: location theory, techniques of regional analysis; regional economic development problems and policies. Prerequisites: ECO 110, 111, 300, 301. (3 cr. hr.) ■

ECO 501: Workshop in Economics

(O) Discussion of economic problems with special attention to needs of social science teachers. Prerequisite: Consent of department. (3 cr. hr.) ■

Management Courses**MGT 250: Principles of Management**

(A) Management essentials of planning, organizing, staffing, controlling and leading; structure, functioning of organizations. (3 cr. hr.) ■

MGT 253: Principles of Marketing

(A) Introduction to marketing system; marketing principles and practice; application of marketing techniques. (3 cr. hr.) ■

MGT 254: Principles of Accounting I

(A) Introduction to basic accounting concepts and procedures. Topics include preparation of financial statements, depreciation policies, payroll accounting, present value theory. Does not fulfill requirements for economics major or minor. (3 cr. hr.)

MGT 255: Principles of Accounting II

(S) Corporate accounting practice. Topics include stock and bond transactions, working capital, financial and break-even analysis, and inflation-adjusted statements. Note: Not open to freshmen. Does not fulfill requirements for economics major or minor. Prerequisite: MGT 254. (3 cr. hr.)

MGT 265: Business Law

(A) Basic legal considerations in starting a business, acquiring assets, making contracts with suppliers and customers; applications in selected case studies. (3 cr. hr.) ■

MGT 360: Sport Marketing

(B) Application of marketing and market analysis techniques to sports. Topics include sport consumer behavior, demand analysis, strategic market planning, and sponsorship. Prerequisite: MGT 253. Also listed as SPM 360. (3 cr. hr.)

MGT 373: Sport Law and Organization

(A) Examination of the legal environment in which professional and amateur sports presently operate. Included will be aspects of contract law, labor law, constitutional law and antitrust law as they apply to the sport industry. Prerequisites: SPM 275 and MGT 250. Also listed as SPM 373. (3 cr. hr.)

MGT 423: Computer Applications in Economics and Management

(B) Problem-solving oriented course using spreadsheet and statistical software to analyze and solve economics and management problems. Prerequisites: ECO 110, 111, CAP 100. (3 cr. hr.)

MGT 454: Strategic Management

(A) Integrative study of strategic decision making in organizations. Application of economic and management concepts developed in prior course work; in addition, an intensive use of case studies will be incorporated. Prerequisites: senior status, ECO 352. (3 cr. hr.) ■

MGT 456: Co-op Education/Internship in Management

(A) Field study program covering off-campus experiences in area of management. Open to business economics majors only. Student is required to have a minimum grade point average of 3.0 and obtain a job with significant responsibilities. Student must initiate the process through the Internships and Volunteer Office. Course offered on S, U grading system only. Prerequisite: Consent of department. (3-16 cr. hr.)

Related Education Courses**AED 300: Introduction to Secondary Social Studies**

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Open only to junior SST majors meeting all departmental requirements. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar

(F) Integrated study of: A) introduction to methods of teaching secondary social studies; B) introduction to contemporary issues in the teaching of secondary social studies; C) preparation for specific practice teaching assignment; D) 40-hours of field experience. Open only to senior SST majors meeting all departmental requirements. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SST majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

AED 402: Student Teaching Seminar

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

English

DEPARTMENT

Old Main, Room 112
(607) 753-4307
E-mail: knappk@cortland.edu
www.cortland.edu/english

SCHOOL

Arts and Sciences

FACULTY

Karla Alwes (Chair), Ross Borden, Victoria Boynton, Amy Burtner, Wesley Clymer, Vaughn Copey, Mark DiCicco, Tim Emerson, David Faulkner, David Franke, Marni Gauthier, Alexander Gonzalez, T. Ellen Hill, Mary Lynch Kennedy, Denise D. Knight, Kathy Lattimore, Matthew Lessig, Gailanne Mackenzie, Noralyn Masselink, Edward McCorduck, Homer Mitchell, Nicola Morris, Emmanuel Nelson, Lisa Neville, Alex Reid, Linda Rosekrans, Cynthia Sarver, Karen Stearns, John Suarez, Paul Washburn, Laureen Wells-Weiss, Anne Wiegard, Janet Wolf

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in English
Bachelor of Arts in Adolescence Education: English (7-12)
Bachelor of Arts in Professional Writing

MAJORS OFFERED

English
Adolescence Education: English (7-12)
Professional Writing

MINORS OFFERED

English with emphasis areas in: Literature, Language and Literature, Literature and Writing, Professional Writing

DESCRIPTION

English study involves an exploration of human values and the nature of their literary expression, and of the use of the language and the cultural background that shapes it. Courses in English are intended to help students read with understanding and enjoyment and write with skill and grace.

English Honors Program: Students having a grade point average of at least 3.1 in English studies may be invited to pursue an honors program designed to stimulate independent work of a high critical and imaginative order. The program involves the “challenging for honors” in two advanced courses and the writing of a senior thesis. Students may take any English class for honors credit, with approval of the instructor of the course. Sigma Tau Delta is the national English honors society. A local chapter is housed in the English Department.

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to all of the following majors.
2. Liberal Arts Requirements: 90 credit hours.

Major in English [ENG]

The following courses meet the College’s requirement for the bachelor of arts and the major in English. The bachelor of arts requires proficiency in a foreign language.

CAREER POTENTIAL

- Teacher
- Librarian
- Data Analyst
- Editor
- Administrator
- Lawyer
- Researcher
- Speech Writer
- Publisher

A. Required Courses: 21 credit hours

- ENG 203: Introduction to Poetry *
- ENG 302: Writing About Literature*
- ENG 325: American Literature before 1900
- ENG 326: American Literature since 1900
- ENG 355: Major Figures in British Literature to 1780
- ENG 356: Major Figures in British Literature 1780-Present

One course in literature before 1800 from the following
The English Department strongly urges students to take ENG 433: Shakespeare to fulfill this requirement.

- ENG 433: Shakespeare
- ENG 438: Seventeenth-Century Poetry and Prose
- ENG 440: The Age of Satire
- ENG 441: The Age of Sensibility
- ENG 442: Restoration and Eighteenth-Century Drama

For those who meet eligibility requirements, this requirement may also be met with one of the following 500-level courses:

- ENG 530: Chaucer
- ENG 538: Studies in Seventeenth-Century English Literature
- ENG 539: Milton

B. Other English Courses: 15 credit hours of literature courses with at least 12 credit hours at the 400 level

* *English majors must pass ENG 203 and ENG 302 with a grade of C- or better.*

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: English (7-12) [AEE/AEN]

The major leads to New York State certification to teach English in grades 7-12. The bachelor of arts requires proficiency in a foreign language.

CAREER POTENTIAL

- High school teacher
- Junior high school teacher
- Educational researcher

A. Required Content Courses: 36 credit hours

- ENG 203: Introduction to Poetry
 ENG 307: Computer Technology in the Classroom
 ENG 325: American Literature Before 1900
 ENG 326: American Literature Since 1900
 ENG 355: Major Figures in British Literature to 1780
 ENG 356: Major Figures in British Literature 1780 to Present
 ENG 374: Literature for Adolescence
 ENG 411: World Literature
 ENG 407: Study of the English Language
 ENG 433: Shakespeare
 ENG 4__ : Additional course in literature before 1800
 Choose one from the following:
 ENG 438: Seventeenth-Century Poetry and Prose
 ENG 440: The Age of Satire
 ENG 441: The Age of Sensibility
 ENG 442: Restoration and Eighteenth-Century Drama

- ENG ___ : An elective in ethnic or multicultural literature
 Choose one from the following:
 ENG 251: Introduction to African-American Literature
 ENG 252: Introduction to Modern American Multicultural Literature
 ENG 256: Introduction to American Indian Literature
 ENG 261: Introduction to Women in Literature
 ENG 352: Early African-American Literature
 ENG 353: Recent African-American Literature
 ENG 421: African-American Autobiography
 ENG 422: American Women Writers
 ENG 423: American Fiction Since 1940
 ENG 425: African-American Women Novelists
 ENG 475: American Multicultural Literature

B. Required Professional Courses: 41-42 credit hours

- PSY 101: General Psychology I
 PSY 232: Adolescent Psychology *or*
 PSY 332: Educational Psychology
 HLH 110: Personal and Community Health *or*
 HLH 199: Critical School Health Issues *or*
 HLH 510: ProSeminar in Health Foundations
 AED 308: Grammar and the Writing Process
 AED 309: Participant-Observer Experience: Writing Process
 AED 341: Introduction to English Language Arts
 AED 408: Teaching Writing
 AED 409: Participant Observer Experience: Teaching Writing
 AED 441: Methods of Teaching Literature and Critical Literacy
 AED 376: Student Teaching in the Middle School
 AED 377: Student Teaching in the Secondary School
 EDU 471: Foundations of Modern Education
 Child Abuse Identification and Reporting (CAR) workshop (no credit)
 School Violence Prevention and Intervention (SAVE) workshop (no credit)

Total number of program credits: 77-78

C. AEE/AEN Coding Policy

Students will be coded as AEE/AEN-W until they have achieved a 2.75 overall grade point average or better and are ready to begin junior year, at which point they need to apply to the director of adolescence education: English (7-12) for candidacy. Transfer students will retain the AEE/AEN-W coding until they have successfully completed CPN 101, ENG 203, three of the four survey courses (ENG 325, 326, 355, 356), PSY 101, three of their four semesters of foreign language, and seven out of 10 SUNY General Education requirements. Because the AEE/AEN code is required before students will be admitted into the junior year courses with attached fieldwork, transfer students coming in with junior status who have not completed the above requirements will begin AED courses in the fall semester of their senior year, and must student teach in the fall semester thereafter for a December degree.

D. 100 Hours Early/Pre-Student Teaching Fieldwork Policy

Candidates must have achieved a 2.75 or better overall grade point average by the end of the semester prior to the junior year. Students failing to meet this standard are ineligible to take junior-year courses with attached early fieldwork. Students who fall below a 2.75 grade point average while registered for any AED courses will automatically be de-registered from those courses. In such a case, the registrar will maintain the student at his or her original level of registered credits, but the student is responsible with the help of an advisor to re-register for appropriate substitute courses before the close of that semester's billing cycle. Candidates acquire 50 hours of early fieldwork in conjunction with each of the following courses:

- AED 309 taken in conjunction with AED 308
- AED 409 taken in conjunction with AED 408

E. Student Teaching Policy

To be eligible for the professional semester, which is offered for undergraduates only in the fall (unless granted departmental approval), students must complete the following requirements:

- 21 hours of English, including ENG 203, three of the four survey courses (325, 326, 355, 356), 374 and 433.
- PSY 101; PSY 232 or 332; HLH 110, 199, or 510; AED 308, 309, 408, 409, 341, 441 and the Child Abuse Identification and Reporting (CAR) workshop.

Required grade point average: Students must have a cumulative grade point average of 2.75 in all courses to be able to student teach during fall of senior year. Students must meet all requirements for eligibility to student teach by the end of the semester prior to the semester they are scheduled to student teach. Additional work in summer school or independent study cannot be used to remedy deficiencies. Students with incompletes at the end of the semester prior to student teaching will be ineligible to student teach. If they meet all requirements at the end of the next semester, they can reapply for eligibility and be put on a waiting list to student teach.

F. Departmental Policy on Retaking Required Courses

Students may retake no more than two required courses. They may retake these courses only once.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124-128

Major in Professional Writing [PWRT]

CAREER POTENTIAL

- Technical writer
- Publications writer
- Lawyer
- Freelance writer

Professional writing courses to total 34 credit hours:

- A. Required Courses: 25 credit hours
 PWR 209: Writing in Cyberspace I
 PWR 295: Introduction to Professional Writing
 PWR 393: Technical Writing
 PWR 395: Revising and Editing
 PWR 399: Rhetoric
 PWR 495: Internship in Professional Writing
 PWR 497: Senior Seminar in Professional Writing
 One course in creative writing: PWR 212, 213 or 315
- B. At least nine hours of elective professional writing courses, six hours at the 400 level.
- C. Additional Courses: 12 credit hours
 English courses: Nine credit hours with at least six credit hours at the 300 level or higher.
 Philosophy course in ethics: PHI 203, 240 or 382

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in English with an emphasis in Literature [ENL]

Eighteen credit hours of courses in literature with at least nine credit hours at the 400 level, selected in consultation with an advisor.

Choose from: ENG 200, 202, 203, 204, 220, 221, 250, 251, 252, 256, 257, 260, 261, 262, 263, 278, 280, 325, 326, 352, 353, 355, 356, 373, 374, 411, 417, 418, 419, 420, 421, 422, 423, 425, 433, 438, 440, 441, 442, 445, 446, 455, 456, 457, 458, 464, 470, 471, 472, 475

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in English with an emphasis in Language and Literature [ENLL]

Required Courses: Six credit hours

ENG 201: Introduction to Language Studies
 ENG 402: Grammar

Twelve elective credit hours in literature with at least six credit hours at the 400 level — refer to list above

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in English with an emphasis in Literature and Writing [ENLW]

At least nine credit hours in literature, with at least three credit hours at the 400 level

At least nine credit hours in writing, with at least three credit hours at the 400 level

Of the 18 credit hours required for the minor, a total of nine credit hours must be at the 400 level.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in Professional Writing [PWRT]

A. Required Courses: Three credit hours

PWR 295: Introduction to Professional Writing

B. Fifteen elective credit hours in Professional Writing (PWR) with a minimum of nine credit hours at the 300 level or above.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the B.A. in English over four years

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 Foreign language GE 1 GE 4 Free elective COR 101 Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 Foreign language GE 3 MAT (Quantitative Skills) ENG 203 (GE 6) Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>Foreign language ENG 325 ENG 355 ENG 302 GE 8 Total credit hours: 15-16</p> <p><i>Spring</i></p> <p>Foreign language ENG 326 ENG 356 GE 7 GE 8 Total credit hours: 15-16</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>ENG (400 level) ENG elective GE 5 Course in minor Elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>ENG literature before 1800 ENG (400 level) Course in minor GE 2 Elective Total credit hours: 15</p>	<p><i>Fall</i></p> <p>ENG (400 level) Course in minor Course in minor Elective Elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>ENG (400 level) Course in minor Course in minor Elective Elective Total credit hours: 15</p>

Suggested sequence for the B.A. in Adolescence Education: English (7-12)

Note: All ENG and AED courses listed below are required. AED courses are offered only in the semester indicated.

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 or 102 GE 1 GE 3 GE 4 Foreign language or free elective*</p> <p>Total credit hours: 16-18</p> <p><i>Spring</i></p> <p>CPN 101 or 103 MAT (Quantitative Skills) GE 5 GE 6 (ENG 203) Foreign language or free elective*</p> <p>Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>PSY 101 ENG 325 ENG 355 GE 8a Foreign language or free elective*</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>GE 8b ENG 326 ENG 356 HLH 110, 199 or 510 PSY 232 or 332 Foreign language or free elective*</p> <p>Total credit hours: 17-18</p>
<p>Prerequisite for third-year courses: 2.75 grade point average</p> <p>Third Year*</p> <p><i>Fall</i></p> <p>AED 308 AED 309 AED 341 ENG 374 ENG 433</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>AED 408 AED 409 AED 441 ENG 407 ENG 411 Child Abuse Identification and Reporting workshop School Violence Prevention and Intervention workshop</p> <p>Total credit hours: 15</p>	<p>Prerequisite for student teaching: 2.75 grade point average</p> <p>Fourth Year*</p> <p><i>Fall</i></p> <p>AED 376 AED 377</p> <p>Total credit hours: 12</p> <p><i>Spring</i></p> <p>GE 2 GE 7 EDU 471 ENG 307 ENG elective in ethnic or multicultural literature ENG 4__ course in literature before 1800</p> <p>Total credit hours: 18</p>

*A free elective may be chosen only if the foreign language requirement is satisfied.

Credit hours required for the B.A. [AEE/AEN]: 124-128
Final grade point average must be 2.75 or better

Example of the B.A. in Professional Writing over four years

First Year	Second Year
<p><i>Fall</i></p> <p>Foreign language CPN 100 or 102 GE 1 CAP COR 101 MAT (Quantitative Skills)</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>Foreign language CPN 101 or 103 GE 2 GE 3 GE 8a</p> <p>Total credit hours: 16-17</p>	<p><i>Fall</i></p> <p>PWR 209 PWR 295 Foreign language GE 4 GE 8b</p> <p>Total credit hours: 16-18</p> <p><i>Spring</i></p> <p>PWR 212, 214 or 315 Foreign language GE 6 Philosophy elective English elective Minor or elective</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>PWR 395 PWR 399 GE 5 GE 7 Minor or elective Minor or elective</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>PWR 393 PWR elective PWR elective English elective English elective</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>PWR 495 Minor, elective or internship Minor, elective or internship Minor, elective or internship Minor, elective or internship</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>PWR 497 PWR elective PWR elective Minor or elective Minor or elective Minor or elective</p> <p>Total credit hours: 15</p>

English

COURSE DESCRIPTIONS

CPN 100: Academic Writing I

(A) Introduction to college writing. Students learn basic expository strategies for writing thoughtful papers based on ideas they have developed themselves and information they have obtained from reading sources. (3 cr. hr.) ■

CPN 101: Academic Writing II

(A) Focuses on analysis, synthesis, argument, and research. Students learn to analyze and critique readings, produce essays based on multiple sources, and conduct library research. Prerequisite: A grade of C- or better in CPN 100 or 102. (3 cr. hr.) ■

CPN 102: Academic Writing in the Community I

(A) Introduction to college writing with a service learning internship. Students learn expository strategies for writing thoughtful papers based on ideas they have developed themselves and information they have obtained from reading sources. Not open to students with credit for CPN 100. Three lectures, one two-hour field experience. (4 cr. hr.) ■

CPN 103: Academic Writing in the Community II

(A) Focuses on analysis, synthesis, and research with a service learning internship. Not open to students with credit for CPN 101. Three lectures, one two-hour field experience. Prerequisite: A grade of C- or better in CPN 100 or 102. (4 cr. hr.) ■

Note: Successful completion of CPN 100 or CPN 102 is prerequisite to all courses in English. CPN 101 or CPN 103 may be taken concurrently with any 200-level literature course. For English and adolescence education majors, ENG 203 is prerequisite for 300-level literature courses.

ENG 200: Introduction to Literature

(A) Introduction to systematic study of literature. Emphasis on fiction, with attention to poetry and drama. (3 cr. hr.) ■

ENG 201: Introduction to Language Study

(B) Concepts, scope, methodology of science of language. Principles of descriptive and historical linguistics. Geographical, historical, social dialects of English. Also listed as ANT 251 and COM 211. (3 cr. hr.) ■

ENG 202: Introduction to Fiction

(A) Introduction to reading and analysis of short story, novella, novel. (3 cr. hr.) ■

ENG 203: Introduction to Poetry

(A) Introduction to reading and analysis of poetry. (3 cr. hr.) ■

ENG 204: Introduction to Drama

(B) Introduction to basics of theatrical literature. (3 cr. hr.) ■

ENG 220: Introduction to Western Literature I

(O) Major phases of literary heritage of Western World from Classical Age to Renaissance. (3 cr. hr.) ■

ENG 221: Introduction to Western Literature II

(O) Major phases of literary heritage of Western World from Enlightenment to Modern Period. (3 cr. hr.) ■

ENG 229, 329, 429, 529: Special Topics in English

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

ENG 250: Introduction to Jewish Authors

(B) Introduction to Jewish themes in American literature and in translation from Yiddish. Also listed as JST 250. (3 cr. hr.) ■

ENG 251: Introduction to African-American Literature

(O) Survey of African-American literature: representative novels, poetry, drama from various time periods. Also listed as AAS 251. (3 cr. hr.) ■

ENG 252: Introduction to Modern American Multicultural Literature

(O) Introduction to prose, poetry, and drama that reflects the diverse ethnic, cultural, and social worlds of North America and the Caribbean today. (3 cr. hr.) ■

ENG 256: Introduction to American Indian Literature

(C) Introduction to "Native American" culture through analytical appreciation of its oral and written literature. (3 cr. hr.) ■

ENG 257: Introduction to Irish Literature

(O) Introduction to Irish writers and their themes. Readings include some translations from Irish to English. Poetry, fiction, and drama will be included. (3 cr. hr.) ■

ENG 258: Irish Women Writers

(C) Introduction to the work of Ireland's women writers in all three genres: drama, poetry and fiction. Prerequisite: CPN 101 or 103, which may be taken concurrently. (3 cr. hr.)

ENG 260: Literature of Sports

(O) Philosophical, psychological, sociological ideas and problems associated with growing emphasis on sport in modern life. (3 cr. hr.) ■

ENG 261: Introduction to Women in Literature

(B) Study of literary portrayal of women by female and male authors of different periods and nationalities. (3 cr. hr.) ■

ENG 262: War in Literature

(O) Literary portrayal of war in Western literature from antiquity to present. (3 cr. hr.) ■

ENG 263: Ethical Issues in Literature

(O) Issues concerning moral and social law as reflected in the literature of various western cultures and historical backgrounds. (3 cr. hr.) ■

ENG 278: Introduction to Film and Short Fiction

(O) Introduction to analysis, interpretation of films and short fiction through study of selected short stories, novelettes, film scripts, films. Also listed as CIN 278. (3 cr. hr.) ■

ENG 280: Introduction to Mythology and the Bible

(O) Survey of major characters and events in classical mythology and the Bible. (3 cr. hr.) ■

Note: For non-majors, successful completion of a 200-level English course is prerequisite to all 300- and 400-level courses. For English and adolescence education majors, three credit hours in ENG 325, 326, 355, or 356 are prerequisite to 400-level literature courses. Specific prerequisites to professional writing courses are listed with catalog course descriptions.

ENG 300: Writing in Cyberspace

(B) Application of effective rhetorical principles and effective writing techniques for composing and revising multimedia texts in this hands-on lab oriented class. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

ENG 301: Creative Writing

(O) Study and writing assigned according to students' interest in one or both genres of poetry and the short story. May be repeated once with consent of instructor. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

ENG 302: Writing About Literature

(A) Strategies for writing about fiction, poetry and drama. Introduction to various critical perspectives for contextualizing literature. Emphasis on understanding, summarizing, evaluating, and synthesizing critical arguments. (3 cr. hr.) ■

ENG 304: Introduction to Play and Script Writing

(O) Practical and theoretical instruction in basics of play and script writing. Also listed as CIN 304. (3 cr. hr.) ■

ENG 305: Film Criticism

(O) Close study of a number of selected films, domestic and foreign, from aesthetic, technical perspectives. Extensive writing of reviews, critiques aimed at different media. High level of writing proficiency expected. Consent of instructor. Also listed as CIN 305. (3 cr. hr.) ■

ENG 306: Advanced Writing Workshop

(A) Advanced writing course focusing on genres of literary non-fiction, fiction, poetry, and modes of exposition and argument. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

ENG 307: Computer Technology in the Classroom

(B) Students will study the application of computer technology to the composing process and assist English instructors in composition classes. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

ENG 325: American Literature Before 1900

(A) Representative works of major writers of the Puritan Age, the Age of Reason, the Romantic Age, and the Age of Realism and Regionalism. (3 cr. hr.) ■

ENG 326: American Literature Since 1900

(A) Representative works of major writers of the Age of Naturalism, the Age of Modernism, and the Postmodern Age. (3 cr. hr.) ■

ENG 352: Early African-American Literature

(O) African-American writing before World War II. Emphasis on critical reactions, analysis. Slave narrative, autobiography, rhetoric, fiction, poetry included. Prerequisite: AAS 251 or ENG 251. Also listed as AAS 352. (3 cr. hr.) ■

ENG 353: Recent African-American Literature

(O) African-American experience in America as reflected since World War II in works of outstanding Black American writers: fiction, nonfiction, poetry, drama. Prerequisite: AAS 251 or ENG 251. Also listed as AAS 353. (3 cr. hr.) ■

ENG 355: Major Figures in British Literature to 1780

(A) From Chaucer to the Romantics, including Spenser, Shakespeare, Donne, Milton, Dryden, Swift, Pope, Fielding. (3 cr. hr.) ■

ENG 356: Major Figures in British Literature 1780-Present

(A) From Blake to the present including such writers as Wordsworth, Coleridge, Keats, Browning, Hardy, Yeats, Joyce, Woolf, Auden. Prerequisite: ENG 355. (3 cr. hr.) ■

ENG 373: Literature for Children

(A) Understanding, critical appreciation of books for elementary school pupils. (3 cr. hr.) ■

ENG 374: Literature for Adolescence

(B) Critical study, examination and evaluation of literature written specifically for and about adolescents, including the canon of young adult literature. (3 cr. hr.) ■

ENG 402: Grammar

(B) Intensive study of grammar, focusing on phonology, morphology, and syntax; understanding of language acquisition; and development of instructional strategies. (3 cr. hr.) ■

ENG 407: Study of English Language

(S) Study of language and literacy acquisition and development; diversity in language use, historical and social influences on language, and second language and bilingual learning (3 cr. hr.) ■

ENG 411: World Literature

(B) Survey of the writing of World literature from the beginning to the present day (3 cr. hr.) ■

ENG 417: The Romantic Age in American Literature

(O) Such writers as Cooper, Poe, Hawthorne, Melville, Emerson, Thoreau and Whitman. (3 cr. hr.) ■

ENG 418: Realism and Naturalism in American Literature

(O) From Civil War to Twenties. (3 cr. hr.) ■

ENG 419: American Fiction of the Twenties and Thirties

(O) Studies in important American prose writers from the Twenties to World War II. (3 cr. hr.) ■

ENG 420: Modern American Poetry

(O) Important poets from 1914 to present. (3 cr. hr.) ■

ENG 421: African-American Autobiography

(O) Autobiographical narratives of Douglass, Washington, Hughes, Wright, Baldwin, Malcolm X, Moody, Angelou. (3 cr. hr.) ■

ENG 422: American Women Writers

(O) Representative works, from the late 18th Century to the present. (3 cr. hr.) ■

ENG 423: American Fiction Since 1940

(O) Important American prose writers from the forties to present. (3 cr. hr.) ■

ENG 425: African-American Women Novelists

(O) Study of African-American women's tradition in American literature. Focus on the representative works of Wilson, Harper, Hurston, Larson, Petry, Morrison, Naylor, Walker. Also listed as AAS 425. (3 cr. hr.) ■

ENG 433: Shakespeare

(A) Dramatic effectiveness, structure, characterization, and poetry in selected group of Shakespeare plays. (3 cr. hr.) ■

ENG 438: Seventeenth-Century Poetry and Prose

(C) Literature of the late Renaissance, 1590-1660; selected works of metaphysical (Donne, Herbert, Vaughan) and/or cavalier (Jonson, Herrick, Marvell) writers and their contemporaries. (3 cr. hr.) ■

ENG 440: The Age of Satire

(O) Restoration and Augustan prose, poetry, drama; Dryden, Swift, Pope, and their contemporaries with attention to precursors and subsequent developments. (3 cr. hr.) ■

ENG 441: The Age of Sensibility

(O) Pre-Romantic poetry: Thomson, Gray, Collins; Sentimentalism in the novel and drama; Sterne, Sheridan, Goldsmith; criticism and biography of Johnson, Boswell. (3 cr. hr.) ■

ENG 442: Restoration and Eighteenth-Century Drama

(O) Drama written and performed in England from 1660 to 1800. (3 cr. hr.) ■

ENG 445: The Romantic Age

(O) Major writers of Romantic period of England. (3 cr. hr.) ■

ENG 446: The Victorian Age

(O) Selected works of Victorian writers studied in relation to intellectual movements of period. (3 cr. hr.) ■

ENG 455: The English Novel to 1900

(O) From the beginnings to 1900. (3 cr. hr.) ■

ENG 456: Modern Irish Drama

(O) Representative works of selected modern Irish playwrights such as Synge, Yeats, O'Casey, Johnston, Carroll, Beckett, Behan, Friel and Murphy. (3 cr. hr.) ■

ENG 457: Modern Irish Fiction

(O) Representative works of selected modern Irish novelists and short-story writers — for example: Moore, O’Kelly, Stephens, Joyce, O’Connor, O’Faolain, Murdoch, Trevor. (3 cr. hr.) ■

ENG 458: Modern Irish Poetry

(O) Representative works of selected modern Irish poets, such as Yeats, Heaney, Boland, and McGuckian. (3 cr. hr.) ■

ENG 464: Modern Russian Literature 1860-1960

(O) Representative works in translation of selected Russian writers; novel, short story, drama; Tolstoy, Turgenev, Dostoevsky, Chekhov, Pasternak. (3 cr. hr.) ■

ENG 470: Modern British Poetry

(O) Poetry since 1890 written in England and Ireland. (3 cr. hr.) ■

ENG 471: The Modern English Novel

(O) Important English novels since 1900. (3 cr. hr.) ■

ENG 472: Modern Drama

(O) Important plays since 1875 written in America, England, Ireland and Europe. (3 cr. hr.) ■

ENG 475: American Multicultural Literature

(C) Close readings of representative texts by major 20th-century American writers of color. Prerequisite: Any 200-level English course. Also listed as AAS 470. (3 cr. hr.) ■

ENG 498: Independent Study

(O) Prerequisite: Approval of English Department Honors Committee. (3 cr. hr.)

ENG 499: Senior Thesis

(O) Prerequisites: Completion of at least three credits in honors studies, approval of English Department Honors Committee. (3 cr. hr.)

CPN 100 or 102 and CPN 101 or 103 and nine credits of literature, including one course at the 400 level, and junior, senior or graduate status are prerequisite to 500-level literature courses.

ENG 500: Old English

(O) Phonemic and grammatical structures of Old English; translation and analyses of selected West-Saxon texts; general background reading in history of English language, major trends in Old English literature. (3 cr. hr.)

ENG 506: Computers and the Study of English

(B) Introduces graduate students, particularly students who plan to teach or are currently teaching English at middle school, secondary school, or adult levels, to computer tools and environments that complement the study of literature, language, rhetoric, and composition. (3 cr. hr.)

ENG 530: Chaucer

(O) Poetry of Chaucer in Middle English; emphasis upon literary rather than linguistic aspect of his work. (3 cr. hr.)

ENG 538: Studies in Seventeenth-Century English Literature

(O) Intensive study of a few authors or literary movement from roughly 1600 to 1660. May be repeated as subtitle changes. (3 cr. hr.)

ENG 539: Milton

(O) Poetry and prose. (3 cr. hr.)

ENG 547: 19th Century British Women Writers

(O) Course will focus on the British women writers of the 19th century, with attention to the genres of the era – novel, poetry, essay. (3 cr. hr.)

ENG 548: Studies in British Literature 1950-Present

(O) Study of selected author(s), theme, genre or movement of the period. (3 cr. hr.)

ENG 549: Studies in Irish Literature

(O) Intensive study of a few authors or of literary movements in Irish literature, such as the Irish Renaissance. May be repeated as subtitle changes. (3 cr. hr.)

Related Education Courses**AED 308: Grammar and the Writing Process**

(F) Engagement in the various stages of the writing process while determining the appropriate role of grammar in the language arts curriculum. Prerequisites: ENG 203, 2.75 grade point average, junior status. Corequisites: AED 309, 341, (3 cr. hr.) ■

AED 309: Participant-Observer Experience: Writing Process

(F) A 50-hour field experience, supervised by the course instructor. Prerequisites: ENG 203, 2.75 grade point average, junior status, Permission of the department. Corequisites: AED 308, 341. (3 cr. hr.)

AED 310: Grammar and the Writing Process

(A) Engagement in the various stages of the writing process while determining the appropriate role of grammar in the Language Arts Curriculum through readings and practice. Prerequisite: CPN 101 or 103; 2.75 grade point average for AEE majors; corequisite for AEE majors: AED 311. (3 cr. hr.) ■

AED 311: Participant-Observer Experience: Writing Process

(F) A 30-hour field experience supervised by the course instructor. Prerequisite: CPN 101 or 103; 2.75 grade point average; corequisite: AED 310. (1 cr. hr.)

AED 341: Introduction to English Language Arts

(F) This course brings together literature, composition, language and general material on teaching methods. Course goals include progress towards an integrated knowledge of constructivist learning theory, related teaching practices, and preparation for student teaching, as well as up-to-date approaches for working with ESL and special needs students in inclusive classrooms. Prerequisite: 2.75 grade point average in English. (3 cr. hr.)

AED 376: Student Teaching in English in the Middle School

(F) Supervised student teaching in a middle school. Prerequisites: AED 408, 409, 441; 2.75 grade point average. Corequisite: AED 377. S, U grades assigned. (6 cr. hr.)

AED 377: Student Teaching in English in the High School

(F) Supervised student teaching in the high school. Prerequisites: AED 408, 409, 441; 2.75 grade point average. Corequisite: AED 376. S, U grades assigned. (6 cr. hr.)

AED 385: Participant-Observer Experience

(F) Students will systematically observe the main components of the teaching and learning process in order to develop the reflective disposition needed to make wise instructional decisions, and to complete the 40 remaining hours of the pre-service fieldwork requirements. Corequisites: AED 386, 387. S, U grades are assigned. (1 cr. hr.)

AED 386: Student Teaching in English in the Middle Schools

(F) Supervised student teaching in the middle school. Corequisites: AED 385, 387. S, U grades are assigned. (7 cr. hr.)

AED 387: Student Teaching in English in the High School

(F) Supervised student teaching in the high school. Prerequisites: AED 441. Corequisites: AED 385, 386. S, U grades are assigned. (7 cr. hr.)

AED 404: Teaching Writing

(S) Instructional strategies, curriculum planning, and assessment techniques for the teaching of writing in middle and secondary schools. Three lectures, one two-hour laboratory/field experience. Prerequisite: AED 310, 311 and 341; Combined grade point average of 2.75 in adolescence education and English. (4 cr. hr.) ■

AED 408: Teaching Writing

(S) Instructional strategies, curriculum planning, and assessment techniques for the teaching of writing in the middle and secondary schools. Prerequisites: AED 308, 309 and 341; 2.75 grade point average. Corequisites: AED 409 and 441. (3 cr. hr.) ■

AED 409: Participant-Observer Experience: Teaching Writing

(S) A 50-hour field experience, supervised by the course instructor. Prerequisites: AED 308, 309 and 341; permission of the department. Co-requisites: AED 408 and 441. (3 cr. hr.)

AED 441: Methods of Teaching Literature and Critical Literacy

(S) Integration of the teaching of literature and critical literacy. Lesson planning, instructional strategies, and teaching with Educational standards are emphasized, as are theory and related strategies for helping students apply critical reading and writing skills to a range of literacy genres and levels of interpretation.. Prerequisite: AED 310, 311 and 341; combined grade point average of 2.75 in adolescence education and English. (3 cr. hr.)

EDU 471: Foundations of Modern Education

(A) Social, historical and philosophical issues in education. Emphasis on critical analysis of educational reforms, movements and practices. (3 cr. hr.)

Professional Writing**PWR 209: Writing in Cyberspace I**

(B) Introduction to the relationship between traditional conceptions of writing and contemporary theories of new media. Three lecture hours and a two-hour lab. Prerequisite: CPN 101 or 103. (4 cr. hr.)

PWR 212: Writing Fiction

(C) In a workshop environment, students practice writing skills with an emphasis on the short story. Prerequisite: ENG 200 or 202. (3 cr. hr.) ■

PWR 213: Writing Poetry

(B) In a workshop environment, students will practice techniques and strategies for making poetry a personal form of discourse. Prerequisite: ENG 203. ■

PWR 295: Introduction to Professional Writing

(B) Introduces students to the principles of writing in a range of professional genres and presents options that they may pursue in future course work and careers. (3 cr. hr.) ■

PWR 309: Writing in Cyberspace II

(B) Continuation of the practices introduced in Writing in Cyberspace I through an analysis of the relationship between writing and advanced concepts of new media. Three lecture hours and a two-hour lab. Prerequisite: PWR 209. (4 cr. hr.) ■

PWR 315: Writing Creative Non-Fiction

(O) Workshop-based study of creative nonfiction with focus on topical subtitles such as nature writing, travel writing, memoir, etc., from the point of view of the writer. Focus changes with subtitle. Prerequisite: CPN 101 or 103. (3 cr. hr.)

PWR 323: Writing Children's Literature

(O) Writing and illustrating children's literature. (3 cr. hr.) ■

PWR 324: Grantwriting

(O) The practice of proposal writing and the political and social aspects of "grantmanship." Students identify sources of funding, do research to support their proposals and address specific audience interests. Prerequisite: CPN 101 or 103. (3 cr. hr.)

PWR 340: Writing Sports Literature

(C) Students examine the literature of sports and compose expository essays on the subject of sports. Prerequisite: CPN 101 or 103. (3 cr. hr.)

PWR 393: Technical Writing

(B) Strategies for effective technical communication. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

PWR 395: Revising and Editing

(B) Students will examine theories of revising and editing. In workshops students will learn strategies for revision, effective editing and proofreading. (3 cr. hr.) ■

PWR 398: Business Writing

(C) Principles of effective communication, focusing on how to choose appropriate organizational plans for a variety of messages, how to write from a "you" perspective and understand audience psychology, and how to format messages for effective visual impact. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

PWR 399: Rhetoric

(O) Provides fundamental theory about how writing exerts powerful influences on audiences. Students will explore the situations and purposes that writing serves and the voices and genres that historically have defined written texts. (3 cr. hr.) ■

PWR 409: The Evolution of Writing

(O) A study of writing practices and technologies as they shape and are shaped by culture. Topics include a history of writing practices and technologies and literacy and an examination of writing and rhetoric in the digital age. Prerequisite: PWR 295. (3 cr. hr.)

PWR 413: Contemporary Poetics

(C) Students respond to critical texts on poetic inspiration and creation working toward their own theory of the sources of poetry. Prerequisites: A 300-level writing course and a 400-level literature class. (3 cr. hr.) ■

PWR 415: Experiments in Creative Writing

(C) Students will, in a workshop setting, compose, share and critique cross-genre and experimental works—prose, poems, short stories, experimental texts and multimedia and performance works. Three lecture hours and a two-hour lab. Prerequisite: PWR 209. (4 cr. hr.)

PWR 495: Internship in Professional Writing

(O) Supervised experience in the professional work force in areas such as publishing, multi media, public relations, advertising and management. Prerequisites: 2.75 grade point average, computer literacy, nine credit hours of writing courses (300 level or higher), permission of English Department internship coordinator. (3-15 cr. hr.)

PWR 497: Senior Seminar in Professional Writing

(B) Students will produce a Senior Writer's Project that provides evidence of writing and editing skills through publication of a finished work and compile a portfolio of works. Prerequisite: Senior standing or permission of instructor. (3 cr. hr.) ■

Environmental and Outdoor Education

CENTER

SCHOOL

Arts and Sciences

FACULTY

Jack C. Sheltmire (Director)

MINOR OFFERED

Environmental and Outdoor Education

Select one track

Track A: Environmental Education and Interpretation

Track B: Outdoor Pursuits

Track C: Organized Camping Track

ENVIRONMENTAL CONCENTRATIONS OFFERED IN OTHER PROGRAMS

Environmental Health

See requirements listed under health.

Environmental Management

See requirements listed under economics.

Outdoor Recreation

See requirements listed under recreation and leisure studies.

Pre-Environmental Science and Forestry

See requirements listed under biological sciences.

DESCRIPTION

The Interdisciplinary Center for Environmental and Outdoor Education was established to create and coordinate curricular and extracurricular environmental and outdoor education programs that serve the needs of the College, regional educators and the general public. Students enrolled in the Center's programs benefit from SUNY Cortland's long-standing commitment to environmental and outdoor education. The College's three field campuses, Brauer Field Station, Hoxie Gorge, and the Outdoor Education Center at Raquette Lake, established in 1948, offer students a vast array of field study opportunities. The Center also hosts a national organization, The Coalition for Education in the Outdoors.

SPECIAL FEATURES

- The Outdoor Education Center at Raquette Lake
- Robert C. Brauer Memorial Field Research Station
- Hoxie Gorge Nature Preserve

Miller Building, Room 230
(607) 753-5488
E-mail: sheltmirej@cortland.edu
www.cortland.edu/outdoor

Minor in Environmental and Outdoor Education [EOE]

Offered through the Center for Environmental and Outdoor Education, this interdisciplinary minor is open to students in all majors. It is valuable to students preparing for careers in elementary and secondary education, scouting, adventure programming, youth and community groups, nature centers, state and national parks and organized outdoor camping programs.

The minor is organized around a core group of courses and allows students to select one of the following specialized "tracks": environmental education and interpretation, outdoor pursuits or organized camping.

Requirements for the Minor

A. Core – 11 credit hours from the following:

- BIO 307: Field Natural History *or*
 - BIO 310: Field Biology
 - BIO 102: Ecology and the Human Environment *or*
 - BIO 412: General Ecology *or*
 - GLY 160: Environmental Geology *or*
 - GRY 110: Physical Geography
 - EDU 462: Environmental and Outdoor Education
- Also listed as REC 462

A practicum experience is required of all students. Students may meet this requirement by completing REC 370: Outdoor Education Practicum or by completing another practicum approved by the outdoor education minor advisor

B. Electives – specialization in one of the following tracks:

Environmental Education and Interpretation Track [EOEE]

To be taken in addition to core group (five to seven credit hours by advisement):

- ANT 300: Human Evolution and Survival
- ANT 305: Archaeology of Eastern United States
- BIO 310: Field Biology (Prerequisite: BIO 201-202; unless used in place of BIO 307)
- BIO 405: Conservation Biology
- BIO 411: Ornithology
- BIO 418: Fungi
- ECO 335: Resource and Environmental Economics
- EST 100: Introduction to Environmental Studies
- EST 486: Seminar in Environmental Studies
- GRY 110: Physical Geography
- GRY 120: Cultural Geography
- GRY 250: Urban Geography
- GRY 301: Science, Human Affairs and the Environment
- GLY 261: Physical Geology
- GLY 292: Land Use and Planning
- GLY 371: Meteorology
- INT 201: Adirondack Winter Studies
- PHY 150: Astronomy
- POL 242: Environmental Policy
- POL 308: Environmental Law

POL 342: Environmental Policy and Biodiversity
 REC 310: Wilderness and American Culture
 REC 360: Camp Counseling and Outdoor Education
 (may not be counted for RLS majors)
 REC 569: Environmental and Cultural Interpretation
 SOC 340: Environmental Sociology

Outdoor Pursuits Track [EOEO]

To be taken in addition to core group (nine credit hours):

HLH 325: Instructor's First Aid *or*
 HLH 120: Responding to Emergencies
 HLH 430: CPR – Basic Life Support
 PED 181: Adventure Activities
 REC 379: Outdoor Recreation Activities
 REC 574: Outdoor Pursuits Education and Leadership

Notes: A National Standard Course from the Wilderness Education Association or the National Outdoor Leadership School may be substituted for REC 379.

A SOLO or WMA or other approved wilderness first responder course may be substituted for HLH 325 and HLH 430.

With advisor approval, HLH 120: Responding to Emergencies, may be substituted for HLH 325 and HLH 430.

EST 100 is not required for the Outdoor Pursuits Track.

Organized Camping Track [EOEC]

To be taken in addition to core group (nine credit hours):

HLH 325: Instructor's First Aid *or*
 HLH 120: Responding to Emergencies
 HLH 430: CPR – Basic Life Support
 PED 181: Adventure Activities
 REC 360: Camp Counseling and Outdoor Education
 REC 560: Camp Administration

Notes: A SOLO or WMA or other approved wilderness first responder course may be substituted for HLH 325 and HLH 430.

With advisor approval, HLH 120: Responding to Emergencies, may be substituted for HLH 325 and HLH 430.

EST 100 is not required for the Organized Camping Track.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 16-20

Environmental Studies

COURSE DESCRIPTIONS

EST 100: Introduction to Environmental Studies

(B) History and development of contemporary western thought about relationship of human beings to natural world; analysis of elemental character, patterns and processes of alteration and impacts of humans on local environments; study of socioeconomic systems that give rise to and must ultimately solve environmental problems. (3 cr. hr.) ■

EST 129, 229, 329, 429, 529: Special Topics in Environmental Studies

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

EST 486: Seminar in Environmental Studies

(S) Directed readings, library research and discussion of contemporary environmental problems with emphasis on their social and scientific aspects. Prerequisite: Permission of instructor required. Also listed as ENS 486. (3 cr. hr.)

INT 201: Adirondack Winter Studies

(S) This course is designed to provide students with background knowledge and experience in the physical, cultural, historical, environmental and aesthetic elements and issues of the Adirondacks. Prerequisite: Consent of coordinator. (2 cr. hr.) ■

Environmental Science

CONCENTRATION

Bowers Hall, Room 324
 (607) 753-2924
 E-mail: barclayd@cortland.edu

SCHOOL

Arts and Sciences

FACULTY

Chris Cirimo (Coordinator)

CONCENTRATION OFFERED

Environmental Science

DESCRIPTION

Environmental problems require solutions that draw from many academic areas. The environmental science concentration provides broad training in all of the sciences as well as in relevant social sciences. Students learn modern techniques for identifying and resolving environmental problems. All students complete an internship which provides them with an opportunity

to work with environmental science professionals and to make career contacts with local, state and federal government agencies, industry, or private consulting firms. Majors in the biological sciences, chemistry, geology and physics departments may choose the environmental science concentration; requirements for the concentration are listed with each of these departments.

SPECIAL FEATURES

- Internships with local and regional agencies
- Courses at the Outdoor Education Center at Raquette Lake, Hoxie Gorge and Brauer Field Station
- Geographic Information Systems (GIS) facility
- Research with faculty
- Interdisciplinary courses and field experiences
- Environmental Seminar Capstone Experience

Environmental Science

COURSE DESCRIPTIONS

ENS 292: Land Use and Planning

(O) Land as a natural resource; emphasis on geologic aspects that determine natural potentialities, restrictive conditions of land use. Three lecture hours; field trips. Also listed as GLY 292. (3 cr. hr.)

ENS 310: Wetland Analysis

(F) Investigation of the hydrology, biogeochemistry, soils, classification, delineation and functional assessment of freshwater wetlands. Two lecture hours, one three-hour laboratory. Prerequisites: Completion of GE 8 and junior status. Also listed as GLY 310. (3 cr. hr.) ■

ENS 486: Seminar in Environmental Science

(S) Directed readings, library research and discussion of contemporary environmental problems with emphasis on their scientific and social aspects. Required for environmental science concentration; open to senior science majors; others by permission of instructor. Also listed as EST 486. (3 cr. hr.)

ENS 487: Environmental Science Internship

(A) Project-oriented internship with a government agency, industry, other private or public enterprise, or faculty member. Supervised application of science knowledge and skills to an environmental issue, project or study. Prerequisites: junior or senior status in environmental science concentration, consent of environmental science coordinator. (3-12 cr. hr.) ■

Exercise Science and Sport Studies

DEPARTMENT

SCHOOL

Professional Studies

FACULTY

John Cottone (Chair), Jeff Bauer, Timothy Bryant, Phil Buckenmeyer, Sonya Comins, Alyson Dearie, Kristin Geidt, Joy Hendrick, Jim Hokanson, Wendy Hurley, Yomee Lee, Peter McGinnis, Steve Meyer, Katherine Polasek, Susan Rayl, Brian Richardson.

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

MAJORS OFFERED

Bachelor of Science in Athletic Training
Bachelor of Science in Kinesiology: Exercise Science,
Sport Studies or Coaching
Bachelor of Science in Kinesiology: Fitness Development

CONCENTRATIONS OFFERED

Coaching
Exercise Science
Sport Studies

MINORS OFFERED

Exercise Science
Sport Studies

Studio West, Room 138
(607) 753-4300
E-mail: esss@cortland.edu
www.cortland.edu/esss/

DESCRIPTION

The B.S. programs are designed to increase general knowledge of the broad field of kinesiology and to prepare students for a wide variety of professions related to physical activity and sport. Future programs will be directed toward the study of the science and culture of exercise, sport and human movement.

In all programs, professional preparation is enhanced by the development of concentrations and minors that allow some specialization for those students who already have an interest in a specific aspect of kinesiology. Some programs include theory and activity courses while others involve practical internship experience and clinical experience. Elective hours may also be used to enroll in a study abroad program.

SPECIAL FEATURES

Study abroad in England, Germany and Australia

Requirements

- Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
- Liberal Arts Requirements:
 - B.A. – 90 credit hours
 - B.S. in Athletic Training – 60 credit hours
 - B.S. in Kinesiology – 75 credit hours
 - B.S. in Kinesiology: Fitness – 75 credit hours

Major in Athletic Training [ATR]

Athletic training is an undergraduate program leading to a bachelor of science. The program is formally accredited by the Commission on Accreditation of Athletic Training Education.

Students admitted to SUNY Cortland will be advised into course work appropriate to the degree. However, to remain in the program and qualify for the clinical experience, students must complete an internal application review by the selection committee which takes place during the fall of each semester.

At the completion of the program, students are eligible for the Board of Certification Examination. The program is also recognized by the New York State Education Department for Registration as a license-qualifying program for professional purposes.

The number of students admitted into the program is governed by the Joint Review Committee on Educational Programs in Athletic Training *Standards and Guidelines*. The ratio of students/instructor is maintained at approximately 8:1.

Additional information regarding the selection process and the technical standards which establish the essential qualities considered necessary for students admitted to the program are available at www.cortland.edu/ess/ or from the athletic training program director.

ADMISSION REQUIREMENTS

1. Candidates must have a minimum cumulative grade point average of 2.5.
2. Candidates must have a minimum grade of C- in all professional course work.
3. Candidates must earn a minimum grade of B- in ATR 221 and corresponding laboratory.
4. Candidates must have a cumulative grade point average of 2.75 in the courses used to calculate the major grade point average as defined on the Curriculum Advising and Program Planning (CAPP) report.
5. Candidates must show proof of current certification (most current national guidelines) in the following emergency skills at the time of application: First Aid, Adult, Child and Infant CPR (including two-person CPR, pocket mask and bag valve mask skills), and AED Essentials. It is recommended that students complete the certifications through either the American Red Cross or the American Heart Association. Candidates may receive the correct certifications by completing the HLH 120: Responding to Emergencies course offered on campus.
6. Candidates must complete 75 hours of directed clinical observation.

SELECTION PROCEDURES

1. Candidates for the program must complete the internal application form, attaching a transcript (transfer students only) of courses completed, and a statement of related experiences and future goals.
2. Three recommendations from faculty members at Cortland or prior college and/or high school faculty/staff should be attached.
3. Students will verify that they understand the health requirements and the technical standards necessary for selection into the program.
4. A selection committee will evaluate the applications, evaluate the clinical abilities of the students, screen and interview students to determine acceptance into the program. Applicants will be notified of the selection committee's decision, which will be final for that year. Students may reapply the following year.

5. Applications will be reviewed at the end of the fall semester.
6. Prospective candidates must be aware that, upon acceptance into the athletic training program, there will be additional costs associated with items such as professional memberships, uniforms, liability insurance, travel, etc.

A. General Education and Liberal Arts: 37 credit hours
 CPN 100 or 102: Academic Writing I
 CPN 101 or 103: Academic Writing II
 Quantitative Skills
 MAT 201 *or* PSY 201: Statistical Methods

B. Arts and Science: 12 credit hours
 BIO 301: Human Anatomy and Physiology I *
 BIO 302: Human Anatomy and Physiology II *
 PSY 101: General Psychology
 COM 210: Fundamentals of Public Speaking

* *Dual majors in biology may substitute BIO 324 for BIO 301 and BIO 514 for BIO 302.*

C. Liberal Arts Electives: Five credit hours

D. Professional Education: 18 credit hours
 HLH 110: Personnel and Community Health*
 HLH 323: Foods and Nutrition* *or*
 EXS 357: Nutrition and Sport Performance
 EXS 397: Exercise Physiology I
 EXS 346: Sport Psychology
 EXS 489: Exercise Science Research Methods

* *Dual majors in health may substitute HLH 203 for HLH 110 and HLH 232 or HLH 357 for HLH 323.*

E. Athletic Training: 34 credit hours
 ATR 101: Foundations of Athletic Training
 ATR 102: Basic Techniques in Athletic Training
 ATR 221: Athletic Training: Theory and Methods
 ATR 222: Recognition and Evaluation of Injury
 ATR 317: Acute Care of Injury and Illness
 ATR 318: Advanced Athletic Training
 ATR 319: Organization and Administration in Athletic Training
 ATR 342: Therapeutic Exercise
 ATR 343: Therapeutic Modalities
 ATR 360: Psycho-Social Intervention and Referral
 ATR 362: Advanced Conditioning and Rehabilitative Exercise
 ATR 223: Introduction to Clinical Skills
 ATR 323: Advanced Clinical Skills
 ATR 324: Applied Clinical Skills
 ATR 401: Pharmacology in Athletic Training
 ATR 423: Seminar in Athletic Training

F. Field Experience: Four credit hours
 ATR 233: Field Experience in Athletic Training I
 ATR 333: Field Experience in Athletic Training II
 ATR 334: Field Experience in Athletic Training III
 ATR 433: Field Experience in Athletic Training IV

G. Free Electives: 15 credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Kinesiology [KIN]

Students selecting this major will earn a B.S. in kinesiology and complete a concentration in either exercise science, sport studies or coaching.

Exercise science is concerned with how and why the human body responds to physical activity. There are two primary areas of inquiry where exercise scientists focus their attention: health-related aspects of physical activity and sports performance.

In regard to health-related aspects of physical activity, exercise scientists have studied how exercise benefits health. The study of sports performance by exercise scientists involves diverse areas, which can include the growth and development of athletes, nutritional needs of athletes and movement analysis.

Sport studies is the liberal arts and sciences approach to studying human movement through the humanities and social science subdisciplines of the field. The humanities subdisciplines include sport history and sport philosophy and can be expanded to include sport art, sport communication and journalism, sport literature and sport law. The social science subdisciplines include sport psychology and sport sociology.

The Bachelor of Science in Kinesiology with a concentration in coaching provides the academic preparation for those students wanting a career in the coaching profession. Academic content includes study in key sports science disciplines described by the National Association for Sport and Physical Education's (NASPE) domains of coaching effectiveness. This 39 credit hour concentration contains a unique sequence of subjects that focus on theory and practice of coaching. It also provides students with an experiential learning component with a coaching internship.

Program objectives are established to make students aware of the multiplicity of the demands involved in coaching and the important role that coaches have in society. Through this program, students will gain the knowledge and expertise to become successful coaches on several levels including sports programs in junior high or high school, college and at the international level.

A. General Education and Liberal Arts: 75 credit hours

CPN 100 or 102: Academic Writing I
 CPN 101 or 103: Academic Writing II
 PSY 101: General Psychology
 BIO 301: Anatomy and Physiology I
 BIO 302: Anatomy and Physiology II
 CAP 100: Computer Applications
 General Education Courses (28 cr. hr.)
 Liberal Arts Electives (29 cr. hr.)

B. Kinesiology Theory Core: 21 credit hours

EXS 197: History and Philosophy of Physical Education +
 EXS 287: Social Psychological Aspects of Physical Activity +
 EXS 297: Motor Behavior +
 EXS 351: Philosophy of Sport +
 EXS 387: Biomechanics +
 EXS 397: Exercise Physiology +
 EXS 420: Sport in American Culture +

C. Concentration Requirements (must complete a concentration)

Sport Studies Concentration Requirements: 30 credit hours

ENG 260: Sport Literature +
 EXS 345: Sport and Society +
 EXS 346: Sport Psychology +
 EXS 410: Sport Ethics +
 EXS 445: Women and Sport
 EXS 468: African American Sport History

Track (courses outside the major): 12 credit hours

The track will consist of 12 credit hours outside the major comprised of appropriate courses taken from the following areas:

African American Studies (AAS)
 Cinema Study (CIN)
 Communication Studies (COM)
 English (ENG)
 Health (HLH)
 History (HIS)
 Philosophy (PHI)
 Psychology (PSY)
 Sociology (SOC)
 Sport Management (SPM)
 Women's Studies (WST)

A minimum of six credit hours must have the same prefix.

These 12 credit hours must not include courses that fulfill general education requirements. Students will determine these credit hours in consultation with their advisor and department approval.

Exercise Science Concentration Requirements: 24 credit hours

MAT 121: Calculus A +
 CHE 221: General Chemistry I +
 CHE 222: General Chemistry II +
 PHY 201: Principles of Physics I + *or*
 PHY 105: Elementary Mechanics and Heat +
 PSY 201 *or* MAT 201 *or* COM 230: Statistical Methods *or*
 ECO 221: Economic Statistics +
 EXS 489: Exercise Science Research Methods
 EXS 490: Independent Research in Exercise Science

Coaching Concentration Requirements: 39 credit hours

Category A. Required Core (28 credit hours)
 ATR 421: Care and Prevention of Athletic Injuries
 EXS 230: Foundations of Coaching: Principles and Theories
 EXS 325: Principles of Strength and Conditioning
 EXS 346: Exercise and Sport Psychology
 EXS 410: Ethics in Sport
 EXS 455: Philosophy, Principles and the Administration of Sport
 HLH 120: Responding to Emergencies
 PED 404-419: Coaching Clinic
 PSY 333: Developmental Psychology
 SPM 311: Legal Issues in Sport
 Category B. Practica/Internship Requirements (8 credit hours)
 EXS 260: Coaching Practicum I
 EXS 360: Coaching Practicum II
 EXS 475: Internship in Coaching

Category C. Required Workshops (non-credit)

CAR: Child Abuse Identification and Reporting
 SAVE: School Violence Prevention Training

Category D. Concentration Elective (Choose at least three credit hours; students may also choose additional electives)

ATR 352: Strength and Conditioning for Athletic Trainers
 EXS 357: Nutrition and Sports Performance
 EXS 435: Neuromuscular Fitness Assessment and Programming
 EXS 438: Cardio-Respiratory Fitness Assessment and Programming
 EXS 450: Disability in Sport (also listed as SPM 450)
 SPM 238: Sport Videography
 SPM 335: Sports Information Technology
 SPM 345: Sport in Society

D. Exercise Science, Sport Studies and Coaching Activity Requirements

Sport Studies Concentration Activity Requirements: Five credit hours

PED 181: Adventure Activities
 PED 182: Health-Related Physical Fitness
 Aquatics activity elective
 Activity electives

Exercise Science Concentration Activity Requirements: Five credit hours

PED 182: Health-Related Physical Fitness
 Aquatics activity elective
 Activity electives

Coaching Concentration Activity Requirements: Five credit hours

PED 181: Adventure Activities
 PED 182: Health-Related Physical Fitness
 Aquatics activity elective
 Activity electives

E. Free Electives

Sport Studies Concentration: 16 credit hours
 Exercise Science Concentration: 27 credit hours
 Coaching Concentration: 7 credit hours

+ *May count toward liberal arts credit hours.*

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Kinesiology: Fitness Development [FIT]

This program provides a theoretical and practical knowledge base for students who are interested in careers in health/fitness settings. Students in this program have the opportunity to prepare for careers in fitness management, health promotion and other wellness-related programs.

This program can lead to certification as a health/fitness instructor, personal trainer, and/or certified strength and conditioning specialist through the American College of Sports Medicine and the National Strength and Conditioning Association.

A. General Education and Liberal Arts: 75 credit hours

General Education Courses (28 credit hours)
 CAP 100: Computer Applications
 CPN 100 or 102: Academic Writing I
 CPN 101 or 103: Academic Writing II
 PSY 101: General Psychology
 BIO 301: Anatomy and Physiology I
 BIO 302: Anatomy and Physiology II
 Quantitative Skills (three credit hours)
 PSY 201 or MAT 201 or COM 230: Statistical Methods + or
 ECO 221: Economic Statistics +
 Liberal Arts Electives (26 credit hours)

B. Kinesiology Theory Core: 21 credit hours

EXS 197: History and Philosophy of Physical Education +
 EXS 287: Social Psychological Aspects of Physical Activity +
 EXS 297: Motor Behavior +
 EXS 351: Philosophy of Sport +
 EXS 387: Biomechanics +
 EXS 397: Exercise Physiology +
 EXS 420: Sport in American Culture +

C. Fitness Development Theory Requirements: 23 credit hours

ATR 421: Care and Prevention of Athletic Injuries
 EXS 357: Nutrition and Sport Performance
 EXS 435: Neuromuscular Fitness Assessment and Programming
 EXS 438: Cardiorespiratory Fitness Assessment and Programming
 HLH 120: Responding to Emergencies
 HLH 210: Wellness and Health Promotion
 HLH 301: Stress Management
 MGT 250: Principles of Management+

D. Fitness Development Activity Requirements: Six credit hours

PED 181: Adventure Activities
 PED 182: Health-related Physical Fitness
 PED 189: Aquatics or PED 195: Water Exercise
 PED 283: Racket Activities
 PED 284: Self-defense
 PED 288: Rhythms and Dance

E. Practica/Internship Requirements: 14-20 credit hours

EXS 196: Field Experience in Fitness Development I
 EXS 296: Field Experience in Fitness Development II
 EXS 470: Field Experience in Fitness Development III
 EXS 371: Pre-Internship in Fitness Development
 EXS 471: Internship in Fitness Development

F. Free Electives: 1-10 credit hours

+ *May count toward liberal arts credit hours.*

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

**Minor in Exercise Science [EXSC]
 (For non-kinesiology majors only)**

A. Required Courses

EXS 297: Motor Behavior +
 EXS 387: Biomechanics (Prerequisite: BIO 301 or 324) +
 EXS 397: Exercise Physiology +
 (Prerequisite: BIO 301/302 or BIO 324/414)
 EXS 489: Exercise Science Research Methods
 (Prerequisite: MAT 201/PSY 201 or PED 434)
 (Concurrent prerequisite: EXS 297, 387, 397)
 EXS 490: Independent Research in Exercise Science
 (Prerequisite: EXS 489)
 BIO 301/302: Anatomy and Physiology I and II + or
 BIO 324/414: Mammalian Anatomy and Physiology +
 CHE 221: General Chemistry I +
 PHY 201: Principles of Physics I + (Corequisite: MAT 121) or
 PHY 105: Elementary Mechanics, Heat and Matter +
 PSY 201 or MAT 201 or COM 230: Statistical Methods + or
 ECO 221: Economic Statistics + or
 PED 434: Statistics and Assessment in Physical Education
 MAT 121: Calculus A

+ *May count toward liberal arts credit hours.*

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 35

Minor in Sport Studies [SPST] (Not open to kinesiology majors)

- A. Required Sport Studies Core (12 credit hours)
- EXS 197: History and Philosophy of Physical Education
 - EXS 287: Social Psychological Aspects of Physical Activity
 - EXS 345: Sport and Society *or*
 - EXS 346: Sport and Exercise Psychology (prerequisite: PSY 101)
 - EXS 351: Philosophy of Sport *or*
 - EXS 410: Ethics in Sport
- B. Required Sport Studies Electives (select six credit hours)
- EXS/POL 162: Soccer, Politics, Law and Culture
 - EXS 350: Aesthetics of Sport
 - EXS 420: Sport in American Culture
 - EXS/WST 445: Women and Sport
 - EXS/SPM 450: Sport and Disability
 - EXS 468: African American Sport History
- C. Required Free Electives (select three credit hours)
- COM 360: Sport Broadcasting (prerequisite COM 100)
 - ENG 260: Literature of Sport
 - PWR 340: Writing Sports Literature

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 21

Example of the B.S. in Athletic Training over four years

First Year	Second Year
COR 101	<i>Fall</i>
CPN 100 or 102	BIO 301
CPN 101 or 103	ATR 221
HLH 110	COM 210
PSY 101	GE
ATR 101	<i>Spring</i>
ATR 102	BIO 302
Two GE courses	ATR 222
Foreign language	ATR 223
Elective	ATR 233
	ATR 343
	GE or Quantitative Skills
Total credit hours: 31	Total credit hours: 31
Third Year	Fourth Year
ATR 317	ATR 319
ATR 318	ATR 401
ATR 323	ATR 423
ATR 324	ATR 433
ATR 333	EXS 489
ATR 334	HLH 323 or EXS 357
ATR 342	GE electives
ATR 360	
ATR 362	
EXS 346	
EXS 387	
EXS 397	
GE or liberal arts electives	
Approximate total credit hours: 31	Approximate total credit hours: 31

Exercise Science and Sport Studies

COURSE DESCRIPTIONS

Athletic Training

ATR 101: Foundations of Athletic Training

(S) Designed for entry-level students' initial exposure to the athletic training profession. The course is intended to serve as an overview to the vast science of athletic health care using the CAAHEP educational model. (3 cr. hr.) ■

ATR 102: Basic Techniques in Athletic Training

(S) Introduction to clinical skills in athletic training that includes risk management, assessment, basic skills taping, bracing and rehabilitation techniques as they relate to sport injuries and illnesses. Includes 25 hours of directed clinical observation. Open to athletic training majors only. Prerequisite: ATR 101. (1 cr. hr.)

ATR 129, 229, 329, 429, 529: Special Topics in Athletic Training

Selected topics: May be taken more than once as subtitles change. Prerequisite: Designated by department as appropriate for content and academic level of credit. (1-3 cr. hr.)

ATR 221: Athletic Training Theory and Methods

(S) Basic theory and methods associated with prevention and management of common injury/illnesses sustained in the physically active individual. Required for students seeking admission into the Athletic Training Program. Prerequisite: BIO 301. (3 cr. hr.)

ATR 222: Recognition and Evaluation of Injury

(S) Recognition and evaluation of injury/illness common to the physically active individual. Students will learn techniques required to assess injury/illness for administering first aid and emergency care. Prerequisites: ATR 221, acceptance into the athletic training program. (3 cr. hr.)

ATR 223: Introduction to Clinical Skills

(S) This course will provide students with the opportunity to develop the specific athletic training clinical proficiencies that are outlined in the Athletic Training Education Competencies. In preparation of these skills, competence of subject matter will be verified through the teaching, practice and subsequent evaluation of outcomes documented over time. Prerequisite: Acceptance in the Athletic Training Program. (1 cr. hr.)

ATR 233: Field Experience in Athletic Training I

(S) The field experience will provide students with the opportunity to develop specific competencies in athletic training. Based on prerequisite requirements, this experience provides for a progressive development of technical skills and knowledge as part of an ongoing two-year field experience as required by the NATA. This experience partially fulfills the minimum field experience requirement. Prerequisite: Acceptance into the athletic training program. S, U grades assigned. (1 cr. hr.)

ATR 317: Acute Care of Injury and Illness

(S) The knowledge, skills and equipment used for the management and disposition of acute injury and illness and providing appropriate medical referral. Prerequisites: ATR 221 and acceptance into the athletic training program. (2 cr. hr.)

ATR 318: Advanced Athletic Training

(S) Investigation into advanced cognitive domain of athletic training. Specific topics in various areas of the body to include further recognition, management, and disposition of athletic injuries. Prerequisite: ATR 317. (3 cr. hr.)

ATR 319: Organization and Administration in Athletic Training

(F) Investigation into history, organization, and administration of athletic training program, to include facility planning, budget, inventory. Student will examine role of pharmacological agents in medical treatment of common injury/illness, as well as special topics dealing with legal issues, and state credentialing for athletic trainers. Student will have opportunity to examine, review, and interpret the NATA competencies, plan strategies and prepare to take NATA certification exam. Prerequisite: ATR 318. (3 cr. hr.)

ATR 323: Advanced Clinical Skills

(S) This course will provide students with the opportunity to develop the specific athletic training clinical proficiencies that are outlined in the Athletic Training Education Competencies. In preparation of these skills, competence of subject matter will be verified through the teaching, practice and subsequent evaluation of outcomes documented over time. Prerequisite: ATR 317. (1 cr. hr.)

ATR 324: Applied Clinical Skills

(S) This course will provide students with the opportunity to develop the specific athletic training clinical proficiencies that are outlined in the Athletic Training Education Competencies. In preparation of these skills, competence of subject matter will be verified through the teaching, practice and subsequent evaluation of outcomes documented over time. Prerequisite: ATR 323. (1 cr. hr.)

ATR 333: Field Experience in Athletic Training II

(F) The field experience will provide students with the opportunity to develop specific competencies in athletic training. Based on prerequisite requirements, this experience provides for a progressive development of technical skills and knowledge as part of an ongoing two-year field experience as required by the NATA. This experience partially fulfills the minimum field experience requirement. S, U grade assigned. Prerequisite: ATR 233. (1 cr. hr.)

ATR 334: Field Experience in Athletic Training III

(S) The field experience will provide students with the opportunity to develop specific competencies in athletic training. Based on prerequisite requirements, this experience provides for a progressive development of technical skills and knowledge as part of an ongoing two-year field experience as required by the NATA. This experience partially fulfills the minimum field experience requirement. S, U grade assigned. (1 cr. hr.)

ATR 342: Therapeutic Exercise

(F) Investigation into principles, objectives, indications, contraindications and progression of various modes of conditioning and reconditioning exercises. Methods for evaluation, progress, and development of criteria for return to activity. Prerequisites: ATR 221, 222, acceptance into athletic training program, and consent of instructor. (3 cr. hr.)

ATR 343: Therapeutic Modalities

(S) Normal physiological responses of human body to trauma, affects of trauma and inactivity on specific body tissues will be studied with implications for selection and use of therapeutic modalities. Prerequisite: ATR 221 and acceptance into the athletic training program. (4 cr. hr.)

ATR 352: Strength and Conditioning for Athletic Trainers

(S) Basic understanding of the prevention/rehabilitation of athletic injuries through proper implementation/adaptations of strength and conditioning principles. The class will meet the guidelines established by the national Strength and Conditioning Association (NCSA). Lecture and laboratory activities associated with the athletic strength-training facilities, athletic training and computer facilities. Prerequisite: ATR 342. (3 cr. hr.)

ATR 360: Psycho-Social Intervention and Referral

(S) Overview of the basic principles comprising the knowledge, skills and values that the entry-level certified athletic trainer should possess to recognize, intervene and refer when appropriate. Prerequisites: HLH 110 and EXS 287. (1 cr. hr.)

ATR 362: Advanced Conditioning and Rehabilitative Exercise

(S) A study of the indications, contraindications, physiological effects, special exercise program, modes of resistance, methods of flexibility, and exercise prescription relating therapeutic rehabilitation and injury prevention exercises. Advanced theoretical and practical approach for the design of rehabilitation protocols and the use of advanced techniques. Prerequisite: ATR 342. (3 cr. hr.)

ATR 401: Pharmacology in Athletic Training

(F) Basic principles of pharmacology comprising the knowledge, skills and values that the entry-level certified athletic trainer should possess. Examination of the indications, contraindications, precautions and interactions of drugs and medications as well as the governing regulations relevant to treating and caring for injuries and illness common in athletics. Open to athletic training majors only. Prerequisite ATR 318. (1 cr. hr.)

ATR 421: Care and Prevention of Athletic Injuries

(S) Prevention, protection, first aid care of injuries occurring in athletics. Evaluation of protective devices, methods, diets, conditioning. Two lectures, one two-hour laboratory. Students provide own tape. Prerequisite: BIO 301. (3 cr. hr.)

ATR 423: Seminar in Athletic Training

(F) This course will provide students with the opportunity to develop the specific athletic training clinical proficiencies that are outlined in the Athletic Training Education Competencies. In preparation of these skills, competence of subject matter will be verified through the teaching, practice and subsequent evaluation of outcomes documented over time. Prerequisite: ATR 324. (1 cr. hr.)

ATR 433: Field Experience in Athletic Training IV

(S) The field experience will provide students with the opportunity to develop specific competencies in athletic training. Based on prerequisite requirements, this experience provides for a progressive development of technical skills and knowledge as part of an ongoing two-year field experience as required by the NATA. This experience partially fulfills the minimum field experience requirement. Prerequisite: ATR 334. S, U grade assigned. (1 cr. hr.)

ATR 434: Field Experience in Athletic Training V

(S) The field experience will provide students with the opportunity to develop specific competencies in athletic training. Based on prerequisite requirements, this experience provides for a progressive development of technical skills and knowledge as part of an ongoing two-year field experience as required by the NATA. This experience partially fulfills the minimum field experience requirement. This experience is reserved for students who have not satisfactorily met all the terms from their contract remediation received in ATR 433. A student who does not earn a satisfactory grade in this course will not be endorsed for the NATABOC Certification Examination. Prerequisite: Consent of program director. S, U grade assigned. (1 cr. hr.)

ATR 444: Laboratory Assistant in Athletic Training

(A) Student may assist with the lab portion of one of several athletic training classes. Responsibilities may include attending and assisting with a lab section, holding office hours, assisting with collecting research data and/or completing other tasks as assigned by the instructor. Students will enhance their knowledge and understanding of concepts covered in the associated theory course, learn additional lab techniques as well as gain valuable leadership experience. Prerequisite: Consent of instructor. May be repeated: no more than three credit hours toward graduation. (1-3 cr. hr.)

ATR 499: Special Study in Athletic Training

(A) Independent study/research on selected topics. Topics may include in-depth study of a particular subject area. Student will work with faculty member (project director) whose own special interests and expertise coincide most closely with chosen topic. Students must follow suggested guidelines available in department chair's office. Prerequisite: Consent of department chair and instructor. May be repeated: no more than three credit hours toward graduation. (1-3 cr. hr.)

ATR 521: Contemporary Issues in Athletic Training

(O) Contemporary issues regarding the practice of athletic training will be investigated. Emphasis will be placed on the needs of coaches and athletic personnel who deal with athletes. Additional consideration also will be concerned with the prevention, risk management and the identification and treatment of sport-related injury and illness. (3 cr. hr.)

Exercise Science and Sport Studies**EXS 129, 229, 329, 429, 529: Special Topics in Exercise Science and Sport Studies**

Selected topics: May be taken more than once as subtitles change. Prerequisite: Designated by department as appropriate for content and academic level of credit. (1-3 cr. hr.)

EXS 162: Soccer, Politics, Law and Culture

(C) This course examines the sociopolitical and cultural development of soccer. The connection between the world's most popular sport, soccer, and international politics will be emphasized. Through critical political theory, the role and impact of the nation-state, the United States Soccer Federation (USSF), Federation Internationale de Football Association (FIFA), transnational corporations, race, gender and class will be discussed and analyzed from cross-cultural perspectives. Two field trips required for the course. Also listed as POL 162. (3 cr. hr.)

EXS 196: Field Experience in Fitness Development I

(A) Introductory practicum or field experience for students in the fitness development (FIT) major. Exposure to several experiences in the operation of a fitness facility with assistance in administering fitness assessments and participation in activities designed to introduce the operations of a fitness facility. S, U grades assigned. (1 cr. hr.)

EXS 197: History and Philosophy of Physical Education and Sport

(A) Devoted to study of physical education and sport and based on major historical events and associated philosophies that have shaped physical education and sport from ancient times to present. Examines basic concepts and current issues within physical education, play, cultural games and sports, athletics, fitness and wellness. Future trends explored. (3 cr. hr.) ■

EXS 230: Foundations of Coaching: Principles and Theories

(B) The purpose of this course is to provide the prospective athletic coach with the basic underlying philosophies, theories and techniques for planning, organizing and managing athletic programs. In addition, knowledge of teaching skills and techniques that influence coaching effectiveness and improve performance will be emphasized. Not open to freshmen. (3 cr. hr.)

EXS 260: Coaching Practicum I

(B) Introductory coaching experience to provide students with the opportunity to apply the principles and practices of coaching a sports team. The student will actively participate in practical coaching experiences under the guidance and supervision of a qualified coach. Not open to freshmen. S, U grades assigned. Prerequisite: Consent of department, completion of School Violence Prevention Training (SAVE), and Child Abuse Identification and Reporting (CAR). (1 cr. hr.)

EXS 287: Social Psychological Aspects of Physical Activity

(A) Introductory overview of social psychology as it relates to physical activity. Focus is on group and individualized behavior in play, sport, and dance. Not open to those having credit for PSY 422. (3 cr. hr.) ■

EXS 290: Social Problems and Issues in Sport and Exercise

(A) Examination of social problems and issues that impact upon a variety of physical activities. Consideration of how values, prejudice, discrimination and stereotypes affect sport and exercise in ways similar to society at large. Not open to students with credit for EXS 345. (3 cr. hr.) ■

EXS 296: Field Experience in Fitness Development II

(A) An intermediate field experience for the Fitness Development (FIT) major. Practical knowledge and hands-on experience by assisting with beginning through advanced resistance training and cardiovascular fitness programs. S, U grades assigned. Prerequisite EXS 196. (1 cr. hr.)

EXS 297: Motor Behavior

(A) Introductory course in motor behavior encompassing motor learning and motor development. Emphasis is on the application of principles which affect behavior, learning, and performance. (3 cr. hr.) ■

EXS 325: Principles of Strength and Conditioning

(F) Introduction to the concepts and applicable activities used in designing, implementing and evaluating strength and conditioning programs for athletic team populations. Prerequisite: BIO 301 and 302. Not open to students with credit for ATR 352 or EXS 435. (3 cr. hr.)

EXS 345: Sport and Society

(A) Role and influence of sports in our social system. Influence of other social systems upon sport. Not open to students with credit for EXS 290. (3 cr. hr.) ■

EXS 346: Sport and Exercise Psychology

(A) Selected psychological and related theoretical factors that influence behavior of individuals participating in sport and exercise. Prerequisite: PSY 101. Also listed as PSY 346. (3 cr. hr.) ■

EXS 350: Aesthetics of Sport

(O) Visual survey of art and architecture encompassing motifs of athletics, sports, games, contest, dance, exercise, play, recreation. Aesthetic pleasure, interest in this professional cultural dimension emphasized. (3 cr. hr.)

EXS 351: Philosophy of Sport

(B) This course examines the methods of the philosophical process and its relationship to human movement. (3 cr. hr.) ■

EXS 357: Nutrition and Sport Performance

(S) Examination of how nutrition impacts exercise and athletic performance through relationship among nutrition, physical activity and health promotion. Analysis of current diet trends and the influence of ergogenic aids. Prerequisites: BIO 301, 302. Also listed as HLH 357. (3 cr. hr.)

EXS 360: Coaching Practicum II

(B) Intermediate coaching experience to provide students with the opportunity to apply the principles and practices of coaching a sports team. The student will actively participate in practical coaching experiences under the guidance and supervision of a qualified coach. Not open to freshman or sophomore students. S, U grades assigned. Prerequisite: EXS 260 and HLH 120. (1 cr. hr.)

EXS 371: Pre-Internship Seminar in Fitness Development

(A) Development of career goals and various employment options in the fitness field. Preparation of a professional resume, techniques of interviewing and the development of two-person and small group interpersonal skills for securing a certain internship and subsequent professional position. Prerequisite: EXS 296. (1 cr. hr.)

EXS 387: Biomechanics

(A) Analysis, evaluation and application of anatomical and mechanical factors influencing motor skill activities. Prerequisite: BIO 301 or 324. Basic algebra skills expected. (3 cr. hr.) ■

EXS 397: Exercise Physiology I

(A) Physiological adjustments, changes occurring in human organism as a result of physical activity. Physiology of muscular contraction; role of circulatory and respiratory systems in exercise. Lectures, recitation, laboratory. Prerequisites: BIO 301, 302 or 324, 414. (3 cr. hr.) ■

EXS 410: Ethics in Sport

(S) Examination of selected ethical and moral issues current in the conduct of American sport such as the ethics of competition, equality and excellence and the place of athletics in education. Also listed as SPM 410. (3 cr. hr.) ■

EXS 420: Sport in American Culture

(A) Analysis and interpretation of changes in physical education and sport in the United States using the concepts of modernization, urbanization and industrialization, ontology, and religion to describe changes since 1600. (3 cr. hr.) ■

EXS 432: Exercise Prescription

(O) The design and supervision of appropriate prescriptive exercise programs for individuals from various fitness levels and medical conditions. Prerequisite: EXS 397. (3 cr. hr.)

EXS 433: Exercise Prescription Practicum

(O) Clinical experience in theory and practice of exercise prescription in physical fitness programs for adults. Prerequisites: EXS 397 and 432. S, U grades assigned. (1 cr. hr.)

EXS 435: Neuromuscular Fitness Assessment and Programming

(F) Basic understanding of muscle structure, function, and physiology as it applies to strength and power. Review types of strength training programs and techniques for developing goal-specific programs will be included. Lectures and laboratory. Prerequisite: EXS 397 or PED 397. (3 cr. hr.)

EXS 438: Cardio-Respiratory Fitness Assessment and Programming

(S) Integration of cardiorespiratory physiological concepts into the assessment of an individual's aerobic capacity and the application of these data in designing an effective aerobic exercise program. American College of Sports Medicine (ACSM) guidelines will be followed. Lectures and laboratory. Prerequisite: EXS 397 or PED 397. (3 cr. hr.)

EXS 444: Laboratory Assistant in Exercise Science

(A) Student may assist with the lab portion of one of several exercise science theory classes. Responsibilities may include attending and assisting with a lab section, holding office hours, assisting with collecting research data and/or completing other tasks as assigned by the instructor. Students will enhance their knowledge and understanding of the concepts covered in the associated theory course, learn additional laboratory techniques as well as gain valuable leadership experience. (1-3 cr. hr.)

EXS 445: Women and Sport

(O) Examination of the current scholarship and debates surrounding issues of women's participation and involvement in sport. Also explores the dynamics of gender and sporting participation. A critical perspective will be used to examine sport as a significant social institution and its relationship to sexism and homophobia. Open only to juniors and seniors. Also listed as WST 445. (3 cr. hr.) ■

EXS 450: Disability and Sport

(O) Examination of the critical contemporary issues associated with the organization, governance and management of sport for people with disabilities. Emphasis will be placed on the historical, sociological and cultural contexts, as well as the practical environments in which sport opportunities for athletes with disabilities have evolved. Particular emphasis will be placed on a service-learning component designed to provide students with a "working understanding" of the core issues facing sport managers and sport scientists working with athletes with disabilities. Not open to freshmen or sophomores. Also listed as SPM 450. (3 cr. hr.)

EXS 455: Philosophy, Principles and the Administration of Sport

(O) The principles of a sports organization including its policies, use of strategic processes, structures and methods of operations. Key applications of administrative skills regarding staff duties, use of facilities, instructional equipment and supplies will be considered. Practical issues related to coaching will be discussed. Prerequisite: EXS 230. (3 cr. hr.)

EXS 468: African-American Sport History

(O) This course examines the historical perspective of African-Americans in sport. Emphasis will be placed on the social, cultural, economic and political experiences of African-Americans in sport, beginning with the Nubian culture in Africa through colonial America, slavery, the "Jim Crow" era of legal segregation, World War II and integration, the Civil Rights Movement, and the late 20th century. (3 cr. hr.) ■

EXS 470: Field Experience in Fitness Development III

(A) Experience in the operation of the fitness facilities and the promotion of wellness themes through the Tomik Fitness Facility. S, U grades assigned. Prerequisite: EXS 438 or PED 438. (2 cr. hr.)

EXS 471: Internship in Fitness Development

(A) A full-time supervised internship in a fitness field that relates to the student's area of interest. Typical internships may include strength and conditioning, personal training or work in a fitness facility. Prerequisites: EXS 371 and 470. (9-15 cr. hr.)

EXS 475: Internship in Coaching

(A) Supervised internship in a culminating coaching experience in a scholastic, collegiate, professional or an international level program. Prerequisites: EXS 360, senior status, good academic standing, consent of department. S, U grades assigned. (6 cr. hr.)

EXS 489: Exercise Science Research Methods

(F) Purpose of course is to provide students with integrated background in exercise science and to prepare them for research testing in procedures commonly found in exercise science research. Students introduced to current trends and research topics coupled with laboratory techniques in areas of motor behavior, biomechanics and exercise physiology. Two-hour laboratory session each week gives students hands-on experiences with computers and equipment. Prerequisites: PED 434 or MAT 201 or PSY 201 or ECO 221 or COM 230 and EXS 297, 387 and 397. (3 cr. hr.)

EXS 490: Independent Research in Exercise Science

(S) Independent research project for the exercise science concentration or minor. Student will undertake and complete a research project in the area of exercise science. The project will include collecting and analyzing data and presenting the results in writing and in a formal oral presentation. Prerequisite: EXS 489. (3 cr. hr.)

EXS 499: Special Study in Exercise Science

(A) Independent study/research on selected topics. Topics may include in-depth study of a particular subject area. Student will work with faculty member (project director) whose own special interests and expertise coincide most closely with chosen topic. Students must follow suggested guidelines available in department chair's office. Prerequisite: Consent of chair. (1-3 cr. hr.)

EXS 511: Advanced Statistical Applications in Exercise Science

(C) Advanced statistics with application in exercise science. Content includes a review of basic descriptive and inferential statistics, plus coverage of multiple-factor and repeated measures ANOVA, post-hoc tests, multivariate analysis of variance, analysis of covariance, multiple regression, canonical analysis and factor analysis. Computerized statistical analyses are imbedded throughout the course. Prerequisites: MAT 201 or PSY 201 or COM 230 or ECO 221 or HLH 299 or PED 434 or equivalent. (3 cr. hr.)

EXS 522: Sport in Contemporary Society

(O) Study of sport from social perspective, investigating the interrelationship of sport to other institutions. Course offers opportunity for critical review of literature in area of sport in society. (3 cr. hr.)

EXS 535: Neuromuscular Fitness Assessment and Programming

(F) Basic understanding of muscle structure, function, and physiology as it applies to strength and power. Review of types of strength training programs and techniques for developing goal-specific programs will be included. Lectures and laboratory. Not open to students with credit for EXS 435. (3 cr. hr.)

EXS 538: Cardio-Respiratory Fitness Assessment and Programming

(S) Integration of cardiorespiratory physiological concepts into the assessment of an individual's aerobic capacity and the application of these data in designing an effective aerobic exercise program. ACSM guidelines will be followed. Lectures and laboratory. Not open to students with credit for EXS 438. (3 cr. hr.)

EXS 546: Behavior in Sport

(O) Study psychological factors which influence behavior of men and women as they participate in physical activity and sport. (3 cr. hr.)

EXS 551: Philosophy of Sports and Physical Education

(O) Background, development of modern physical education; formulation of scientific principles which foster biological, sociological, and psychological benefits of physical education. (3 cr. hr.)

EXS 555: Physiology of Exercise II

(O) Physiological adaptations, mechanisms of change of function taking place as result of physical exercise. Physiological factors influencing human performance; environmental factors of altitude, space, temperature extremes; drugs and doping; age and gender; related problems in sport medicine. Prior knowledge of exercise physiology is expected. (3 cr. hr.)

EXS 558: Physiological Principles of Conditioning for Sports

(O) Application of physiological principles to development of specific conditioning components. Analysis of research implications and critical evaluation of current practices emphasized. Prerequisite: EXS 397. (3 cr. hr.)

EXS 565: Perceptual Motor Development

(O) Developmental processes from prenatal period to adolescence, with emphasis for elementary physical education. (3 cr. hr.)

EXS 575: Nutritional Aspects of Physical Fitness and Athletic Performance

(O) Application of metabolic and nutritional principles to performance patterns of athletes and individuals desiring to increase their physical fitness capacity. Includes role of carbohydrates, fats, proteins, vitamins, minerals, and water in exercise. Effects of dietary manipulation, fad diets, body composition, and ergogenic aids will be investigated. Prerequisite: EXS 397 or consent of instructor. (3 cr. hr.)

EXS 587: Advanced Biomechanics

(O) Application of fundamental laws of physics. Techniques of physical activities, sports in terms of mechanical principles. Available research reviewed. Prior knowledge of biomechanics is expected. (3 cr. hr.)

Foundations and Social Advocacy

DEPARTMENT

SCHOOL

Education

FACULTY

Joseph Rayle (Chair), Judy Bentley, Aram deKoven, Janet Duncan, William Griffen, Michelle Kelly, Ji-Ryun Kim, Cynthia Moriarity, Stephanie Urso Spina, Harry Sydow, Anne Burns Thomas, Mary Ware

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAM OFFERED

Bachelor of Science in Inclusive Special Education

MAJOR OFFERED

Inclusive Special Education

MINOR OFFERED

Psychology of the Exceptional Child

Note: This minor is required for the major.

DESCRIPTION

This program provides the foundation for educators who choose to teach in inclusive classrooms (1-6) with children who have disabilities. Additionally, this program places an emphasis on best practices for children in urban environments, although all high-need classrooms will be considered. A solid grounding in liberal arts and sciences, coupled with pedagogical instruction in meeting the needs of diverse students are the core components of this program. Professional education courses are offered in the disciplines of special education, education and literacy by this department and the Literacy Department. A required minor, psychology of the exceptional child, is offered through the Psychology Department. Additional courses in general education are offered by appropriate departments in the School of Arts and Sciences.

SPECIAL FEATURES

- Cortland's Urban Recruitment of Educators (C.U.R.E.)
- Resident Student Teaching Centers in urban and suburban settings
- Study abroad
- Student teaching at London Metropolitan University, England and University of the Sunshine Coast, Australia
- Experiential placements in urban, rural and suburban classrooms
- Experiential placements with families with children who have disabilities
- National Honor Society in Education (Phi Delta Kappa)
- Outdoor education opportunities at the Outdoor Education Center at Raquette Lake

Cornish Hall, Room D-220
(607) 753-2447
E-mail: eatonj@cortland.edu
www.cortland.edu/fandsa/

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to all education majors.
2. Liberal Arts Requirements: B.S. – 66 credit hours
3. Foreign Language: All students must have proficiency in a foreign language. For the B.S., students complete one year of a foreign language (six credit hours) or its equivalent (through the 102 level). Students may also test out of the foreign language proficiency. Students may choose American Sign Language to fulfill this foreign language requirement.

MINOR IN PSYCHOLOGY OF THE EXCEPTIONAL CHILD

This is a required component of this major because it provides a solid grounding in the nature and needs of children with disabilities. It also provides a foundation in the requirements and intent of Individuals with Disabilities Education Act (I.D.E.A.), Americans with Disabilities Act (ADA) and Section 504 of Rehabilitation Act. Additional areas covered in the minor are behavior disorders, functional analysis, learning disabilities and related topics.

ENROLLMENT IN THE MAJOR

Admission to this major is limited to approximately 25 students per academic year. Application to this competitive program is based on the following factors:

- Students must apply during the first semester of their freshman year
- Program applicants must have a cumulative grade point average of 2.7 at the end of the first semester of their freshman year
- Program applicants must submit a completed application form along with three completed recommendations, one of which must come from a faculty member, and a personal essay stating their reasons for choosing this field of study.

Currently, this program is not accepting transfer students.

ELIGIBILITY FOR STUDENT TEACHING

To be eligible for student teaching, a student must be in good academic standing, have no incompletes, complete all prerequisite education courses, have an overall grade point average of 2.7, have completed at least two-thirds of the course work in the minor, and have no grade lower than a C in required education and special education courses. Students must be eligible at the time of application, and if ineligible must reapply when eligibility is achieved.

ADVISEMENT MANUAL

Advisement manuals for inclusive special education majors are available in the Foundations and Social Advocacy Department. Students must follow the manual in place at the time of their matriculation. Students should study the manual carefully because it supplements the information provided in this catalog.

Major in Inclusive Special Education (1-6) [ISE_PSYX]

The inclusive special education major prepares students to have certification in teaching children with disabilities in grades one through six.

CAREER POTENTIAL

- Special education teacher, Grades 1-6
- Inclusive curriculum specialist
- Inclusion consultant
- Developmental disabilities provider/caregiver

A. College-wide and General Education Courses: 35-37 credit hours (plus foreign language)

COR 101: The Cortland Experience

CPN 100 *or* 102: Academic Writing I

CPN 101 *or* 103: Academic Writing II

Foreign Language – must complete through the 102 level

General Education Program

GE 1: Any GE 1 course

Recommended: ECO 105: Political Economy and Social Thought

GE 2: FSA 103: Gender, Race and Class Issues in Education

GE 3:

GRY 120: Cultural Geography

GE 4: Any GE 4 course

GE 5: HIS 110: Western Civilization to 1715 *or*

HIS 111: Western Civilization since 1715

GE 6:

ENG 200: Introduction to Literature *or*

ENG 202: Introduction to Fiction *or*

ENG 203: Introduction to Poetry *or*

ENG 204: Introduction to Drama

GE 7: Any GE 7 course

GE 8: Any GE 8 course

Recommended through advisement:

SCI 141: Integrated Earth Science and Biology *and*

SCI 142: Integrated Physics and Chemistry

B. Content Core: 24 credit hours

MAT 101: Concepts of Elementary School Mathematics I

MAT 102: Concepts of Elementary School Mathematics II

PSY 101: General Psychology I

PSY 231: Child Psychology

HLH 265: Health and the Child

The following also fulfill requirements for the minor

PSY 432: Psychology of Learning Disabilities

PSY 433: Behavior Disorders in Educational Settings

SHH 270: Introduction to Language Disorders

C. Inclusive Special Education Requirements: 31 credit hours

FSA 101: Introduction to Urban Education

FSA 103: Gender, Race and Class Issues in Education

FSA 210: Principles of Inclusive Education

FSA 211: Inclusive Education Field Experience

FSA 280: Perspectives on Disabilities — The Child, Family, School and Community

FSA 281: Perspectives Field Experience

FSA 410: Inclusive Education Pedagogy

FSA 420: Inclusive Education Field Seminar

FSA 430: Assistive and Adaptive Technology

FSA 436: Assessment and instruction of Learners with Special Needs

LIT 310: Literacy in a Multicultural, Urban School

LIT 311: Literacy Field Experience

D. Minor in Psychology of the Exceptional Child: 21 credit hours

Completion of the Minor in Psychology of the Exceptional Child, including the following courses:

PSY 231: Child Psychology (fulfilled in B)

PSY 331: Psychology of Exceptional Children

PSY 332: Educational Psychology

PSY 360: Applied Behavior Analysis I

PSY 432: Psychology of Learning Disabilities*

PSY 433: Behavior Disorders in Educational Settings*

SHH 270: Introduction to Language Disorders*

* *included as part of the content core*

E. Application and Reflection on Teaching: 17 credit hours

FSA 400: Foundations of Education: The School in American Society

FSA 490: Student Teaching I

FSA 491: Student Teaching II

FSA 492: Seminar in Student Teaching

F. Free Elective Courses: Four credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124-126

Example of the B.S. in Inclusive Special Education with a minor in Psychology of the Exceptional Child

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 (ISEW) CPN 100 or 102 FSA 101 GRY 120 PSY 101 Foreign language Apply to the ISE program Child Abuse Identification workshop</p> <p><i>Spring</i></p> <p>CPN 101 or 103 FSA 103 HIS 110 or 111 Foreign language GE 4</p> <p>Total credit hours: 31-33</p>	<p><i>Fall</i></p> <p>FSA 210 FSA 211 MAT 101 PSY 231 SHH 270 GE 8a</p> <p><i>Spring</i></p> <p>FSA 280 FSA 281 MAT 102 PSY 331 GE 1 GE 8b</p> <p>Total credit hours: 33</p>
Third Year	Fourth Year*
<p><i>Fall</i></p> <p>ENG 200, 202, 203 or 204 HLH 265 LIT 310 LIT 311 PSY 332 PSY 360 School Violence Prevention and Intervention workshop</p> <p><i>Spring</i></p> <p>FSA 410 FSA 420 FSA 430 FSA 436 GE 7</p> <p>Total credit hours: 33</p>	<p><i>Fall</i></p> <p>FSA 490 FSA 491 FSA 492</p> <p><i>Spring</i></p> <p>FSA 400 PSY 432 PSY 433 Free electives</p> <p>Total credit hours: 26</p>

* Student teaching in the fourth year may occur in fall or spring to accommodate study abroad programs.

Foundations and Social Advocacy

COURSE DESCRIPTIONS

Interdisciplinary Courses

EDU 471: Foundations of Modern Education

(A) Social, historical and philosophical issues in education. Emphasis on critical analysis of educational reforms, movements and practices. (3 cr. hr.) ■

INT 270: Exploring Education

(A) Introduction to education and teaching through the perspectives of a variety of disciplines such as psychology, history, sociology, philosophy, and political science. Open to students in all major fields. (3 cr. hr.) ■

Inclusive Special Education Courses

FSA 101: Introduction to Urban Education

(F) Micro issues that occur in urban schools and communities and macro issues that occur in the broader educational system and U.S. society. How these issues impact education in urban contexts from anthropological, economic, educational, historical, political and sociological perspectives. Combines field experiences in urban schools with related readings. (3 cr. hr.)

FSA 103: Gender, Race and Class Issues in Education

(A) Examines prejudice and discrimination (on the basis of class, race, gender and disability) as these are institutionalized by schools, both in the United States and elsewhere in the world. (3 cr. hr.) ■

FSA 210: Principles of Inclusive Education

(F) Current best practices for inclusive education will be examined and students develop an understanding of their own philosophy of inclusive education. Taken with 25-hour field experience FSA 211. Prerequisites: FSA 101 and 103. Corequisite: FSA 211 (3 cr. hr.)

FSA 211: Inclusive Education Field Experience

(F) Twenty-five-hour field experience in an inclusive urban classroom. Prerequisites: FSA 101 and 103. Corequisite: FSA 210. (1 cr. hr.)

FSA 280: Perspectives on Disabilities — The Child, Family, School and Community

(S) Introductory course to assist inclusive education majors to develop a deeper understanding of the child with a disability and his/her family at home and in the school and community. Prerequisites: FSA 210 and 211. Corequisite: FSA 281. (3 cr. hr.)

FSA 281: Perspectives Field Experience

(S) Twenty-five-hour field experience with a child who has a disability in the home, school and community. Prerequisites: FSA 210 and 211. Corequisite: FSA 280. (1 cr. hr.)

FSA 400: Foundations of Education: The School in American Society

(A) Investigation of foundations of American educational system. Readings and discussion designed to enable students to reason, speak and write about purposes and practices of American education. Prerequisite: LIT 371, or LIT 310 and 311. (3 cr. hr.) ■

FSA 410: Inclusive Education Pedagogy

(S) Inclusive education pedagogy in an urban context at the childhood level (grades 1-6). Prerequisites: LIT 310 and 311. Corequisites: FSA 420, 430, 436. (4 cr. hr.)

FSA 420: Inclusive Education Field Seminar

(S) Seventy-five-hour field experience in an inclusive urban classroom (grades 1-6). Prerequisites: LIT 310 and 311. Corequisites: FSA 410, 430, 436. (3 cr. hr.)

FSA 430: Assistive and Adaptive Technology

(S) Principles and application of Universal Design and augmentative/assistive technology for students with disabilities. Prerequisites: LIT 310 and 311. Corequisites: FSA 410, 420, 436. (3 cr. hr.)

FSA 436: Assessment and Instruction of Learners with Special Needs

(S) Identification and instruction of children with special needs. Directed field experiences to implement methods and practices applicable to all students in an inclusive environment. Prerequisites: LIT 310 and 311. Corequisites: FSA 410, 420, 430. (3 cr. hr.)

FSA 490: Student Teaching 1

(A) Supervised student teaching in an elementary classroom. Prerequisites: FSA 410, 420, 430, 436. Corequisites: FSA 491, 492. (6 cr. hr.)

FSA 491: Student Teaching II

(A) Supervised student teaching in an elementary classroom. Prerequisites: FSA 410, 420, 430, 436. Corequisites: FSA 490 and 492. (6 cr. hr.)

FSA 492: Seminar in Student Teaching

(A) Discussion and analysis of issues related to student teaching in inclusive classrooms. Taken concurrently with student teaching. Prerequisites: FSA 410, 420, 430, 436. Corequisites: FSA 490, 491. (1 cr. hr.)

FSA 525: Teaching the Inner City Child

(A) Issues related to teaching in high-need urban schools: roles of culture and context in teacher-student relationships; impact of social structures such as race and class on student achievement; how teaching in urban contexts is different; and effective practices in urban schools. Also listed as AAS 581. (3 cr. hr.)

Literacy Courses**LIT 310: Literacy in a Multicultural, Urban School**

(F) Development of literacy assessment skills and intervention strategies for students with disabilities in a multicultural, urban context. Prerequisites: FSA 280 and 281. Corequisite: LIT 311. (3 cr. hr.)

LIT 311: Literacy Field Experience

(F) Twenty-five-hour literacy field experience in assessment and intervention strategies in an inclusive urban classroom. Prerequisites: FSA 280 and 281. Corequisite: LIT 310. (1 cr. hr.)

Special Education Courses**SPE 270: Introduction to Special Education**

(A) Course meets all SED teacher certification requirements for childhood and early childhood teachers to teach students with disabilities in inclusive classrooms. Introductory course for students in the Teaching Students with Disabilities in Childhood Education Program, intended to orient general education and special education pre-service teachers to special education, the characteristics of students with special needs, strategies to work effectively with diverse student populations, and techniques for forming partnerships with each other and other professionals and parents. Prerequisites: PSY 231 or 332. (3 cr. hr.)

SPE 510: Teaching the Special Education Learner in the General Education Classroom

(O) This course provides a knowledge of special education to teachers who are seeking to accommodate students with disabilities more effectively in their classrooms and schools. (3 cr. hr.)

Geography

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

David L. Miller (Chair), Scott Anderson, James W. Darlington, Elizabeth A. Fraser, Ibipo Johnston-Anumonwo, Robert Pierce

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Geography
 Bachelor of Science in Geography
 Bachelor of Arts in Adolescence Education: Social Studies and Geography (7-12)
 Bachelor of Science in Geographic Information Systems

Old Main, Room 138
 (607) 753-4107
 E-mail: grydept@cortland.edu
 www.cortland.edu/geography/

MAJORS OFFERED

Geographic Information Systems
 Geography
 Adolescence Education: Social Studies and Geography (7-12)

CONCENTRATION OFFERED

Tourism Development

MINORS OFFERED

Geography
 Tourism Development

DESCRIPTION

Students who major in geography may choose a program leading to the award of a bachelor of arts or bachelor of science. The bachelor of arts program includes a 12-hour foreign language requirement. The bachelor of science program incorporates a 13-hour sequence in computer techniques, environmental science, or demographics and business geographics in lieu of the foreign language requirement for the bachelor of arts.

SPECIAL FEATURES

- High-tech training in a friendly, supportive environment
- ESRI (Environmental Systems Research Institute) authorized learning center with 25 GIS workstations – learn advanced applications including network and 3D modeling applications
- Global Positioning System (GPS) – master field survey techniques using the lab GPS base station and handheld units.
- Internships – numerous opportunities with local, state and federal agencies and study abroad options at locations such as the Australia Zoo
- Student-faculty research opportunities

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements:
 - B.A. – 90 credit hours
 - B.S. – 75 credit hours

Major in Geography [GRY]

The bachelor's program prepares students for graduate school, international studies, international commerce and tourism development-related activities.

CAREER POTENTIAL

- Census Bureau data analyst
- International commerce
- Military intelligence officer
- Tourism development planner

- A. Required Courses: 19 credit hours
 - GRY 110: Physical Geography
 - GRY 120: Cultural Geography
 - GRY 125: Human Geography and Global Development
 - GRY 324: Cartography and Geographic Information
 - GRY 400: Geographical Analysis
 - GRY 440: Seminar in Geography

- B. Elective Courses in Geography: 15 credit hours
- C. Other: 43-56 credit hours (which may include a minor of 15 to 21 credit hours)
- D. Proficiency in a modern foreign language through the intermediate level: 0-12 credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Geography with a concentration in Tourism Development [GRY/TOUR]

The tourism development concentration and the accompanying minor focus on the planning, development and marketing of tourism at regional and community levels, and the development and preservation of cultural and environmental characteristics as tourism resources.

CAREER POTENTIAL

- Travel industry planner
- Local or state tourism agency staff
- Transportation industry consultant

- A. Required Courses: 13 credit hours
 - GRY 110: Physical Geography
 - GRY 120: Cultural Geography *or*
 - GRY 125: Human Geography and Global Development
 - GRY 400: Geographical Analysis
 - GRY 440: Seminar in Geography
- B. Core in Tourism Development: Nine credit hours
 - GRY 215: Geography of Travel and Tourism
 - GRY/REC 315: Ecotourism
 - GRY/REC 415: Tourism Planning and Development
- C. Selected from the following courses: Six credit hours
 - GRY 251: Cities of the World
 - GRY 480: United States
 - GRY 482: Central America and the Caribbean
 - GRY 484: Europe
 - GRY 485: Africa, South of the Sahara
 - GRY 486: Monsoon Asia
 - ECO 312: Economic Development in Latin America
 - ECO 313: Economic Development in Asia
- D. Selected from the following courses: Six credit hours
 - REC 344: Commercial Recreation Management
 - REC 402: Management of Recreation Resources
 - ANT 315: Development Anthropology
 - ECO 311: Economic Development
 - GRY 324: Cartography and Geographic Information *or*
 - GRY 327: Computer Mapping *or*
 - GRY 328: Geographic Information Systems
 - GRY 499: Internship
- E. Other: 43-56 credit hours (which may include a minor of 15 to 21 credit hours)
- F. Proficiency in a modern foreign language through the intermediate level: 0-1 credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Geographic Information Systems [GIS]

The applied geography courses place a strong emphasis upon computer literacy and spatial analysis skills in preparing students for careers in site assessment, marketing and demographic analysis. The department's Geographic Information Systems (GIS) computer lab features state-of-the-art hardware and software.

CAREER POTENTIAL

- Environmental GIS specialist
- Law enforcement analyst
- Land use planner
- Transportation planner
- Marketing and business geographics consultant
- Emergency response planner

- A. Core in Geography: 19 credit hours
 - GRY 110: Physical Geography
 - GRY 120: Cultural Geography
 - GRY 125: Human Geography and Global Development
 - GRY 324: Cartography and Geographic Information
 - GRY 400: Geographical Analysis
 - GRY 440: Seminar in Geography

- B. Core in Geographic Information Technology: 15 credit hours
 GRY 327: Computer Mapping
 GRY 328: Geographic Information Systems
 GRY 330: Advanced GIS Techniques
 Advanced GRY course in consultation with advisor

- C. Introductory Computer Applications (CAP) course and/or advanced CAP courses in consultation with advisor: Three credit hours

- D. Completion of one of the following concentrations:

Computer Techniques [GIS_CTEC]

MCS 186: Introductory Programming
 CAP 201: C Programming

And at least three hours selected from:

CAP 202: Basic Programming
 CAP 204: Visual Basic
 CAP 350: Data Base Management Systems
 CAP 250: Computer Practicum
 MCS 388: Advanced Programming and Data Structures

Demographics and Business Geographics [GIS_DBG]

Six hours from one of the combinations listed below:

- ECO 221: Economic Statistics *and* MGT 253: Principles of Marketing *or* ECO 421: Econometrics
- MAT 201 (ECO 221): Statistical Methods and three hours of MAT courses in consultation with advisor

And at least three additional hours selected from the from the following:

CAP 230: Introduction to SPSS
 CAP 231: Introduction to Data Base Management
 CAP 233: Computerized Information Retrieval
 CAP 235: Presentation Graphics
 CAP 350: Data Base Management and/or other advanced CAP courses in consultation with advisor

Environmental Science [GIS_ENVS]

EST 100: Introduction to Environmental Studies
 ENS 486: Seminar in Environmental Science

And at least six hours selected from:

BIO 307: Field Natural History
 BIO 315: Marine Biology
 BIO 405: Conservation of Natural Resources
 BIO 412: General Ecology
 ECO 335: Resource and Environmental Economics
 GLY 261: Physical Geology
 GLY 292: Land Use and Planning
 GLY 310: Wetlands Analysis
 GLY 367: Geomorphology
 GLY 371: Meteorology
 GLY 397: Physical Oceanography
 GLY 510: Hydrogeology
 GLY 430: Field Hydrology
 HLH 390: Environmental Health and Ecology
 HLH 391: Epidemiology and Biostatistics
 POL 242: Environmental Policy
 POL 308: Environmental Law

- E. Foreign language: 0-6 credit hours
 General Education: 28-29 credit hours
 Other elective course work: 30-39 credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual major in Adolescence Education: Social Studies and Geography (7-12) [SST and GRY]

This program allows students who major in geography to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in geography with 47-68 credit hours in additional course work and professional teacher preparation.

CAREER POTENTIAL

- Junior high and high school teacher

- A. Requirements for the geography major (see above)

- B. Professional Preparation: 44-68 credit hours
 (Including additional social science courses)

HLH 199: Critical School Health Issues
 PSY 101: General Psychology I
 PSY 232: Adolescent Psychology *or*
 PSY 332: Educational Psychology
 ECO 105: Political Economy and Social Thought
 GRY 425: Geography in the Classroom *or*
 GRY 482: Central America and the Caribbean *or*
 GRY 484: Geography of Europe *or*
 GRY 486: Monsoon Asia
 GRY 480: United States *or*
 GRY 481: Geography of New York State
 POL 100: Introduction to American Government and Politics
 HIS 100: The World to 1500 *and*
 HIS 101: The World since 1500 *or*
 HIS 110: Western Civilization to 1715 *and*
 HIS 111: Western Civilization since 1715
 HIS 200: The United States to 1877 *and*
 HIS 201: The United States from 1877 *and*
 Three additional hours of history at the 300 level or above
 AED 310: Grammar and the Writing Process *or*
 LIT 449: Literacy in the Middle and Secondary School *or*
 LIT 549: Literacy in the Middle and Secondary School
 SHH 300: Normal Language Development *or*
 PSY 350: Psychology of Language

- C. Professional Sequence: Junior year, four credit hours

AED 391: Introduction to Adolescence Education
 Fall semester only. A 25-hour field requirement is attached to this course.

AED 300: Introduction to Secondary Social Studies
 Spring semester only. A 35-hour field requirement is attached to this course. Requires acceptance into the adolescence education: social studies (SST) major.

- D. Professional Sequence: Senior year, 21 credit hours*

AED 301: Pre-practice Teaching Seminar
 Fall semester only. A 40-hour field requirement is attached to this course and must be completed in the preceding spring semester.

Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.

AED 400: Student Teaching I
 AED 401: Student Teaching II
 AED 402: Student Teaching Seminar

- * *To be eligible for student teaching, a student must have declared adolescence education: social studies (7-12) as a major by the beginning of the second semester of the junior year and must have senior status, at or near 90 credit hours, with 24 credit hours in the academic social science major, which must be officially declared. A student must also have an overall grade point average*

of 2.5, a grade point average of 2.7 in the academic social science major, and a C or better in AED 300. No student who receives a grade below a C- in any introductory course in the academic social science major will be allowed to enter student teaching until the course has been retaken and a higher grade earned. Student teaching is a capstone experience. Students who cannot graduate by the December following student teaching may not register for the AED 400, 401, 402 sequence.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in Geography with an emphasis in Tourism Development [TOUR]

Students who elect the tourism development minor in geography focus on the planning, development and marketing of tourism at community and regional levels and the development and preservation of cultural and environmental characteristics as tourism resources.

CAREER POTENTIAL

- Tourism planning and marketing
- Transportation coordination

A. Required Courses: Nine credit hours

- GRY/REC 315: Ecotourism
- GRY 215: Geography of Travel and Tourism
- GRY/REC 415: Tourism Planning and Development

B. Electives selected from the following courses: 9-10 credit hours

At least three hours must be from each of the following groups:

1) Regional Courses

- GRY 251: Cities of the World
- GRY 482: Central America and the Caribbean
- GRY 480: United States
- GRY 484: Geography of Europe
- GRY 485: Africa, South of the Sahara
- GRY 486: Monsoon Asia
- ECO 312: Economic Development of Latin America
- ECO 313: Economic Development of Asia

2) Planning and Development Courses

- REC 344: Commercial Recreation Management
- REC 402: Management of Recreation Resources
- ECO 311: Economic Development
- ANT 315: Development Anthropology
- GRY 327: Computer Mapping or
- GRY 328: Geographic Information Systems

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in Geography [GRY]

Students who minor in geography are encouraged to select applied geography courses which place a strong emphasis upon computer literacy and spatial analysis skills.

CAREER POTENTIAL

- Site assessment and planning
- Environmental education
- Marketing and demographic analysis
- Community and economic development

A. Required Courses: Six credit hours

- GRY 110: Physical Geography
- GRY 120: Cultural Geography

B. Elective Geography Courses: 12 credit hours

Nine of the 12 hours must be at the 200 level or higher.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the bachelor's degree in Geographic Information Systems and a minor in Computer Applications over four years

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 POL 100 (GE 1) Foreign language CAP 100 GRY 120 (GE 3) COR 101</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 GLY 261 (GE 8) GRY 324 MCS 186 GRY 221 (GE 2)</p> <p>Total credit hours: 16-17</p>	<p><i>Fall</i></p> <p>GRY 125 GRY 110 CAP 235, 236 or 231 MCS 287 ATH 120 (GE 4)</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>GRY 327 GLY 262 (GE 8) Elective CAP 201 HIS 101 (GE 5)</p> <p>Total credit hours: 16</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>GRY 328 CAP 350 Elective Elective ENG 200 (GE 6)</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>Any WI GRY 370 (GE 7) GRY 330 Elective Elective</p> <p>Total credit hours: 16</p>	<p><i>Fall</i></p> <p>GRY 495 GRY 400 (Quant. Skills) Elective Elective Elective</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>GRY 440 (WI) GRY 499 Elective Elective Elective</p> <p>Total credit hours: 15</p>

Geography

COURSE DESCRIPTIONS

Note: GRY 110, 120 or 125 meet the prerequisite of "introductory geography."

GRY 110: Physical Geography

(C) Patterns of physical elements of landscape and atmosphere, their interrelations, how they differ from place to place. (3 cr. hr.) ■

GRY 120: Cultural Geography

(A) Comparative study of cultures in their geographic setting and their response to modern world interdependence and problems of food, population, development. (3 cr. hr.) ■

GRY 125: Human Geography and Global Development

(A) A spatial study of race, class and gender relations in the context of contrasting cultures, and the role the relations play in global development — social, political and economic. (3 cr. hr.) ■

GRY 129, 229, 329, 429, 529: Special Topics in Geography

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

GRY 150: Modules in Geography

(O) Five-week mini-courses focusing on regions, nations or geographic topics dealing with contemporary problems, issues. Three hours per week. May be repeated as topic changes. (1 cr. hr.)

GRY 215: Geography of Travel and Tourism

(C) The spatial analysis of international travel and tourism. The use of such geographical techniques as mapping and quantitative analysis to describe and predict the origins and destinations of the world's tourists. The study of physical and cultural landscapes as major tourism resources in countries around the world. (3 cr. hr.)

GRY 221: Social Geography

(B) Geographical analysis of social groups, institutions in United States. Emphasis upon spatial qualities of cultural and social assimilation process experienced by racial and ethnic minorities. (3 cr. hr.) ■

GRY 240: Economic Geography

(F) Spatial analysis of production, transportation, market destination of commodities. Introduction to the use of computer-assisted location-analysis techniques. (3 cr. hr.) ■

GRY 250: Urban Geography

(B) Factors in establishment, growth of urban places; analysis of function, internal patterns, hinterland interrelationships; urban land use, problems of clustered settlements. (3 cr. hr.) ■

GRY 251: Cities of the World

(C) Geographical analysis of patterns in world urbanization, with an emphasis upon non-U.S. cities. Examination of the internal and external character of the world's major cities with a focus on urban areas as tourism resources and their role in the regional development of tourism. (3 cr. hr.) ■

GRY 260: Geography and Film

(O) Select problems in cultural geography as exhibited through film. May be repeated with different subtitle: Social Geography of England, Comparative Cultural Geographies — India and Brazil, Race Issues in Southern Africa. Also listed as AAS 260, CIN 260. (3 cr. hr.) ■

GRY 270: Geopolitics

(C) Geographical foundations of international political phenomena; geographic factors in development and orientation of states and power blocs. (3 cr. hr.) ■

GRY 301: Science, Human Affairs and the Environment

(S) Examination of origins, evolution and significance of Greenhouse Theory of climate change. Investigation of other theories advanced to account for climate shifts. Evaluation of evidence suggesting a climatic warming of unprecedented magnitude is under way and that anthropogenic increase in greenhouse gasses is responsible. (3 cr. hr.) ■

GRY 315: Ecotourism

(S-C) A global and local analysis of the physical environment as a tourism development resource. An examination of such natural systems as the rain forest, ocean and desert as tourism resources and the environmental impact of tourism on the viability of these niches. Regional and local studies of the environment as a basis for tourism development will be drawn from Amazonia, East Africa, Central America, the Caribbean and North America. Also listed as REC 315. (3 cr. hr.) ■

GRY 324: Cartography and Geographic Information

(F) Principles and methods of spatial data collection, processing, analysis and display. Introduction to cartography, Geographic Information Systems, and Global Positioning Systems. (3 cr. hr.) ■

GRY 326: Computer Graphics

(S-C) Introduction to computer graphics. Development, use of original, commercial programming to produce two and three-dimensional images on the department's graphics terminal, plotter and line printer. Emphasis upon skills used in cartography, business and the sciences. Prerequisite: MCS 186 or CAP 200. (3 cr. hr.)

GRY 327: Computer Mapping

(F) Introduction to desktop computer mapping. Practical experience in using computer mapping techniques to create thematic maps that graphically display data. Database organization, manipulation and analysis for efficient production of publication quality maps for communicating spatial information. Three lectures and/or demonstrations, one two-hour laboratory. Prerequisite: CAP 100. Also listed as CAP 327. (4 cr. hr.)

GRY 328: Geographic Information Systems

(S) Desktop computer-based Geographic Information System (GIS) Applications. Practical experience using GIS software to learn geographic data management, thematic mapping, basic map and database querying, as well as map creation and report writing. Three lectures and/or demonstrations, one two-hour lab. Prerequisite: CAP 100. Also listed as CAP 328. (4 cr. hr.)

GRY 330: Advanced GIS Techniques

(S-C) Planning, execution and delivery of a GIS-based project, which demonstrates mastery of tools of GIS in a substantive application tailored to field of interest. Also listed as CAP 330. Prerequisite: GRY/CAP 327 or GRY/CAP 328. (4 cr. hr.)

GRY 370: Will the World Provide? A Research Experience for Students

(F-C) This course provides a science, technology, and society (STS) research experience for students. Through class, group, and individual projects, students develop and pursue a research question, investigate resources, and reach a set of comprehensive conclusions on one of the following global resource topics: air, water, minerals, agriculture, energy, forestry, fisheries, and wildlife. (3 cr. hr.)

GRY 400: Geographical Analysis

(F) Application of quantitative techniques to solution of geographical problems. Included are the study of point pattern analysis, geographical sampling, a real association and ecological analysis. Three lectures, one two-hour laboratory. (4 cr. hr.) ■

GRY 415: Tourism Planning And Development

(F-C) The spatial analysis of tourism as a component of economic development. A regional comparison of the marketing of tourism resources in the developed and less developed countries of the world. Examination of the resources necessary for the development of tourism and an analysis of the economic and environmental impact on a location as a result of marketing those resources. Also listed as REC 415. (3 cr. hr.) ■

GRY 425: Geography in the Classroom

(S-C) Application of geography's principles, themes and learning outcomes to the classroom setting. Study and application of national and New York State learning standards in geography to the K-12 classroom. Illustration of successful teaching models and evaluation instruments in geography and global studies. (3 cr. hr.) ■

GRY 440: Seminar in Geography

(S) Approaches, techniques of geographic analysis. (3 cr. hr.) ■

GRY 470: Resource Geography

(C) Analysis of relationship of resources (human and natural) to man, human evaluations of geographic space and environmental quality, management of environmental quality in context of a contemporary world. (3 cr. hr.) ■

GRY 480: United States

(C) Topical, regional analysis focusing on interrelationships of cultural, economic and physical patterns and problems. (3 cr. hr.) ■

GRY 481: Geography of New York State

(O) Human, natural resources. (3 cr. hr.) ■

GRY 482: Central America and the Caribbean

(O) Regional description and analysis of the human and physical landscape of the countries of Central America and the Caribbean. Geographical analysis of the region's politics, culture and economy with a particular focus on the role of tourism in the development of its economy. (3 cr. hr.) ■

GRY 484: Geography of Europe

(C) Regional study: major problems of physical, cultural landscape of Europe. Industry, commerce, agriculture. (3 cr. hr.) ■

GRY 485: Africa, South of the Sahara

(C) Cultural, political factors and relationship to past and present population patterns. (3 cr. hr.) ■

GRY 486: Monsoon Asia

(S-C) Topical, regional analysis of cultural, physical environments (Japan to India). (3 cr. hr.) ■

GRY 495: Independent Study in Geography

(O) Independent research in selected geographic problems. Prerequisite: Consent of instructor. (3 or 4 cr. hr.)

GRY 499: Internship in Applied Geography

Internship with a local government agency or business. Supervised application of statistical, cartographic and locational skills. Prerequisites: GRY 400, 440; consent of department. S, U grades are assigned. (3 cr. hr.)

GRY 520: Maps in the Classroom

(B) Classroom-laboratory approach to map use for students and teachers. Formal study of map elements. Map reading, interpretation. Classroom map exercises, their design, use. (3 cr. hr.)

GRY 524: GIS in the K-12 Classroom

(B) Introduction to Geographic Information Systems (GIS) technology as a medium for delivering instruction and a tool for enhancing the analysis of geographic information in the K-12 classroom. Use of ArcView or ArcMap software. Creation of learning modules that address New York State learning standards. (3 cr. hr.)

GRY 580: Historical Geography of North America

(B) This course takes an interdisciplinary approach in examining 500 years of geographical history on the North American continent. Using secondary and primary source materials, it looks at the evolving human and cultural geography of North America from the first few insecure

European "points of attachment," to permanent colonies, expanding empires, transcontinental nations, and finally a macroculture of global impact in the 21st century. It examines the changing economic and technological conditions, the clash of cultures (European, Native American and African), and the historical and geographical processes of environmental and landscape change that accompanied these transformations. (3 cr. hr.)

GRY 595: Independent Study in Geography

(O) Independent research in selected geographic problems. Prerequisite: Consent of instructor. (3 or 4 cr. hr.)

Related Education Courses**AED 300: Introduction to Secondary Social Studies**

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Open only to junior SST majors meeting all departmental requirements. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar

(F) Integrated study of: a) introduction to methods of teaching secondary social studies; b) introduction to contemporary issues in the teaching of secondary social studies; c) preparation for specific practice teaching assignment; d) 40-hours of field experience. Open only to senior SST majors meeting all departmental requirements. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SST majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

AED 402: Student Teaching Seminar

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

Geology

DEPARTMENT

Bowers Hall, Room 147
(607) 753-2815
E-mail: stouts@cortland.edu
www.cortland.edu/geology/

SCHOOL

Arts and Sciences

FACULTY

Christopher P. Cirno (Chair), David Barclay, Julie Barclay, Robert Darling, Gayle Gleason, Joyce Kruger-Knuepfer, Christopher McRoberts

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Geology
Bachelor of Science in Geology
Bachelor of Science in Adolescence Education: Earth Science (7-12)

MAJORS OFFERED

Geology
Adolescence Education: Earth Science (7-12)

CONCENTRATIONS OFFERED

Environmental Science
Water Resources

MINORS OFFERED

Geology

DESCRIPTION

Students who major in geology may earn a bachelor of arts or a bachelor of science. They may complete a program of traditional geology courses, choose to concentrate in environmental science, or combine courses in the major leading to qualification for initial certification as secondary school teachers of earth science. Depending on the major or concentration, geology graduates choose to either begin master's level graduate studies or find employment as geologists, hydrogeologists or earth science teachers in grades 7-12.

SPECIAL FEATURES

- Opportunities for research
- Geology Club
- Internships
- Fossil, mineral, and rock collections
- Field trips
- Brauer Field Station
- Hoxie Gorge Field Station
- Field and analytical instrumentation

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: B.A. – 90 credit hours;
B.S. – 75 credit hours

Major in Geology [GLY]

The liberal arts major in geology provides a solid foundation in the geological sciences. The program is designed to meet the current market demands for professional geologists as well as requirements of graduate programs in geology.

CAREER POTENTIAL

- Geologic consulting
- Research or academic scientist
- Mining and petroleum exploration
- State and federal agencies

A. Required Courses in Geology: 34-37 credit hours

GLY 261: Physical Geology
GLY 262: Historical Geology
GLY 301: Mineralogy
GLY 302: Petrology
GLY 363: Invertebrate Paleontology
GLY 367: Geomorphology
GLY 410: Hydrogeology
GLY 469: Structural Geology
GLY 471: Stratigraphy
GLY 476: Geologic Field Methods *or*
GLY 481: Field Geology

B. Elective Courses in Geology: 0-3 credit hours from the following:

GLY 281: Data Analysis in Natural Sciences*
GLY 292: Land Use and Planning
GLY 310: Wetlands Analysis
GLY 371: Meteorology
GLY 396: Aqueous Geochemistry
GLY 397: Physical Oceanography
GLY 400: Supplemental Field Studies
GLY 487: Internship in Applied Geology
GLY 494: Geology Laboratory Experience
GLY 499: Independent Investigations
*Cannot be used to fulfill GLY elective if used to fulfill mathematics requirement (see below).

C. Courses in Related Areas: 29 credit hours

CHE 221: General Chemistry I
CHE 222: General Chemistry II
CAP 100: Introduction to Computer Applications
GRY 327: Computer Mapping *or*
GRY 328: Geographic Information Systems
MAT 121: Calculus A

Select one from the following:

MAT 122: Calculus B
MAT 201: Statistical Methods
GLY 281: Data Analysis in the Natural Sciences

Select a two-semester sequence from the following:

BIO 201-202: Biological Sciences I and II, *or*
PHY 201-202: Principles of Physics I and II, *or*
PHY 105: Elementary Mechanics and Heat, *and*
PHY 106: Elementary Electricity, Light and Sound

D. Electives and College requirements: 58 credit hours.

GE-8 requirements are satisfied by courses in the major.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Geology with a concentration in Environmental Science [GLY/ENVS]

The major in geology with a concentration in environmental science provides a broad-based program designed to meet the professional and graduate school demands of environmental geoscientists.

CAREER POTENTIAL

- Environmental geoscientist
- Hydrogeologist
- Consulting geoscientist

A. Science and mathematics courses: 50 credit hours

BIO 201-202: Biological Sciences I and II
 BIO 412: General Ecology
 CHE 221-222: General Chemistry I and II
 ENS 486: Seminar in Environmental Science
 ENS 487: Environmental Science Internship
 GLY 261: Physical Geology
 GLY 367: Geomorphology
 GLY 410: Hydrogeology
 MAT 121: Calculus A
 PHY 105: Elementary Mechanics and Heat *and*
 PHY 106: Elementary Electricity, Light and Sound *or*
 PHY 201-202: Principles of Physics I and II

Select one from the following:

MAT 122: Calculus B
 MAT 201: Statistical Methods
 GLY 281: Data Analysis in the Natural Sciences

B. Related Areas: Two courses from the following: Six credit hours

Two courses from the same department are not permitted.

May also fulfill General Education requirements.

ECO 105: Political Economy and Social Thought
 ECO 110: Principles of Macroeconomics
 GRY 120: Cultural Geography
 GRY 221: Social Geography
 POL 100: Introduction to American Government and Politics
 SOC 150: Introduction to Sociology

C. Additional Requirements for Geology Majors: 19 credit hours

GLY 262: Historical Geology
 GLY 301: Mineralogy
 GLY 302: Petrology
 GLY 371: Meteorology
 GLY 476: Geologic Field Methods

D. Elective Courses in Geology: Six credit hours from the following:

GLY 281: Data Analysis in Natural Science*
 GLY 292: Land Use and Planning
 GLY 310: Wetlands Analysis
 GLY 363: Invertebrate Paleontology
 GLY 396: Aqueous Geochemistry
 GLY 397: Physical Oceanography
 GLY 400: Supplemental Field Studies
 GLY 469: Structural Geology
 GLY 471: Stratigraphy

**Cannot be used to fulfill GLY elective if used to fulfill mathematics requirement (see below).*

E. Additional hours in mathematics or science outside the major: Six credit hours.

F. Electives and College requirements: 37 credit hours.

GE-8 requirements are satisfied by courses in the major.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Geology with a concentration in Water Resources [GLY/WRES]

Students majoring in geology with a concentration in water resources are well grounded in the basics of geoscience with additional expertise in water-related sciences and policy. The program is designed for students interested in hydrogeology, watershed management and government positions in water quality and quantity.

CAREER POTENTIAL

- Water resource specialist
- Water quality specialist
- Watershed manager
- Hydrogeologist

A. Geology major [GLY] requirements listed on page 166: 66 credit hours.

B. Additional courses for water resources concentrators: 17-18 credit hours.

ENS 310: Wetlands Analysis*
 GLY 397: Physical Oceanography*
 GLY 430: Field Hydrology*

One from the following:

BIO 512: Limnology
 GLY 396: Aqueous Geochemistry*

One of the following:

POL 242: Environmental Policy
 POL 308: Environmental Law
 ECO 335: Resource and Environmental Economics

One of the following:

EST 100: Introduction to Environmental Studies
 ECO 110: Principles of Macroeconomics
 POL 100: Introduction to American Government and Politics
 GRY 125: Human Geography and Global Development

POL 100 satisfies GE 1; GRY 125 satisfies GE 3; EST 100 or POL 242 satisfy GE 7; courses in GLY major satisfy GE 8

* *Cannot be used as elective in GLY major.*

Major in Adolescence Education: Earth Science (7-12) [AES]

This major leads to New York State certification to teach earth science in grades 7-12.

CAREER POTENTIAL

- Earth science teacher (7-12)
- Naturalist/interpreter
- Science curriculum specialist
- Educational administrator

A. Required Courses in Geology: 32 credit hours

GLY 261: Physical Geology
 GLY 262: Historical Geology
 GLY 301: Mineralogy
 GLY 302: Petrology
 GLY 363: Invertebrate Paleontology
 GLY 367: Geomorphology
 GLY 371: Meteorology
 GLY 397: Physical Oceanography *or*
 GLY 410: Hydrogeology
 GLY 400: Supplemental Field Studies (3 cr. hr. total) *or*
 GLY 476: Geologic Field Methods

B. Courses in Related Science/ Math Areas: 26 credit hours

MAT 121: Calculus A *or*
 GLY 281: Data Analysis in Natural Science *or*
 MAT 201: Statistical Methods*
 CHE 221: General Chemistry I
 CHE 222: General Chemistry II
 PHY 150: Astronomy

*Also listed as COM 230, PSY 201, ECO 221.

Choose one of the following three-course groups:

BIO 201: Biological Sciences I *and*
 BIO 202: Biological Sciences II *and*
 PHY 105: Elementary Mechanics, Heat and Matter *or*
 PHY 105: Elementary Mechanics, Heat and Matter *and*
 PHY 106: Elementary Electricity, Light and Sound *and*
 BIO 201: Biological Sciences I *or*
 BIO 202: Biological Sciences II

C. Professional Preparation: 38 credit hours

PSY 101: General Psychology I
 PSY 232: Adolescent Psychology
 HLH 199: Critical School Health Issues
 AED 391: Introduction to Adolescence Education
 AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools
 AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
 AED 444: Laboratory Practicum
 LIT 449: Literacy in the Middle and Secondary School
 SHH 300: Normal Language Development *or*
 PSY 350: Psychology of Language
 AED 445: Student Teaching

D. Additional Requirements: 34 credit hours

Composition and General Education courses: 27 credit hours*
 Foreign language courses: six hours**

*GE 8 requirements are satisfied by courses in the major
 **101- and 102-level foreign language is required. If a score of 85 or better is received on the New York State Regents exam, only the 102 level is required.

E. Admission to Program

Completion of 45 credit hours with at least a 2.5 grade point average overall and at least a 2.5 grade point average in each of areas A, B and C above. Students enrolled in an adolescence education science program will not be allowed to progress through courses in the pedagogical sequence if they have not met all the criteria for admission to teacher education by the time they have completed AED 391: Introduction to Adolescence Education. The pedagogical sequence is designated by AED 391, AED 442, AED 443, AED 444 and AED 445.

F. Eligibility for Student Teaching:

To be eligible for AED 445: Student Teaching: Adolescence Education - Science, a minimum overall grade point average of 2.5 is required. Additionally, a 2.5 grade point average is required in each of the areas A, B, and C listed above. The following must be completed before the student teaching experience: PSY 232, AED 443, 444, GLY 261, 262, 301, 302, 363, 367, PHY 150, and at least 19 more hours from area B, excluding PHY 150. Additionally, each teacher candidate will be required to submit a professional portfolio.

G. Other requirements

Specific information regarding other requirements — state exams, workshops, finger printing, foreign language — are listed on pages 49-50 of this catalog.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 130*

*127 hours needed if 85 or better is scored on the New York State Regents foreign language exam.

Minor in Geology

GLY 261 and GLY 262 plus 12 credit hours of geology electives selected in consultation with an advisor.

TOTAL CREDIT HOURS FOR THE MINOR: 20

Example of the bachelor's degree in Geology over four years

Added concentrations have different four-year models.

First Year	Second Year
<p><i>Fall</i></p> <p>CAP 100 CPN 100 or 102 MAT 121 GE course GE course</p> <p>Total credit hours: 15-16</p> <p><i>Spring</i></p> <p>CPN 101 or 103 MAT 122 GE course GE course Elective</p> <p>Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>BIO 201 or PHY 105 CHE 221 GLY 261 GE course</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>BIO 202 or PHY 106 CHE 222 GLY 262 GE course Elective</p> <p>Total credit hours: 16 -17</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>GLY 301 GLY 367 (WI) GRY 328 GE course Elective</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>GLY 302 GLY 363 GE course Foreign language WI course</p> <p>Total credit hours: 16</p> <p><i>Summer</i></p> <p>GLY 476</p> <p>Total credit hours: 3-6</p>	<p><i>Fall</i></p> <p>GLY 410 GLY 471 Elective Elective Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>GLY 469 GLY elective Elective Elective Elective</p> <p>Total credit hours: 15</p>

Geology

COURSE DESCRIPTIONS

GLY 118: Laboratory in Earth Science

(A) Identification and classification of common geologic materials; use, compilation, and interpretation of topographic and weather maps; demonstrations, computations, and problem solving. Two-hour session weekly. Fulfills education program laboratory requirement. Prerequisite: Concurrent or following a non-laboratory introductory earth science/geology course. (1 cr. hr.)

GLY 129, 229, 329, 429, 529: Special Topics in Geology

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

GLY 160: Environmental Geology

(A) Integrated study of physical resources, processes of land, ocean, atmosphere, in terms of man-environment relationship. Three one-hour lectures and/or demonstrations. Not open to geology majors or those having credit for GLY 171 or 261. (3 cr. hr.) ■

GLY 171: Earth Science

(A) Basic concepts and principles of geology, meteorology, and oceanography. Three lectures and one two-hour laboratory per week. Not open to geography, mathematics, or science majors or to students with credit for GLY 160 or 261. (4 cr. hr.) ■

GLY 172: Earth History

(A) Origin and historical development of the Earth and life based on geologic and paleontologic evidence. Not open to students with credit for GLY 262, or majors in geography, mathematics or science. Prerequisite: GLY 171. (3 cr. hr.) ■

GLY 261: Physical Geology

(A) Principles of physical geology. Earth materials, intracrustal forces and products, agents of gradation and their physiographic expression. Laboratory study includes minerals, rocks, topographic and geologic maps, simple geologic structures. Three lectures, one three-hour laboratory, field trips. Primarily for science, math and geography majors. Not open to students with credit for GLY 160 or 171. (4 cr. hr.) ■

GLY 262: Historical Geology

(S) Study of the changes of Earth and life through geologic time. Evolution of the continents, ocean basins, and major life forms throughout Earth's history with an emphasis on stratigraphic and fossil record. Three lectures, one three-hour laboratory, student presentations, required field trip. Not open to students with credit for GLY 172. Prerequisite: GLY 261. (4 cr. hr.) ■

GLY 281: Data Analysis in Natural Science

(F) Analysis and interpretation of geologic and biologic data using modern quantitative techniques with discipline-specific applications. Basis methodologies and interpretation of descriptive, comparative, and classificatory statistics. Topics include sampling, probability, univariate, and bivariate analysis. Two one-hour lectures, one two-hour laboratory. Not open to students with credit for MAT/PSY 201, ECO 221 or COM 230. (3 cr. hr.) ■

GLY 292: Land Use and Planning

(O) Land as a natural resource; emphasis on geologic aspects that determine natural potentialities, restrictive conditions of land use. Three lecture hours; field trips. Also listed as ENS 292. (3 cr. hr.) ■

GLY 301: Mineralogy

(F) Principles of physical and optical crystallography and crystal chemistry; descriptive mineralogy; identification of minerals using physical, chemical, and optical methods. Three lecture hours and a three-hour laboratory; required all-day field trip. Prerequisite: GLY 261, CHE 221. GLY 301 and CHE 221 may be taken concurrently. (4 cr. hr.) ■

GLY 302: Petrology

(S) Petrogenesis of igneous, metamorphic and sedimentary rocks; description, classification, and interpretation based on hand specimens and thin-sections. Three lecture hours and a three-hour laboratory; required all-day field trip. Prerequisite: GLY 301. (4 cr. hr.) ■

GLY 310: Wetlands Analysis

(F) Investigation of the hydrology, biogeochemistry, soils, classification, delineation, and functional assessment of freshwater wetlands. Two lecture hours, one three-hour laboratory. Prerequisites: Completion of GE-8 and junior status. Also listed as ENS 310. (3 cr. hr.) ■

GLY 363: Invertebrate Paleontology

(S) Important invertebrates in fossil record. Laboratory study of morphology, identification and preparation procedures. Two lectures, one three-hour laboratory, required field trip. Prerequisite: GLY 172 or 262. (3 cr. hr.) ■

GLY 367: Geomorphology

(F) Processes of glaciers, rivers, mass wasting, wind and weathering, and their resulting landforms. Methods of geomorphic analysis and the evolution of landscapes. Two lectures, one three-hour laboratory, field trips. Prerequisite: GLY 261. (3 cr. hr.) ■

GLY 371: Meteorology

(S) Atmospheric processes, weather and climate. Application to weather forecasting, severe weather phenomena, atmospheric pollution and global climate change. Three lectures, one three-hour laboratory. Prerequisite: Six hours of mathematics or science (4 cr. hr.) ■

GLY 396: Aqueous Geochemistry

(S) Detection, analysis, distribution, significance of chemical elements in soils, rocks, water, organic matter. Two one-hour lectures, one three-hour laboratory. Prerequisites: GLY 301 and CHE 221, 222. (3 cr. hr.) ■

GLY 397: Physical Oceanography

(S) Physical features of the ocean; origin of ocean basins; waves; currents and tides; shoreline processes; ocean sediments; effect on world climates and environmental problems. Three lecture hours per week. Prerequisites: Six credit hours of math or science. (3 cr. hr.)

GLY 400: Supplemental Field Studies

(A) Extended field study or field trips designed to complement classroom instruction. May be repeated as subtitle changes. Prerequisite: Consent of department. H, S, U grades are assigned. (1-3 cr. hr.)

GLY 410: Hydrogeology

(F) Examination of the source, distribution, movement and disturbance of surface, vadose zone and groundwater in a geologic and environmental context. Includes aquifer testing, watershed hydrology and some advanced groundwater and water quality modeling. Field trips to well fields, treatment facilities, and a local watershed. Two lectures and one laboratory/field trip session. Prerequisite: GLY 261. (3 cr. hr.)

GLY 430: Field Hydrology

(M) Methods used in the characterization of the quantity, quality and flow characteristics of surface, vadose zone and groundwater. Field projects with local streams, wetlands and aquifers, and field trips to active research sites in the Catskill and Adirondack region. Prerequisites: GLY 261 and junior status, or permission of instructor. (2-3 cr. hr.)

GLY 469: Structural Geology

(S) Deformation of rocks and the resulting structures, including stress and strain, faults, folds, and rock fabrics. Two lectures, one three-hour laboratory. One required field trip. Prerequisite: GLY 301. (3 cr. hr.) ■

GLY 471: Stratigraphy

(F) Principles of correlation, nomenclature, facies interpretation, classification of sedimentary rock units. Laboratory methods of facies and correlation analysis. Two lectures, one three-hour laboratory, required weekend field trip. Prerequisites: GLY 262 and GLY 302. (3 cr. hr.) ■

GLY 476: Geologic Field Methods

(M) Instruments and methods of basic geologic fieldwork: measurement and description of stratigraphic sections; use of survey instrumentation and GPS; elementary bedrock mapping. Compilation of stratigraphic sections, geologic maps and structure sections. Taught at Brauer Field Station beginning late May. Can be taken as a three-week course for three credit hours or as a four-week course for four credit hours. Prerequisite: GLY 302. (3-4 cr. hr.) ■

GLY 481: Field Geology

(M) Intensive study of field methods and techniques; reconnaissance and detailed areal geology mapping; preparation of geologic maps and sections. Offered summers at the Brauer Field Station. Prerequisites: GLY 302, GLY 469, junior standing. (5-6 cr. hr.) ■

GLY 487: Internship in Applied Geology

(A) A project-oriented internship with a government agency, industry, or other private or public enterprise, supervised application of geologic skills and knowledge. Prerequisites: Senior-year status, consent of department. (3-12 cr. hr.)

GLY 494: Geology Laboratory Experience

(A) Service as assistant in laboratory sections of a geology course. Includes meetings with course instructor, advanced preparation for lab meetings, weekly attendance in the laboratory section while serving as instructional assistant in laboratory activities. May be taken twice for credit. Can not be applied to any state teacher education requirement. S, U grades are assigned. Prerequisite: Permission of department. (1 cr. hr.)

GLY 499: Independent Investigations

(A) Limited to qualified seniors. Prerequisite: Consent of chair. May be taken twice for credit. H, S, U grades are assigned. (1-3 cr. hr.)

GLY 550: Geology of New York State

(M) Geologic history of New York State as interpreted from the rock record. Special emphasis on: Paleozoic stratigraphy and depositional environments; metamorphism, magmatism and deformation of the Adirondack and Hudson Highlands; Grenville, Taconic, Acadian, and Alleghanian orogenic events; Pleistocene continental glaciation. Seven and a half lecture hours per week; four weeks. One all-day Saturday field trip required. Prerequisite: GLY 261 or equivalent. (3 cr. hr.)

GLY 563: Advanced Studies in Paleontology

(O) Examination of paleontological theory through reading scientific papers and study of fossil specimens. Subtitles may include: Mass extinctions, paleoecology biostratigraphy. One three-hour lecture and/or discussion. May be repeated as subtitle changes. Prerequisite: GLY 363. (3 cr. hr.)

GLY 570: Plate Tectonics

(O) Examination of the theory of plate tectonics, including critique of refereed scientific papers. Topics include geometry and driving forces of plate motions, and the geological and geophysical implications. One three-hour lecture/discussion. Prerequisites: GLY 261 and twelve hours of geology, biology, chemistry and/or physics at the 300 level or above. (3 cr. hr.) ■

GLY 573: History of Geology

(O) Development, evolution of major concepts in geological sciences. Read peer-review scientific articles; class presentation, research paper. Three lectures per week. Prerequisite: GLY 261. (3 cr. hr.)

GLY 576: Glacial Geology

(C) Glacial processes, landforms and deposits; Quaternary chronologies and dating methods; analysis and interpretation of glacial sediments and sequences. Emphasis on glaciation of New York State. One two-hour lecture, one two-hour laboratory, field trips. Prerequisite: GLY 261. (3 cr. hr.)

GLY 579: Paleoclimatology

(C) History and causes of natural climate change. Emphasis on events and environments of the last two million years. Includes analytical methods used to reconstruct paleoclimate. One three-hour lecture. Prerequisites: GLY 261 and 12 hours of geology, biology, chemistry and/or physics at 300 level or above. (3 cr. hr.)

GLY 581: Advanced Field Geology

(M) Field investigations involving detailed geologic mapping and analysis of specific area(s) by an individual or small group; written report. Offered summers at the Brauer Field Station. Prerequisite: GLY 469. (3-8 cr. hr.)

GLY 595: Geophysical Methods

(O) Principles and instrumentation of geophysical methods used to collect and interpret data from the Earth's interior. Two lectures, one three-hour laboratory. Prerequisites: GLY 261 and either PHY 105 and PHY 106, or PHY 201 and PHY 202. Also listed as PHY 595. (3 cr. hr.)

Related Education Courses**AED 391: Introduction to Adolescence Education**

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools

(S) The course examines history and foundations of education, especially science education; explores disciplinary models and their application to classroom management; examines tools for measurement and evaluation of performance and achievement of diverse learners; develops criteria for curriculum development and lesson planning aligned with state and national standards; examines federal and state laws governing education of students with disabilities; develops strategies for collaborating with administrators, faculty, staff, parents/guardians, and community members. Includes 25 hours of field experience in middle or secondary schools. Open only to majors who have been formally admitted to adolescence education: biology; chemistry; earth science; or physics. Prerequisites: PSY 232 and AED 391. (3 cr. hr.)

AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools

(F) Introduction to aspects of teaching laboratory-based science to a diverse population of students through the development of a course syllabus, a comprehensive plan for laboratory safety, and lesson plans aligned with state and national learning standards and state science core curriculum guides. Twenty-five hours of field experience in middle and secondary schools. Prerequisite: AED 442. Corequisite: AED 444. (3 cr. hr.)

AED 444: Laboratory Practicum

(F) Opportunity to work with an experienced teacher in the planning, preparation, and implementation of laboratory exercises in an introductory, college-level lab course through one-on-one and small group activities. Fulfills 25 hours of field experience requirement. Corequisite: AED 443. (1 cr. hr.)

AED 445: Student Teaching: Adolescence Education — Science

(A) Full-time supervised student teaching in two public school placements: one, eight-week placement at the seventh or eighth grade level and one, eight-week placement at the ninth, tenth, eleventh, or twelfth grade level. A discipline-specific student teaching seminar is held on campus once during the semester. Prerequisites: PSY 232; AED 443; and AED 444. See major department for eligibility criteria. S, U grades are assigned. (14 cr. hr.)

LIT 449: Literacy in the Middle and Secondary School

(A) Methods, materials and assessment for fostering literacy at the middle and secondary levels. (3 cr. hr.)

Health

DEPARTMENT

Moffett Center, Room 105
(607) 753-4225
www.cortland.edu/health/

SCHOOL

Professional Studies

FACULTY

Bonni Hodges (Chair), Sarah C. Beshers, Kathryn Coffey, Jena N. Curtis, John Forster, Joseph F. Governali, John Leary, Jill Murphy, Corey Ryon, Alan Sofalvi, Tony Trunfio, Donna M. Videto, Ben Wodi

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Science in Health Science
Bachelor of Science in Education in Health Education

MAJORS OFFERED

Health Science
Health Education

CONCENTRATIONS OFFERED

Allied Health
College Health Promotion and Prevention Services
Community Health Education
Environmental Health
Health Care Administration and Planning
Health Communication
International Health
Wellness/Health Promotion

DESCRIPTION

The health programs at Cortland provide majors with professional preparation experiences designed to help students develop skills and background required for positions in a variety of health professions and for admission into advanced degree programs.

Health Department graduates work in a wide range of health and educational settings, including county health departments, hospitals and other health care facilities, community health organizations, corporate and private wellness facilities, environmental agencies, schools and universities.

The department combines academic course work with out-of-class experiences that provide direct contact with health and education professionals. Such experiences include a well-developed internship program and independent study opportunities.

SPECIAL FEATURES

- Internships and independent study
- Health Science honorary: chapter of Eta Sigma Gamma
- Study abroad in London, Belize, Australia and Africa
- Course work with integrated technology and computers
- Variety of concentrations

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 60 credit hours

Health Science Program

Health Department Requirements: 13 credit hours

- BIO 301: Human Anatomy and Physiology I
- BIO 302: Human Anatomy and Physiology II
- BIO 303: Microbiology and Human Disease
- COM 210: Fundamentals of Public Speaking

Health Education Program

Health Department Requirements: 16 credit hours

- BIO 301: Human Anatomy and Physiology I
- BIO 302: Human Anatomy and Physiology II
- BIO 303: Microbiology and Human Disease
- COM 210: Fundamentals of Public Speaking
- CAP 100: Introduction to Computer Applications

Major in Health Science [HSC]

The degree program has been designed for students interested in preparing for health careers in community/public health settings. Students participate in a full semester internship experience. A number of concentrations are available to help meet specific career interests of students.

CAREER POTENTIAL

- Environmental health specialist
- Community health educator
- College health promotion specialist
- Wellness health promotion specialist
- International health promotion
- Health administrator
- Health Communication specialist

A. Required Courses: 18 credit hours

- HLH 203: Community Health
- HLH 360: Health Care Administration and Planning
- HLH 390: Environmental Health and Ecology
- HLH 391: Epidemiology and Biostatistics
- HLH 492: Chronic and Communicable Diseases
- HLH 494: Needs Assessment, Program Planning and Evaluation in Health Education

B. Fieldwork: 16 credit hours

- Overall 2.5 grade point average required
- HLH 499: Fieldwork in Health

C. Health Electives: 15 credit hours

Students elect courses based on professional interests and the following are typical electives in this program:

- HLH 111: International Health and Culture
- HLH 163: The HIV Epidemic
- HLH 201: Health Problems of the Underserved
- HLH 210: Wellness and Health Promotion
- HLH 232: Nutrition
- HLH 301: Stress Management
- HLH 302: Human Sexuality Education
- HLH 314: Mental and Emotional Health
- HLH 367: Drug Problems: Intervention and Prevention
- HLH 393: Introduction to Occupational Safety and Health
- HLH 394: Health Related Behavior: Formation and Change
- HLH 493: Community Health Education

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Health Science with a concentration in Health Care Administration and Planning [HSC/ADMN]

The concentration introduces students to some of the fundamental concepts essential to careers involving health program planning and health services administration. The courses are designed to provide students with entry level skills and prerequisite background to graduate studies in health services and management, planning and research.

CAREER POTENTIAL

- Administrator in a private community health agency
- Administrator in a voluntary health agency
- Department administrator in a health facility
- Program manager in a community health agency

Required Courses: 30-31 credit hours

Select All: 18 credit hours

- MGT 254: Principles of Accounting I
- MGT 255: Principles of Accounting II
- ECO 111: Principles of Microeconomics
- MGT 250: Principles of Management
- HLH 201: Health Problems of the Underserved
- SOC 371: Sociology of Medicine

Select One: Three credit hours

- MCS 186: Introductory Programming *or*
- CAP 100: Introduction to Computer Applications

Select One: Three credit hours

- MGT 253: Principles of Marketing *or*
- ECO 352: Finance

Select Both: Six credit hours

- POL 240: Introduction to Public Administration and Public Policy

- POL 326: State and Local Government

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Health Science with a concentration in Allied Health [HSC/ALLH]

The concentration is designed to provide background needed to pursue post-baccalaureate study in various allied health fields. In conjunction with the health science major, it provides students with the prerequisite course work needed for programs in such areas as nursing, physical therapy and occupational therapy. The combination of the concentration and the major gives students course work needed for advanced study and the preparation required for a wide variety of community/public health positions.

CAREER POTENTIAL

- Community health practitioner
- Nursing (provides prerequisites for advanced programs)
- Physical therapy (provides prerequisites for advanced programs)
- Occupational therapy (provides prerequisites for advanced programs)
- Other clinical careers

Required Courses

Select All: Eight credit hours

- BIO 201: Biological Sciences I
- BIO 202: Biological Sciences II

Select Two: Six or eight credit hours

- CHE 121: Elementary Chemistry I *and*
- CHE 122: Elementary Chemistry II *or*

- CHE 221: General Chemistry I *and*

- CHE 222: General Chemistry II

Select Two: Eight credit hours
 PHY 105: Elementary Mechanics and Heat
 PHY 106: Elementary Electricity, Light, and Sound *or*
 PHY 201: Principles of Physics I
 PHY 202: Principles of Physics II
 Select One or Two: Three or six credit hours
 MAT 201: Statistics *or*
 MAT 121: Calculus A *or*
 MAT 121: Calculus A *and*
 MAT 122: Calculus B

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Health Science with a concentration in College Health Promotion and Prevention Services [HSC/CHPP]

The concentration is intended to provide health students with the background and skills needed to function on college campuses as health promotion and prevention specialists.

These individuals typically work in a variety of health education areas including sexuality, alcohol, tobacco and other drugs, nutrition, HIV/AIDS, stress management, and health promotion. Responsibilities often involve conducting campus-wide activities, developing peer education programs, and working with college offices in promoting the health of students.

Colleges across the country have been establishing campus programs and services which have as their central focus the reduction of health threatening behaviors and the promotion of student health. The focus of this concentration is to prepare individuals with the background and skills needed to work in this rapidly growing field.

CAREER POTENTIAL

- College health promotion specialist
- College prevention specialist
- College health educator

A. Required Courses: 21 credit hours

HLH 113: Sex, Drugs and the College Student
 HLH 210: Wellness and Health Promotion
 HLH 302: Human Sexuality Education
 HLH 314: Mental Health and Counseling
 HLH 367: Drug Problems: Intervention and Prevention
 HLH 394: Health Related Behavior: Formation and Change
 HLH 493: Community Health Education *or*
 EDU 426: Methods and Materials of Health Education: Level II

B. Internship: Six credit hour minimum

Students must fulfill an internship requirement through one of the following alternatives:

1. Complete a two-semester internship experience with six credit hours in the Student Development Center's health education program. Preferably this would result in a fall and spring experience of three credits each semester. Health education majors typically choose this internship.
2. Complete at least a quarter of field experience of eight credit hours in a college health promotion/prevention program. Health science majors typically choose this internship.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Health Science with a concentration in Community Health Education [HSC/COMH]

The concentration is intended to prepare community-based health educators who can provide educational programming designed to facilitate the adoption of behaviors conducive to health maintenance and promotion. Areas of activity would include educational programming related to drug abuse, sexuality, nutrition, safety and wellness.

CAREER POTENTIAL

- Community health educator in a county health department
- Health educator in a corporate wellness facility
- Health educator for agencies such as American Cancer Society or American Red Cross
- Health educator in a teen pregnancy prevention program

A. Required courses: 27 credit hours

Select All: 15 credit hours

HLH 201: Health Problems of the Underserved
 HLH 210: Wellness and Health Promotion
 HLH 394: Health-Related Behavior: Formation and Change
 HLH 493: Community Health Education
 PSY 101: General Psychology I

Select One: Three credit hours

PSY 332: Educational Psychology *or*
 PSY 422: Social Psychology

Select One: Three credit hours

SOC 315: Development Sociology *or*
 SOC 351: The Community *or*
 SOC 371: Sociology of Medicine

Select One: Three credit hours

POL 100: Introduction to American Government and Politics *or*

POL 240: Introduction to Public Administration and Public Policy

Select One: Three credit hours

COM 300: Interpersonal Communication *or*
 COM 302: Intercultural Communication *or*
 COM 410: Communication in Social Change

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Health Science with a concentration in Environmental Health [HSC/ENVH]

The concentration is designed for students interested in seeking careers as environmental health specialists or public health sanitarians. Such professionals apply the principles of the natural and social sciences to the detection, evaluation, control and management of those factors in the environment which influence health. These professionals typically work in governmental agencies or industry.

CAREER POTENTIAL

- Public health sanitarian with a county health department
- Specialist with governmental agencies such as Occupational Safety and Health Administration and Environmental Protection Agency
- Environmental specialist with businesses and corporations
- Emergency management and response specialist

A. Required Courses: 28 credit hours

Select All: 14 credit hours

BIO 306: Human Genetics

HLH 405: Tutorial: Field Based Experience in Environmental Health

CHE 221: General Chemistry I

CHE 222: General Chemistry II

Select Two: Six credit hours

HLH 392: Environmental Pollutants and Toxicology *or*HLH 393: Introduction to Occupational Safety and Health *or*

POL 242: Environmental Policy

Select Two: Eight credit hours

PHY 201: Principles of Physics I

PHY 202: Principles of Physics II *or*

PHY 105: Elementary Mechanics, Heat, and Matter

PHY 106: Elementary Electricity, Light, and Sound

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Health Science with a concentration in Health Communication [HSC/HCOM]

This concentration links the areas of communication and health. It is designed to prepare students to work in careers that use communication approaches to inform and influence personal and community actions that enhance health and promote the quality of life.

CAREER POTENTIAL

- Health communication specialist with government agencies, health organizations, businesses
- Health reporter
- Consultant to public, private organizations

Required Courses: 23 credits

Select All: 13 credit hours

HLH 394: Health Related Behavior: Formation and Change

COM 100: Human Communication

COM 450: Health Communication

ENG 303: Technical Writing

CAP 236: Desktop Publishing

Select One: Three credit hours

COM 451: Environmental Communication *or*

COM 452: Risk Communication

Select One: One credit hour

COM 390: Participation in Student Newspaper

COM 393: Participation in Television

COM 394: Participation in Radio

Select Two: Six credit hours

COM 201: Writing for Radio and Television

COM 202: News Writing and Reporting

COM 301: Mass Media and Society

COM 302: Intercultural Communication

COM 303: International Communication

COM 320: Organizational Communication

COM 410: Communication in Social Change

COM 441: Persuasion

One eight-week internship must be completed in an approved agency or program with a health communication focus. Health science majors may use eight weeks of their 16-week fieldwork experience (HLH 499) to meet this requirement.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Health Science with a concentration in International Health [HSC/INTH]

The concentration in international health is designed for health majors who are seeking careers in international health practice. The program is well grounded in the health, natural and social sciences. The concentration prepares health majors for entry level positions with international agencies such as the World Health Organization, The United Nations Environment Program, United States Agency for International Development, United Nations Children's Fund, Pan American Health Organization, Planned Parenthood International, Food and Agricultural Organization, World Food Program, The United Nations Development Program, United States Agency for International Development, among others. Students may also choose to pursue advanced degrees in public and/or international health.

CAREER POTENTIAL

- Public Health Educator for international health-related agencies
- Program Assistant for international health agencies
- Research Assistant for international health agency program

A. Required Courses: 24 credit hours

Core Courses: Six credit hours

HLH 111: International Health and Culture *or*

HLH 511: Global Health Problems

HLH 220: Safety Education and Emergency Response

HLH 394: Health Related Behavior Formation and Change

Group 1 – Choose Two: Six credit hours

IST 210: Introduction to International Studies:
The Making of the Modern World

SOC 340: Environmental Sociology*

ECO 335: Resource and Environmental Economics*

COM 451: Environmental Communication*

COM 452: Risk Communication*

Group 2 – Choose Two: Six credit hours

GRY 125: Human Geography and Global Development

ECO 304: Comparative Economic Systems*

POL 101: Introduction to World Politics

COM 302: Intercultural Communication*

Group 3 – Choose Two: Six credit hours

HLH 232: Nutrition

HLH 201: Health Problems of the Underserved

HLH 163: The HIV epidemic

HLH 210: Wellness and Health Promotion

HLH 367: Drug Problems, Intervention and Prevention

**Has prerequisite*

B. Internship

HLH 499: Fieldwork in Health

To fulfill the international health concentration at least one eight-credit-hour fieldwork placement (of the two eight-credit-hour placements required for the HSC degree) with an international agency is required.

Major in Health Science with a concentration in Wellness Health Promotion [HSC/WELL]

The concentration is intended to prepare health education specialists to work in a variety of private, public and worksite settings related to health promotion. Responsibilities include assessing client needs, designing health promotion programs, implementing/coordinating programs and evaluation of outcomes.

CAREER POTENTIAL

- Wellness specialist in a business or corporation
- Wellness manager in a private health promotion center
- College or school-site wellness coordinator
- Wellness coordinator in a community agency

A. Required courses: 27 credit hours

Select All: 21 credit hours

- HLH 120: Responding to Emergencies
- HLH 210: Wellness and Health Promotion
- HLH 232: Nutrition
- HLH 301: Stress Management
- HLH 394: Health Related Behavior: Formation and Change
- HLH 493: Community Health Education
- HLH 314: Mental Health and Counseling
- HLH 406: Wellness/Fitness Practicum

Select: Three credit hours

EXS 397: Exercise Physiology I

Select: Three credit hours

MGT 250: Principles of Management

B. Fieldwork (HLH 499) — Must be in an approved wellness facility

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Health Education [HEC]

The degree program focuses on school health education and the preparation of health education specialists to work within school settings. Students complete a full semester of student teaching. Students can also elect a concentration in wellness health promotion, college health promotion and prevention services, or health communication.

CAREER POTENTIAL

- Elementary health education specialist
- High school health educator
- Junior high school health educator
- Prevention specialist in school district or community
- District health education coordinator

A. Required Courses: 64 credit hours

Professional Education: 12 credit hours

- EDU 326: Methods and Materials of Health Education: Level I
- EDU 426: Methods and Materials of Health Education: Level II
- PSY 331: Psychology of Exceptional Children Education or psychology elective (with advisement)

Health: 30 credit hours

- HLH 203: Community Health
- HLH 210: Wellness and Health Promotion
- HLH 220: Safety Education and Emergency Response
- HLH 232: Nutrition
- HLH 302: Human Sexuality Education
- HLH 314: Mental Health and Counseling

- HLH 345: Parenting Education
- HLH 367: Drug Problems: Intervention and Prevention
- HLH 492: Chronic and Communicable Diseases
- HLH 494: Needs Assessment, Program Planning and Evaluation in Health Education

Student Teaching and Field Experiences: 16 credit hours

- EDU 497: Field Experience in Health Education
- EDU 498: Health Education Seminar
- EDU 499: Student Teaching in Health Education

B. Health electives: Six credit hours

The following are typical health electives selected by health education majors:

- HLH 111: International Health and Culture
- HLH 137: Child and Adolescent Sexual Abuse
- HLH 163: The HIV Epidemic
- HLH 201: Health Problems of the Underserved
- HLH 265: Health and the Child
- HLH 301: Stress Management
- HLH 309: Child Abuse
- HLH 394: Health Related Behavior: Formation and Change
- HLH 493: Community Health Education
- HLH 513: Death, Bereavement and Suicide
- HLH 530: Family Life Education and the Classroom Teacher

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

Major in Health Education with a concentration in College Health Promotion and Prevention Services [HEC/CHPP]

The concentration is intended to provide students with the background and skills needed to function on college campuses as health promotion and prevention specialists.

These individuals typically work in a variety of health education areas including sexuality, alcohol, tobacco and other drugs, nutrition, HIV/AIDS, stress management, and health promotion. Responsibilities often involve conducting campus-wide activities, developing peer education programs, and working with college offices in promoting the health of students.

Colleges across the country have been establishing campus programs and services which have as their central focus the reduction of health threatening behaviors and the promotion of student health. The focus of this concentration is to prepare individuals with the background and skills needed to work in this rapidly growing field.

CAREER POTENTIAL

- College health promotion specialist
- College prevention specialist
- College health educator

A. Required Courses: 21 credit hours

- HLH 113: Sex, Drugs and the College Student
- HLH 210: Wellness and Health Promotion
- HLH 302: Human Sexuality Education
- HLH 314: Mental Health and Counseling
- HLH 367: Drug Problems: Intervention and Prevention
- HLH 394: Health Related Behavior: Formation and Change
- HLH 493: Community Health Education *or*
- EDU 426: Methods and Materials of Health Education: Level II

B. Internship: Six credit hour minimum

Students must fulfill an internship requirement through one of the following alternatives:

1. Complete a two-semester internship experience with six credit hours in the Student Development Center's health education program. Preferably this would result in a fall and spring experience of three credit hours each semester. Health education majors typically choose this internship.
2. Complete at least a quarter of field experience of eight credit hours in a college health promotion/prevention program. Health science majors typically choose this internship.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

Major in Health Education with a concentration in Health Communication [HEC/HCOM]

This concentration links the areas of communication and health. It is designed to prepare students to work in careers that use communication approaches to inform and influence personal and community actions that enhance health and promote the quality of life.

CAREER POTENTIAL

- Health communication specialist with government agencies, health organizations, businesses
- Health reporter
- Consultant to public, private organizations

Required courses: 23 credit hours

Select All: 13 credit hours

HLH 394: Health Related Behavior: Formation and Change
 COM 100: Human Communication
 COM 450: Health Communication
 ENG 303: Technical Writing
 CAP 236: Desktop Publishing

Select One: Three credit hours

COM 451: Environmental Communication *or*
 COM 452: Risk Communication

Select One: One credit hour

COM 390: Participation in Student Newspaper
 COM 393: Participation in Television
 COM 394: Participation in Radio

Select Two: Six credit hours

COM 201: Writing for Radio and Television
 COM 202: News Writing and Reporting
 COM 301: Mass Media and Society
 COM 302: Intercultural Communication
 COM 303: International Communication
 COM 320: Organizational Communication
 COM 410: Communication in Social Change
 COM 441: Persuasion

One eight-week internship must be completed in an approved agency or program with a health communication focus. Health education majors will need to register for an eight-week internship (HLH 499) in addition to their student teaching requirement.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

Major in Health Education with a concentration in International Health [HEC/INTH]

The concentration in international health is designed for health majors who are seeking careers in international health practice. The program is well grounded in the health, natural and social sciences. The concentration prepares health majors for entry-level positions with international agencies such as the World Health Organization, The United Nations Environment Program, United States Agency for International Development, United Nations Children's Fund, Pan American Health Organization, Planned Parenthood International, Food and Agricultural Organization, World Food Program, The United Nations Development Program, United States Agency for International Development, among others. Students may also choose to pursue advanced degrees in public and/or international health.

CAREER POTENTIAL

- Public Health Educator for international health-related agencies
- Program Assistant for international health agencies
- Research Assistant for international health agency program

A. Required Courses: 24 credit hours

Required Courses: Six credit hours

HLH 111: International Health and Culture *or*
 HLH 511: Global Health Problems
 HLH 220: Safety Education and Emergency Response
 HLH 394: Health Related Behavior Formation and Change

Group 1 – Choose Two: Six credit hours

IST 210: Introduction to International Studies:
 The Making of the Modern World

SOC 340: Environmental Sociology*

ECO 335: Resource and Environmental Economics*

COM 451: Environmental Communication*

COM 452: Risk Communication*

Group 2 – Choose Two: Six credit hours

GRY 125: Human Geography and Global Development

ECO 304: Comparative Economic Systems*

POL 101: Introduction to World Politics

COM 302: Intercultural Communication*

Group 3 – Choose Two: Six credit hours

HLH 232: Nutrition

HLH 201: Health Problems of the Underserved

HLH 163: The HIV epidemic

HLH 210: Wellness and Health Promotion

HLH 367: Drug Problems, Intervention and Prevention

**Has prerequisite*

B. Internship: 8 credit hours

HLH 499: Fieldwork in Health

Students are required to fulfill an eight-credit-hour fieldwork experience with an international health agency.

Major in Health Education with a concentration in Wellness Health Promotion [HEC/WELL]

The concentration is intended to prepare health education specialists to work in a variety of private, public and worksite settings related to health promotion. Responsibilities include assessing client needs, designing health promotion programs, implementing/coordinating programs and evaluation of outcomes.

CAREER POTENTIAL

- Wellness specialist in a business or corporation
- Wellness manager in a private health promotion center
- School-site or college wellness coordinator
- Wellness coordinator in a community agency

A. Required courses: 27 credit hours

- HLH 120: Responding to Emergencies
- HLH 210: Wellness and Health Promotion
- HLH 232: Nutrition
- HLH 301: Stress Management
- HLH 314: Mental Health and Counseling
- HLH 394: Health Related Behavior: Formation and Change
- HLH 405: Wellness/Fitness Practicum
- HLH 493: Community Health Education
- PED 397: Exercise Physiology I
- MGT 250: Principles of Management

B. Fieldwork (HLH 499) — Must be in an approved wellness facility

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

Example of the B.S. in Health Education over four years

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 BIO 110 (GE 8) GE course GE course Free elective Total credit hours: 16</p> <p><i>Spring</i></p> <p>CPN 101 or 103 BIO 111 (GE 8) GE course GE course Quantitative Skills Total credit hours: 15</p>	<p><i>Fall</i></p> <p>BIO 301 COM 210 CAP 100 HLH 203 PSY 101 Total credit hours: 15</p> <p><i>Spring</i></p> <p>BIO 302 HLH 210 HLH 220 GE course GE course Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>HLH 232 HLH 314 HLH 367 BIO 303 EDU 497 Education elective Total credit hours: 16</p> <p><i>Spring</i></p> <p>HLH 302 HLH 345 EDU 326 PSY 331 Health elective Free elective Total credit hours: 18</p>	<p><i>Fall</i></p> <p>HLH 492 HLH 494 EDU 426 Health elective Free elective GE course Total credit hours: 18</p> <p><i>Spring</i></p> <p>EDU 498 EDU 499 Total credit hours: 15</p>

Note: All-college requirements, such as liberal arts requirements, and total credit hours toward graduation have to be carefully monitored as part of the free elective and department elective selection process. Because the credit hours for individual courses vary from .5 credit hours to four credit hours, completing each elective course noted above will not guarantee that the student will also meet all of the degree requirements.

Health

COURSE DESCRIPTIONS

HLH 110: Personal and Community Health

(A) An examination of health issues and problems related to individuals and communities. Included is an exploration of wellness/health promotion; factors which impact health such as culture, heritage and socioeconomic level; chronic and communicable disease, including HIV/AIDS; nutrition, weight management and fitness; safety education, including such areas as fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; aging and death; relationships, sexuality, reproduction and birth control; stress management; health care delivery; and alcohol, tobacco and other drugs prevention/intervention. Course meets all health-related SED teacher certification requirements for non-elementary education majors other than the child abuse identification and reporting requirements. Not open to students with credit for HLH 199. (3 cr. hr.)

HLH 111: International Health and Culture

(B) The course provides a cross-cultural analysis of the current global health situation through comparison of factors which affect the well-being of peoples of the world, as well as actions which are being taken and can be taken to improve world health. A major focus of the course involves comparing and contrasting health problems and approaches to health improvement in various cultures and countries. Accepted as course for Contrasting Cultures Category GE 3. (3 cr. hr.) ■

HLH 113: Peer Health Advocacy: Sex, Drugs and the College Student

(B) Designed to increase students' knowledge and positive leadership skills with regard to the topic areas of alcohol and other drugs, sexuality and decision-making as applied to the college population. The major focus of the course is on peer health advocacy and the development of leadership skills. Open to all majors, freshmen and sophomores only. (3 cr. hr.)

HLH 120: Responding to Emergencies

(A) American Red Cross certification course which fulfills New York State Education Department coaching requirements for first aid, adult CPR and sports injury. (2 cr. hr.)

HLH 121: Introduction to Safety

(O) Modern methods of safety: traffic, home, community. (1 cr. hr.)

HLH 129, 229, 329, 429, 529: Special Topics in Health

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

HLH 137: Child and Adolescent Sexual Abuse

(O) Course will examine topic of sexual abuse in childhood and adolescence to acquaint students with etiology, prevalence, identification, referral, treatment and prevention strategies. Special emphasis will be given to roles of school administrators, counselors, and educators in confronting issue. (1 cr. hr.)

HLH 150: Rational-Emotive Education

(O) Introduction to principles, practice of an intrapersonal conflict resolution method. Class activities demonstrate applicability of method to a wide range of situations (academic, social, etc.). H, S, U grades assigned (1 cr. hr.)

HLH 163: The HIV Epidemic

(A) Overview of the HIV epidemic and examination of factors which perpetuate it. Strategies for intervention and prevention included. Accepted as a course for General Education Category 2: Prejudice and Discrimination. (3 cr. hr.) ■

HLH 199: Critical School Health Issues

(A) This course examines selected critical health issues of students and the role of schools and teachers in addressing such issues and promoting student health. Included in the course is an exploration of student health status; impact of such factors as culture, heritage and socioeconomic level on health and learning; youth risk behaviors; personal health issues related to such areas as nutrition, fitness, and emotional health; safety education, including such areas as fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; alcohol, tobacco and other drugs prevention/intervention; and skills needed to protect and promote health as related to each of the course content areas. Course meets all health-related SED teacher certification requirements for non-elementary education majors other than the child abuse identification and reporting requirements. Not open to students with credit for HLH 110. (2 cr. hr.)

HLH 200: Health Issues

(O) Current controversial health issues. Not open to health majors. H, S, U grades assigned. (3 cr. hr.)

HLH 201: Health Problems of the Underserved

(A) Examination of health problems experienced disproportionately by people lacking access to economic, political and other resources. Accepted as a course for General Education Category 2: Prejudice and Discrimination. (3 cr. hr.) ■

HLH 203: Community Health

(A) Health problems facing people collectively in contemporary society. Health majors only. (3 cr. hr.)

HLH 210: Wellness and Health Promotion

(A, M) Overview of concept of wellness. Emphasis is on development of a wellness lifestyle with focus on self-responsibility, environmental sensitivity, nutrition, physical fitness and stress management. (3 cr. hr.) ■

HLH 220: Safety Education and Emergency Response

(A) Course combines safety education with background and skills required for American Red Cross "Responding to Emergencies" certification. The safety content relates to safety issues in schools and communities as well as specific concerns related to children and adolescents. Included is material on fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention. Course also fulfills State Education Department coaching requirements (sports injury module) for first aid, adult CPR and sports injury. Not open to students with credit for HLH 120 or HLH 327. (3 cr. hr.)

HLH 221: Professional Issues in Health Science

(A) Designed to assist students in understanding professional issues in the health science field. Career opportunities and skills needed to secure both an internship as well as a professional position in the field will be discussed. H, S, U grades will be assigned. (1 cr. hr.)

HLH 232: Nutrition

(A) Selection of foods, health products, services as basis for healthful living; health, nutritional needs at various ages; research findings, their application. Health majors only. (3 cr. hr.) ■

HLH 255: Consumer Health

(B) Analysis of consumer health issues and practices, health products and services, quackery and consumer protection. Health majors only. (2 cr. hr.) ■

HLH 265: Health and the Child

(A) This course will provide the non-health major (and specifically early childhood, childhood education and special education majors) with the basic skills and knowledge necessary to work in the area of health education at the preschool and elementary school level. Included in the course is an exploration of student health status; theories, models and approaches relevant to health education; state and national health education standards; effective health education practice; an examination of health content areas and particularly nutrition, fitness, emotional health, safety education (including fire and arson prevention, child abduction, abusive and dangerous environments and violence prevention/intervention), and alcohol, tobacco and other drugs prevention/intervention; and skills needed to protect and promote health as related to each of the course content areas. Course meets all health-related SED teacher certification requirements other than the child abuse identification and reporting requirements. (3 cr. hr.) ■

HLH 299: Statistical Concepts and Applications for Health Sciences

(O) This course is designed to introduce undergraduate health education/science majors to basic descriptive and inferential statistics that are used in health-related research. Principles of quantitative research will be presented and data management and analysis skills will be taught using the Statistical Package for the Social Sciences (SPSS). Not open to students with credit for MAT/PSY 201, ECO 221, COM 230 or GLY 281. Meets SUNY Cortland GE requirements. Prerequisite: HLH 203. (3 cr. hr.)

HLH 301: Stress Management

(A, M) Concept of stress with emphasis on techniques for managing stress effectively. Nature of stress, its impact on health and well-being. Methods of relaxation, stress reduction explored from personal and programmatic perspective. Experiences in self-assessment of stress areas provided. (3 cr. hr.)

HLH 302: Human Sexuality Education

(A) Human sexuality examined from perspective of personal development, human behavior, social issues, health implications. Role of education as related to development of healthy sexuality and specific sexuality issues explored. (3 cr. hr.) ■

HLH 309: Child Abuse

(B) Study of child maltreatment (neglect, physical, sexual and emotional abuse). Identification and reporting of abuse and neglect. Fulfills New York State Education Department child abuse recognition and reporting requirement for persons in teacher certification programs. (3 cr. hr.)

HLH 313: Mental and Emotional Health

(A) Mental health of individuals. Factors underlying maximum effective personality development, adjustment. (3 cr. hr.) ■

HLH 314: Mental Health and Counseling

(A) Mental health of individuals; counseling techniques used to help individuals understand and face health concerns of a physical, emotional, social nature. Health majors only. (3 cr. hr.)

HLH 323: Foods and Nutrition

(A) Basic course: food selection as nutritional basis for healthful living. Nutritional needs at various age levels; recent research findings; application. Not open to students with credit for HLH 232. (3 cr. hr.)

HLH 325: Instructor's First Aid

(O) American Red Cross instructor's first aid; methods, materials in teaching of standard and advanced first aid courses. Prerequisite: American National Red Cross Responding to Emergencies or Advanced Certification. (1 cr. hr.)

HLH 327: Advanced First Aid and Safety

(O) Methods of accident prevention and safety education with American Red Cross certification in Emergency Response and CPR for the Professional Rescuer. Health majors only. (4 cr. hr.)

HLH 345: Parenting Education

(B) Study of parenting from the perspective of its recent history, current status, the movement toward educating for parenthood and the development of healthy children. The content includes responsible parenthood, maternal and child health, growth and development of children, raising healthy children, parenting skills and educating for parenting. (3 cr. hr.) ■

HLH 357: Nutrition and Sport Performance

(S) Examination of how nutrition impacts exercise and athletic performance through relationship among nutrition, physical activity and health promotion. Analysis of current diet trends and the influence of ergogenic aids. Prerequisites: BIO 301, 302. Also listed as EXS 357. (3 cr. hr.)

HLH 360: Health Care Administration and Planning

(A) Analysis of factors affecting delivery of health care; study of administrative and planning procedures. Health majors only. (3 cr. hr.) ■

HLH 367: Drug Problems: Intervention and Prevention

(A) Review of literature on health consequences of consumption of drug substances. Formulation, implementation of comprehensive educational programs designed to reduce drug misuse and abuse. Health majors only. (3 cr. hr.)

HLH 390: Environmental Health and Ecology

(A) Public health activities within scope of "environmental health." Health majors only. Prerequisite: Completion of the natural science requirements in the General Education program or consent of the department. (3 cr. hr.)

HLH 391: Epidemiology and Biostatistics

(A) Epidemiological method, statistical techniques used in study of etiology, distribution and control of disease. Health majors only. Meets SUNY Cortland GE requirements. (3 cr. hr.)

HLH 392: Environmental Pollutants and Toxicology

(B) Study of health problems associated with toxic substances in the environment. Classification of contaminants, their behavior in the ecosystem, bioconcentration, risk assessment and management techniques will be covered. (3 cr. hr.)

HLH 393: Introduction to Occupational Safety and Health

(B) This survey course is designed to acquaint the student with fundamental principles of occupational safety and health hazard recognition, evaluation, and control in the work place. Government regulations including OSHA, NIOSH, PESH, and health-related labor-management issues will be discussed. (3 cr. hr.)

HLH 394: Health-Related Behavior: Formation and Change

(A) Analysis of factors influencing adoption and maintenance of health-conducive behaviors, and reduction in health-threatening behaviors. (3 cr. hr.) ■

HLH 405: Tutorial in Health

(A) Study of one or more health-related issues as determined appropriate by the tutor. For junior, senior health majors. (1-3 cr. hr.)

HLH 406: Wellness/Fitness Practicum

(A) Practical experience for students concentrating in wellness and health promotion. Provides experience in on-campus facilities and programs designed to promote well-being. Prerequisites: HLH 120, 210 and PED 397 or EXS 397. (1 cr. hr.)

HLH 430: CPR — Basic Life Support

(O) Designed to teach beginning fundamentals of basic life-support cardiopulmonary resuscitation and to enable the student to be certified as a basic life-support instructor in CPR. Classroom teaching of skills included. (1 cr. hr.)

HLH 460: Health Care Policy Issues

(C) The course emphasizes controversial issues in health care policy formulation and development. It identifies the various participants in health care policy development, their sometimes opposing views, and their role and the government's role in addressing health care policy issues. Prerequisite: HLH 360. (3 cr. hr.) ■

HLH 461: Health Care Finance

(C) An analysis of health care financing in the U.S. The course investigates payment mechanisms, cost containment efforts, and the trends in third-party payments over time. The course will explore such concepts as risk sharing, cost-shifting, capitation, capital investments, strategic financial planning in a changing health care environment. Prerequisites: HLH 360 and ECO 111 or MGT 254, 255. (3 cr. hr.) ■

HLH 492: Chronic and Communicable Diseases

(A) Contemporary concepts of causation and control of chronic and communicable disease. Disease patterns analyzed in both individual, community environment. Causative factors, methods of intervention stressed. Health majors only. (3 cr. hr.)

HLH 493: Community Health Education

(B) Study of unique function of community health educator in health care delivery system. Techniques used for educational intervention in community health settings stressed. Prerequisite: HLH 203. Health majors only. (3 cr. hr.)

HLH 494: Needs Assessment, Program Planning and Evaluation in Health Education

(A) Techniques for assessing health needs and problems; strategies for program planning and implementation; criteria and procedures for program evaluation. Health majors only. (3 cr. hr.)

HLH 499: Fieldwork in Health

(A, M) One quarter; may involve residence in any part of New York State, the United States or a foreign country at student's expense. Prerequisites: HLH 203, 360, 390, 391, 492, 494 and eight hours of HLH electives; cumulative grade point average of at least 2.5; consent of department. H, S, U grades assigned. (8 cr. hr.)

HLH 505: Health and the Media

(B) The course provides an overview and examination of the manner in which health-related topics are covered in different media. Major areas of review are the impact of media portrayals on health-related behavior and the use of media in health education/promotion programs (3 cr. hr.) ■

HLH 509: Drug Education for Teachers

(B) In-depth investigation into all aspects of drug scene for those who will have primary responsibility for drug education. (3 cr. hr.)

HLH 510: ProSeminar in Health Foundations

(A) An examination and update of current health content, and pedagogical principles and strategies commonly addressed by school and community health education professionals. Included are such topics as: safety education, including fire/arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; wellness and health promotion; factors which impact health, such as culture and socioeconomic level; chronic and communicable disease; weight management and fitness; aging and death; stress management; health care delivery; alcohol, tobacco and other drug prevention/intervention. This course meets all health-related SED requirements except for child abuse reporting and identification, and is linked to the topical areas outlined in the National Health Education Standards and the New York State Standards for Health, Physical Education, and Family and Consumer Science. (3 cr. hr.)

HLH 511: Global Health Problems

(B) Conditions, problems in major geographical areas. Programs of international organizations. (3 cr. hr.) ■

HLH 512: Emotions and Human Behavior

(O) Study of basic content, concepts of humanistic behavior. Emphasis upon investigation, clarification and application of current practices intended to improve emotional health and interpersonal behavior. (3 cr. hr.)

HLH 513: Death, Bereavement and Suicide

(B) Significance of death, with special emphasis on role of health educator in dealing with problems of death, suicide and bereavement. (3 cr. hr.) ■

HLH 514: Workshop in Health Sciences

(O) Workshops in specific health areas with consultants, lecturers from community organizations. Student may register for more than one workshop for two semester hours each. (2 cr. hr.)

HLH 530: Family Life Education and the Classroom Teacher

(B) This course is designed to provide the classroom teacher with the basic skills and overall knowledge necessary to teach in the area of family life, character, sexuality, and parenting education. An examination of teacher preparation, content, curricula, resources and teaching methodology will form the focus of the course. Will meet the SED requirements for child development, parenting education, sexual abuse prevention, and child abduction. (3 cr. hr.)

HLH 535: The Family in Health and Disease

(O) This course will examine the role of the family as a determinant of health and illness behavior of its members throughout the life span. The family's role in health promotion, disease prevention, disease detection, treatment and rehabilitation will be studied. Family involvement in and social support for health behavior change programs will also be addressed. (3 cr. hr.) ■

HLH 540: Moral Problems in Medicine

(O) Discussion of ethical and moral considerations in selected areas of health and medicine. Case studies and readings primarily from medical literature. Prerequisite: Three hours of philosophy or health administration. Also listed as PHI 540. (3 cr. hr.)

HLH 542: Health Implications of Family Violence

(O) Will examine health issues related to family violence. Etiological factors related to child abuse and neglect, spousal/partner abuse and elderly abuse will be included. Preventive and interventive community health models and violence-related legislation will be examined. Pre/corequisites: Child abuse certification course; or consent of instructor. (3 cr. hr.) ■

HLH 544: Alternative Medicine

(O) This is an introductory course in alternative, or complementary, medical systems. Traditional Chinese medicine, Ayurvedic philosophies and practices, and Mayan medicine will be examined. Historical analysis of the homeopathic and naturopathic medical movements will also be included. (3 cr. hr.) ■

HLH 550: Women's Health

(O) Wide range of topics regarding women's health addressed from personal, institutional and sociocultural perspective. Examination of health problems unique to women, review of some of the political aspects of women's health care, assessment of research needed in the area of women's health included. (3 cr. hr.) ■

HLH 555: Health and Aging

(O) Examination of the aging process with focus on important health issues, problems, concerns. Areas addressed include nutrition, fitness, emotional health, sexuality and health policy. (3 cr. hr.) ■

HLH 557: Seminar in Health Sciences

(O) Studies in depth in specific areas with varied resource people. (3 cr. hr.)

HLH 560: Health and Public Policy

(B) Political aspects of health care delivery in United States; examination of forces affecting development of health policy at various governmental levels. Prerequisite: Course in community health or in American government/politics. (3 cr. hr.) ■

HLH 565: Elementary School Health

(O) Daily observation of pupils, unit development: coordination, integration of teaching and administrative aspects of school health. (3 cr. hr.)

HLH 573: Safety Problems and Programs

(O) Study of accidents, causes and means of prevention. Includes planning for numerous safety programs (home, school, occupational, recreation) with educational, administrative, legal considerations. (3 cr. hr.)

HLH 590: Public Health and the Environment

(B) Explores public health impact of environmental hazards and current issues related to the environment. Important concepts in environmental epidemiology will be presented. Morbidity and mortality associated with environmental pollution will be discussed, using the public health model. Not open to students with credit for HLH 390. (3 cr. hr.) ■

HLH 591: Health, Illness and Sick-role Behaviors

(O) Factors influencing asymptomatic protective behaviors, reactions to disease symptoms, responses to treatment recommendations. (3 cr. hr.)

HLH 592: Current Issues in Community Health

(O) The course is designed to give students an overview of community health issues and practices. Students will explore current health issues, their implications for health promotion and health education practice, and potential resolutions. Current health education and health promotion planning philosophies, models and practices will be discussed. (3 cr. hr.)

HLH 593: Methods and Practices in Community Health Education

(B) The first course in the community health education sequence. In depth coverage of the design of community health education programs, including the use of models and theories in community health education planning, the selection of appropriate community health methods and strategies, and workplan development. (3 cr. hr.)

HLH 598: Applied Epidemiology

(B) Designed to provide students with an understanding of the principles of epidemiology and statistical techniques used in the study of etiology, distribution and control of disease. Students will acquire practical knowledge and skills in the fields of epidemiology and statistics necessary for assessing individual and community health needs and planning, implementing, and evaluating community health education programs. Graduate student status. Not open to students with credit for HLH 391. (3 cr. hr.)

HLH 599: Public Health Statistics

(B) Application of statistical methods to public health and health education problems; in-depth review of significant types of public health data, including demographic, mortality, morbidity analysis. (3 cr. hr.)

Related Education Courses**EDU 326: Methods and Materials of Health Education: Level I**

(B) A study of the history and philosophy of health education will be conducted along with an examination of the current trends and movements in health and in education. Theories and principles underlying the practice of health education will be examined along with in-depth examination of national and state health education curricula. Health education majors only. (3 cr. hr.)

EDU 426: Methods and Materials of Health Education: Level II

(B) The course is designed to provide the preservice school health educator with the basic skills necessary to work in the area of school health education. An examination of school health content, curricula, resources and teaching methodology will form the focus of the course. Health education majors only. (3 cr. hr.)

EDU 497: Field Experience in Health Education

(B) Seminar-based course to prepare the health education student for the student teaching experience. Fifty hours of observation/assists in school health education classes included. Required of health education students. Prerequisite: Junior-level status or permission of department. S, U grades assigned. (1 cr. hr.)

EDU 498: Health Education Seminar

(A) A seminar-based course to prepare the health education student for the student teaching experience. Fifty hours of observation/assists and lesson planning in health education. An overall grade point average of 2.5 required. Prerequisite: Junior-level status and permission of the department. S, U grades assigned. (1 cr. hr.)

EDU 499: Student Teaching in Health Education

(A) Full semester of student teaching in health education. Each student is placed in one experience at the elementary level (K-6) and one at the secondary level. Supervised by college faculty and required of health education students. Prerequisites: Completion of all health, psychology and education course work, overall 2.5 grade point average and permission of department. S, U grades assigned. (14 cr. hr.)

EDU 575: Teaching Health Education

(B) The goal of this course is to prepare the advanced preservice school health educator with the competencies to teach school health education. An examination of school health content, state and national curricula and standards, teaching resources and pedagogy will form the focus of the course. School health observations included. Health majors only. (3 cr. hr.)

History

DEPARTMENT

Old Main, Room 212
(607) 753-2723
E-mail: gutmans@cortland.edu
www.cortland.edu/history/

SCHOOL

Arts and Sciences

FACULTY

Sanford Gutman (Chair), Gigi Peterson (Coordinator of Adolescence Education: Social Studies Program), Girish Bhat, Marica Cassis, Francis Czerwinski, Scott Moranda, Rachel Reinhard, William Sharp, John Shedd, Kevin Sheets, Randi Storch, Brett Troyan, Judith Van Buskirk, Donald Wright, Luo Xu

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in History
Bachelor of Arts in Adolescence Education: Social Studies and History (7-12)

MAJORS OFFERED

History
Adolescence Education: Social Studies and History (7-12)

MINORS OFFERED

History

DESCRIPTION

The History Department offers two majors, one in history and one in history combined with preparation for teaching social studies to students in grades 7-12. Both require 36 hours of history, including advanced level course work in American, European and non-Western history.

Students of both majors have opportunities for interdisciplinary work in journalism, English, cinema study, education, other social sciences and multicultural studies. History majors are encouraged to combine their studies with local internships, legislative internships in Albany and with the College's study abroad programs.

SPECIAL FEATURES

- History Honors Society
- Internships in Albany
- Teacher certification
- History Club
- Overseas programs
- Senior seminar

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 90 credit hours

Major in History [HIS]

In addition to the required 100-level history courses in European or World History and the 200-level American history survey courses, all students must take HIS 290 (research methods), HIS 490 (a research seminar) and at least six hours at the 300 level or above in each of the following areas: United States history, European history, non-western history (Asia, Africa, the Middle East, Latin America).

Note: The bachelor of arts degree requires intermediate level (202) proficiency in a foreign language.

CAREER POTENTIAL

- Public history (museum, archives)
- Professional school, such as law or social work
- College history teacher
- Business

Required Courses: 36 credit hours

- HIS 100: The World to 1500 *and*
HIS 101: The World since 1500 *or*
HIS 110: Western Civilization to 1715 *and*
HIS 111: Western Civilization since 1715 *and*
HIS 200: The United States to 1877 *and*
HIS 201: The United States since 1877
HIS 290: Historical Methods
HIS 490: Seminar (3 cr. hr.)
- Europe (including Russia) 300 level or above (6 cr. hr.):
HIS 318, 333, 334, 342, 343, 344, 345, 346, 347, 348, 361, 362, 363, 440, 441, 442, 443, 444, 445, 447, 448, 452, 453, 460, 465, 532, 538
- Non-Western (Africa, Asia, Latin America, Middle East) 300 level or above (6 cr. hr.):
HIS 321, 322, 325, 326, 383, 384, 385, 386, 402, 431, 435, 461, 531, 533
- United States 300 level or above (6 cr. hr.):
HIS 300, 302, 303, 304, 306, 307, 309, 310, 311, 312, 313, 315, 317, 401, 402, 415, 421, 422, 424, 428, 430, 435, 509, 528, 530, 545, 550

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual major in Adolescence Education: Social Studies and History (7-12) [SST and HIS]

This program allows students who major in history to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in history with 47-68 credit hours in additional course work and professional teacher preparation.

CAREER POTENTIAL

- Teaching adolescence social studies
- Professional schools such as law or social work
- Public history (archival or museum work)
- Business

A. Requirements for the history major : 36 credit hours

- HIS 100: The World to 1500 *and*
HIS 101: The World since 1500 *or*
HIS 110: Western Civilization to 1715 *and*
HIS 111: Western Civilization since 1715
HIS 200: The United States to 1877 *and*
HIS 201: The United States since 1877
HIS 290: Historical Methods
HIS 490: Seminar (3 cr. hr.)
- Europe (including Russia) 300 level or above (6 cr. hr.):
HIS 318, 333, 334, 342, 343, 344, 345, 346, 347, 348, 361, 362, 363, 440, 441, 442, 443, 444, 445, 447, 448, 452, 453, 460, 465, 532, 538

Non-Western (Africa, Asia, Latin America, Middle East)
 300 level or above (6 cr. hr.):
 HIS 321, 322, 325, 326, 383, 384, 385, 386, 402, 431, 435,
 461, 531, 533
 United States 300 level or above (6 cr. hr.):
 HIS 300, 302, 303, 304, 306, 307, 309, 310, 311, 312, 313,
 315, 317, 401, 402, 415, 421, 422, 424, 428, 430, 435, 509,
 528, 530, 545, 550

B. Professional Preparation: 44-68 credit hours
 HLH 199: Critical School Health Issues
 PSY 101: General Psychology I
 PSY 232: Adolescent Psychology *or*
 PSY 332: Educational Psychology
 ECO 105: Political Economy and Social Thought
 GRY 425: Geography in the Classroom *or*
 GRY 482: Central America and the Caribbean *or*
 GRY 484: Geography of Europe *or*
 GRY 486: Monsoon Asia
 GRY 480: United States *or*
 GRY 481: Geography of New York State
 POL 100: Introduction to American Government and Politics
 AED 310: Grammar and the Writing Process *or*
 LIT 449: Literacy in the Middle and Secondary School *or*
 LIT 549: Literacy in the Middle and Secondary School
 SHH 300: Normal Language Development *or*
 PSY 350: Psychology of Language

C. Professional Sequence: Junior year, four credit hours
 AED 391: Introduction to Adolescence Education
 Fall semester only. A 25-hour field requirement is attached
 to this course.
 AED 300: Introduction to Secondary Social Studies
 Spring semester only. A 35-hour field requirement is
 attached to this course. Requires acceptance into the
 adolescence education: social studies (SST) major. See program
 requirements for details. See department for requirements.

D. Professional Sequence: Senior year, 21 credit hours*
 AED 301: Pre-practice Teaching Seminar
 Fall semester only. A 40-hour field requirement is attached
 to this course and must be completed during the preceding
 spring (May-June).
 Student Teaching: Spring semester only. No other courses
 may be taken during the student teaching semester.
 AED 400: Student Teaching I
 AED 401: Student Teaching II
 AED 402: Student Teaching Seminar

* To be eligible for student teaching, a student must have been
 accepted into the adolescence education: social studies (7-12)
 major by the beginning of the second semester of the junior year
 and must have senior status, at or near 90 credit hours, with
 24 credit hours in the academic social science major, which must
 be officially declared. A student must also have an overall grade
 point average of 2.5, a grade point average of 2.7 in the academic
 social science major, and a C or better in AED 300. No student
 who receives a grade below a C- in any introductory course in
 the academic social science major will be allowed to enter student
 teaching until the course has been retaken and a higher grade
 earned. Student teaching is a capstone experience. Students who
 cannot graduate by the December following student teaching may
 not register for the AED 400, 401, 402 sequence.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in History [HIS]

A. Required Courses: Six credit hours
 HIS 100: The World to 1500 *and*
 HIS 101: The World since 1500 *or*
 HIS 110: Western Civilization to 1715 *and*
 HIS 111: Western Civilization since 1715 *or*
 HIS 200: The United States to 1877 *and*
 HIS 201: The United States since 1877

B. Additional History Courses: 12 credit hours in history,
 including at least six credit hours at the 300 level or above

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the B.A. in History over four years

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 or 102 HIS 110 or 100 (GE 5) HIS 200 (GE 1) Foreign language GE other than 1 or 5 Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 HIS 111 or 101 HIS 201 Foreign language GE other than 1 or 5 Lab science Total credit hours: 16-17</p>	<p><i>Fall</i></p> <p>GE course GE course Foreign language Upper level history Upper level history or HIS 290 Total credit hours: 15</p> <p><i>Spring</i></p> <p>GE course GE course Foreign language Upper level history Upper level history or HIS 290 Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>Quantitative Skills GE course Upper level history Upper level history or elective Elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>Upper level history Upper level history Elective Elective Elective Total credit hours: 15</p>	<p><i>Fall</i></p> <p>HIS 490 or upper level history Elective Elective Elective Elective Elective - 1 cr. hr. Total credit hours: 16</p> <p><i>Spring</i></p> <p>HIS 490 or upper level history Elective Elective Elective Elective Total credit hours: 15</p>

Note: History majors must take at least six hours of upper-level
 history courses (300 level or above) in each of the following areas:
 United States, Europe, non-Western.

Example of the B.A. in Adolescence Education: Social Studies (7-12) and History over four years

First Year

Fall

COR 101
CPN 100 or 102
HIS 100 or 110 (GE 5)
HIS 200 (GE 1)
Foreign language
GE course

Total credit hours: 16-17

Spring

CPN 101 or 103
HIS 201
POL 100
Foreign language
GE (mathematics)

Total credit hours: 15-16

Second Year

Fall

GE course
PSY 101
HIS 101 or 111 (GE 5 to
complete sequence)
Foreign language or
GE course
GE 8a

Total credit hours: 16

Spring

AED 310 or LIT 449
HIS 290
HIS 300-400 level
PSY 232 or 332
Foreign language or
GE course
GE 8b

Total credit hours: 18

Third Year

Fall

AED 391
GRY 425, 482, 484 or 486
HLH 199
PSY 350 or SHH 300
Two HIS 300-400 level
Total credit hours: 17

Spring

AED 300
ECO 105
GE course
Three HIS 300-400 level
Total credit hours: 18

Fourth Year

Fall

AED 301
GRY 480 or 481
HIS 490
One HIS 300-400 level
Total credit hours: 15

Spring

AED 400
AED 401
AED 402
Total credit hours: 15

HIS 110: Western Civilization to 1715

(A) Origins and development of Western civilization from ancient Greece to early 18th century; how Western civilization was shaped. (3 cr. hr.) ■

HIS 111: Western Civilization since 1715

(A) From about 1715 to present. Major political, social, economic, religious, intellectual developments from Enlightenment to atomic age. (3 cr. hr.) ■

HIS 129, 229, 329, 429, 529: Special Topics in History

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

HIS 150: World in the Twentieth Century

(A) Introduction to the study of history by examining the ideological, political, economic, and social forces that have shaped the modern world. It will draw widely from modern world history to illustrate the types of questions, problems and methods historians encounter in their work. (3 cr. hr.) ■

HIS 200: The United States to 1877

(A) Origin, development of American institutions, ideals from discovery of new world to close of Reconstruction period. (3 cr. hr.) ■

HIS 201: The United States Since 1877

(A) Significant cultural, economic, political, social forces and problems in America from Civil War to present. (3 cr. hr.) ■

HIS 225: Introduction to Africa

(O) Introduction to African continent and people; broad outlines of history from earliest humans to present. Also listed as AAS 225. (3 cr. hr.) ■

HIS 290 Historical Methods

(A) Introduction to historical profession and processes of historical research, interpretation and writing. Prerequisite: HIS 100 or 101 or 110 or 111 or 200 or 201. Must be a sophomore-level history or adolescence education: social studies and history major. (3 cr. hr.) ■

HIS 300: Colonial America, 1450-1750

(F-C) The American colonial era, from pre-Columbian societies to 1750 — origins of colonization, European-Indian interaction, African-American cultures, relations with the Atlantic world. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 302: Revolutionary America, 1750-1789

(S-C) Origins and consequences of the American Revolution, with emphasis on social and political changes that accompanied independence. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 303: The American Republic, 1789-1840

(C) Development of American society, with emphasis on democratic culture, transformations in the home and market place, and territorial expansion. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 304: The American Republic: 1840-1877

(S) United States development, 1840-1877: Manifest Destiny, sectional development and conflict, Civil War and Reconstruction. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 306: The United States: 1877-1920

(C) United States development, 1877-1920; Rise of Industrialism, urban society, agricultural conflict, progressive period and World War I. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

History

COURSE DESCRIPTIONS

HIS 100: The World to 1500

(A) History of humankind from emergence of Homo sapiens, earliest forms of civilization to 16th century. Emphasis on broad lines of development and interaction among world civilizations. (3 cr. hr.) ■

HIS 101: The World since 1500

(A) Political, social, economic, cultural history of peoples of world from 16th century to present. Emphasis on broad lines of development and interaction among world civilizations. (3 cr. hr.) ■

HIS 307: The United States 1920-Present

(C) United States Development, 1920-Present. Twenties, Depression, World War II, Cold War, New World Order. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 309: New York State

(O) New York State society and politics, with emphasis on ethnic interaction, conflict, and accommodation between 1600 and 1900. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 310: American Intellectual and Cultural History to 1865

(C) History of American thought and culture from Puritan settlement to the era of the American Civil War. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 311: American intellectual and Cultural History Since 1865

(C) History of American thought and culture from the American Civil War to the present. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 312: African-American History to 1865

(F) Black America from African origins to end of Civil War. Prerequisite: HIS 200 or 201 or AAS 100. Also listed as AAS 334. (3 cr. hr.) ■

HIS 313: African-American History Since 1865

(S) Black America from Reconstruction period to present. Prerequisite: HIS 200 or 201 or AAS 100. Also listed as AAS 336. (3 cr. hr.) ■

HIS 314: Native-American History

(C) Survey of Native-American history from pre-Columbian societies to the present, including the diversity of native cultures, the changing place of native peoples in American life and contemporary issues. Prerequisites: HIS 200 or 201 or equivalent. (3 cr. hr.) ■

HIS 315: History of the American West

(B) The discovery, conquest, and settlement of the American West from 1500-1892. The primary focus will be on the trans-Mississippi west from approximately 1800-1892. Attention will be given to the history and image-building of individuals and groups who played a role in the West. (3 cr. hr.) ■

HIS 317: Women in the United States

(S-C) Survey of history of women in United States from colonial period to present. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 318: The History of Women in Modern Europe

(C) Survey of women's lives in Europe from the 18th century to the present. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 321: Africa, Human Origins to 1800

(F) Origins, groupings of peoples of Africa: political, social, economic evolution to 1800; Africa's contacts with ancient world, trans-Sahara and Indian Ocean trades, growth of states and empires, spread of Islam. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 100, IST 200, or IST 210. Also listed as AAS 321. (3 cr. hr.) ■

HIS 322: Modern Africa, 1800-Present

(S) Traditional African and European influences, imperialism and colonial rule; independence; problems of independent Africa. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 100, IST 200, or IST 210. Also listed as AAS 322. (3 cr. hr.) ■

HIS 325: Colonial Latin America

(B) Survey of Latin America through an examination of the Pre-Columbian civilizations, the European conquests and subsequent empires, the resulting ramifications and social structure, and the socioeconomic structure that formed the foundations of Modern Latin America. Prerequisite: HIS 100, 101, 110, 111, 150, 200, 201, AAS 100, IST 200, or IST 210. (3 cr. hr.) ■

HIS 326: Modern Latin America

(B) Survey of Latin America from 1821 to the present, including an examination of the political, social, and economic developments in the region and the major foreign impact that helped shape the region as it is today. Prerequisite: HIS 100, 101, 110, 111, 150, 200, 201, AAS 100, IST 200, or IST 210. (3 cr. hr.) ■

HIS 333: Russia, 850-1894

(B) Russian history and civilization; the major political, social, and economic developments from the ninth century until the late 1800s. (3 cr. hr.) ■

HIS 334: Russia Since 1894

(B) Russian history and civilization; the major political, social, and economic developments from 1894 to the present. Prerequisite: HIS 100, 101, 110, 111, 150, IST 200, or 210. (3 cr. hr.) ■

HIS 342: Ancient Greece

(F-C) Greece from the Bronze Age to Alexander the Great. Prerequisite: Completion of General Education requirement in History. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 343: Roman History

(C) From founding of Rome to establishment of Christian Empire, emphasizing constitutional developments of republic and early empire, change to autocracy. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 344: Medieval Europe: 300-1050

(F-C) Roman Empire, Christian Church, Byzantine Empire, Islamic empires, barbarian kingdoms of West and western feudal kingdoms, to 11th century. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 345: Medieval Europe: 1050-1300

(S-C) Flowering of medieval civilization in 12th, 13th centuries; its gradual disintegration in 14th century. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 346: Renaissance and Reformation

(C) European civilization from Renaissance to 1648. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 347: Modern Europe: The French Revolution to World War I

(O) Major political, social, intellectual forces: 1789 to World War I. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 348: Europe Since 1914

(B) Domestic, political, economic history of major European countries from start of World War I. Prerequisite: HIS 100, 101, 110, 111, IST 200, or 210. (3 cr. hr.) ■

HIS 351: History and Film

(O) Use of films as historical sources and/or statements of historical work. May be repeated with different subtitle: Twentieth Century England, Twentieth Century France, Twentieth Century Germany, The U.S. in the Thirties, The Medieval World Reconstructed, Russian History and Film. Prerequisite: HIS 100, 101, 110, 111, 150, 200 or 201. Also listed as CIN 251. (3 cr. hr.) ■

HIS 361: Jews in the Ancient World

(O) Intellectual and political history of the Jewish people to the compilation of the Talmud in the third century. Prerequisite: HIS 100, 101, 110, 111, 150, or JST 140. Also listed as JST 361. (3 cr. hr.) ■

HIS 362: Jews in the Middle Ages

(O) History of Jewish people from third century to Enlightenment. Prerequisite: HIS 100, 101, 110, 111, 150, or JST 140. Also listed as JST 362. (3 cr. hr.) ■

HIS 363: Jews in the Modern World, 1789-1948

(C) European Jewry from Enlightenment to establishment of Israel as state. Topics include: Emancipation and Assimilation, East European and Russian Jews to World War I, Immigration to America, Modern Israel, Anti-Semitism and Holocaust. Prerequisite: HIS 100, 101, 110, 111, 150, 200, 201, or JST 140. Also listed as JST 363. (3 cr. hr.) ■

HIS 383: Chinese Civilization

(C) Survey of Chinese history from the earliest times to the mid-19th century. Special attention is given to political and economic developments, changing social structure and social relations, cultural and intellectual traditions, and interactions with other nations of the world. Prerequisite: HIS 100, 101, 110, 111, 150, AST 200, IST 200, or IST 210. (3 cr. hr.) ■

HIS 384: Modern China

(B) Chinese history since the mid-19th century. Emphasis on Western imperialism and the rise of nationalism and communism; the interplay between politics, society and ideas in shaping reforms and revolutions. Prerequisite: HIS 100, 101, 110, 111, 150, AST 200, IST 200, or IST 210. (3 cr. hr.) ■

HIS 385: History of Japan

(C) Survey of Japanese history from the earliest times to the present with an emphasis on political and economic developments, changing social conditions, cultural and religious traditions, and foreign relations. Prerequisite: HIS 100, 101, 110, 111, 150, AST 200, IST 200, or IST 210. (3 cr. hr.) ■

HIS 386: Modern Pacific Asia

(C) Survey of East and Southeast Asia since the 19th century. Topics include colonialism and nationalism; military clashes and economic conflicts; rapid developments and resulting social problems; the persistence of diverse cultural traditions; and America's past experience in Asia. Prerequisite: HIS 100, 101, 110, 111, 150, AST 200, IST 200, or IST 210. (3 cr. hr.) ■

HIS 401: U.S. Foreign Relations since 1914

(B) Growing American involvement in modern world politics. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 402: History of Latin American – U.S. Relations

(O) General understanding of historical developments and how they have shaped current issues in the relations between the United States and the diverse countries of Latin America. Includes extra-official channels of relations, including grass roots connections, migrations and cultural ideas and interactions. Prerequisite: HIS 100, 101, 110, 111, 200 or 201.

HIS 415: History of American Education

(C) Examination of the formal and informal ways and means that Americans used to pursue knowledge from the colonial period through the twentieth-century. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 421: U.S. Labor and Working-Class History

(C) History of U.S. workers from the beginning of U.S. industrialization to the present. Focus will be on major social, economic, political, and cultural changes in working-class life during this period and on the ways in which workers created and reacted to these changes. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 422: History of U.S. Latinos

(O) Major themes in U.S. Latino experiences, with an emphasis on the diversity among and within Latino groups. Special attention to the intersections between Latino histories and domestic and foreign policy developments in broader U.S. history. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 424: The McCarthy Era, 1945-1960

(F-C) Economic, social, political aspects of McCarthyism, with emphasis on the major investigations. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 428: The Civil Rights Movement in America

(O) Origins, ideologies, activities, and results of movement to obtain civil and political rights for African Americans, 1945-1975. Prerequisite: HIS 200, 201, or AAS 100 or permission of instructor. Also listed as AAS 428. (3 cr. hr.) ■

HIS 430: The Vietnam War

(O) Analysis of background of American involvement in Vietnam; examination of tactics and strategy employed in the war; impact of the war on American society. Prerequisite: HIS 200, 201. (3 cr. hr.) ■

HIS 431: South Africa

(O) Historical background to apartheid and contemporary racial conflict in south Africa, Zimbabwe, and Namibia. Prerequisite: HIS 101, 111, 150, AAS 100, IST 200, or 210. Also listed as AAS 390. (3 cr. hr.) ■

HIS 435: East Asian-American Relations

(O) The history of economic, political, cultural and diplomatic relations between East Asia and the United States since the 19th century. Prerequisite: HIS 100, 101, 150, 200, or 201. (3 cr. hr.) ■

HIS 440: Britain to 1688

(O) Cultural, social, political, and economic development in the British Isles from Roman times to the Glorious Revolution with special emphasis on constitutional issues and changes. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 441: Britain Since 1688

(C) Political development, economic trends, social issues, and cultural factors will be emphasized in a survey of modern Britain beginning at the Glorious Revolution. Anglo-Irish relations and modern British feminism will also be explored. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 442: Tudor-Stuart England, 1485-1714

(C) Political, social, and economic developments under the Tudors followed by the dissolution of royal government under the Stuarts culminating in the first modern political revolution. (3 cr. hr.) ■

HIS 443: Ireland since 1660

(B) British presence in Ireland, the Act of Union, the O'Connell and Parnell nationalist movements, independence, civil war, conflict in Ulster. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 444: France, 1715-1799: The Old Regime and French Revolution

(O) Old Regime politics, society and culture. Origins and phases of the French Revolution. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 445: France 1800-1945

(O) Political, social, cultural, economic life of France from Napoleon through WWII. Stress on modernization and its associated tensions. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 447: Germany since 1815

(C) From 1815 to present. Unification problem; domestic affairs under the monarchy; Weimar Republic; Third Reich; postwar Germanies. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 448: Rise and Fall of Nazi Germany

(B) Forces and factors leading to rise and collapse of Nazi rule. Social, economic, foreign policies; propaganda techniques. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 452: War and Diplomacy: World War I

(O) Origins, political, social and economic impact of World War I. Stress on diplomatic background, military and diplomatic events. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 453: War and Diplomacy: World War II

(O) Origins, political, social and economic impact of World War II. Emphasis on diplomatic background, military and diplomatic events. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 460: The Holocaust

(C) Extermination of European Jews and millions of other European civilians during World War II studied in human and historical perspective. Course focuses on Nazi perpetrators' ideology of anti-Semitism and their machinery of destruction, the responses of the victims, and the action and inaction of the rest of the world. Prerequisite: HIS 100, 101, 110, 111, 150, JST 140, IST 200, or 210. Also listed as JST 460. (3 cr. hr.) ■

HIS 461: Modern Israel and the Arab-Israeli Conflict

(O) History of Zionism (Jewish nationalism) and modern Israel from the 1860s to the present. Focus on the history of Zionism and the growth of a Jewish state in Palestine; and on the history of Arab-Israeli conflict. Prerequisite: HIS 100, 101, 110, 111, 150, IST 200, 210, or JST 140. Also listed as JST 461. (3 cr. hr.) ■

HIS 465: The Soviet Union, 1917- 1953

(C) An intensive examination of the critical period of the Russian Revolution, and the gradual building of Soviet society. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 490: Seminar

(A) Methods of historical investigation; their application to topics in selected historical periods. (3 cr. hr.) ■

HIS 491: Readings in History

(A) Individual study in selected areas of history. Prerequisite: Consent of department. (1-3 cr. hr.)

HIS 492: Senior Tutorial

(O) Guided reading for approved honors candidates in history in senior year. Normally followed by HIS 493. (3 cr. hr.)

HIS 493: Senior Thesis

(O) Research seminar leading to preparation of Senior Honors Thesis. Prerequisite: HIS 492, consent of department. (3 cr. hr.)

HIS 509: Issues in New York State History

(O) New York State history examined through themes of ethnicity, class and political development using historiography provided by a range of readings and discussion. Senior status for undergraduate history, adolescence education: social studies, and childhood education majors; M.A./history; M.S.Ed. in adolescence education: social studies, and M.S.Ed. in childhood education. (3 cr. hr.)

HIS 524: Issues in 19th-Century U.S. History

(C) Historical study of major issues in 19th-century American history with special attention to teaching materials and approaches. (3 cr. hr.)

HIS 528: Issues in the U.S. Civil Rights Movement

(C) Origins, ideologies, activities, results, and historiographical interpretations of movement to obtain civil and political rights for African Americans, 1945-1975. (3 cr. hr.)

HIS 529, 629: Special Topics in History

(C) Selected topics. May be taken more than once as subtitle changes. Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

HIS 530: Issues in African-American History

(C) Major historical arguments and historiographical issues in African American history from African origins to the present: origins and nature of slavery, rise of Jim Crow South, urban ghetto formation, civil rights movement. Special attention to teaching materials and methods. Prerequisites: 12 hours of undergraduate or graduate work in American history, or permission of instructor. (3 cr. hr.)

HIS 531: Issues in African History

(C) Historical and historiographical survey of peoples of Africa — human origins, population movements, spread of Islam, slave trade, colonialism, independence and underdevelopment. Special attention to teaching methods and materials. Prerequisites: At least 12 hours of course work in social studies on the graduate or undergraduate level. (3 cr. hr.)

HIS 532: Issues in European History Since 1500

(C) Historical and historiographical study of major themes in Europe since 1500. Special attention given to teaching materials and methods. (3 cr. hr.)

HIS 533: Issues in Asian History

(C) Historical and historiographical study of selected countries of Asia. Main themes include diversity in the past and present; continuity and change in Asian civilizations; Asia in world history; colonialism and nationalism; economic, political and social developments; and modernization and Asian identity. Special attention given to teaching materials and methods. (3 cr. hr.)

HIS 538: Teaching About Nazi Germany and the Holocaust

(C) In depth study of Nazi Germany and Holocaust with special attention to pedagogical strategies. Prerequisite: 12 hours of History and student teaching or permission of instructor. (3 cr. hr.)

HIS 545: Issues in Women's History

(C) Major issues in the history of women in the United States with special attention to pedagogical strategies and materials. (3 cr. hr.)

HIS 550: Issues in Early-American History

(C) Major issues in early-American history from European/Indian contact to Jacksonian America. Discussion of teaching strategies for these topics. Senior status for undergraduate history, adolescence education: social studies, and childhood education majors; M.A./history; M.S.Ed. in adolescence education: social studies, and M.S.Ed. in childhood education. (3 cr. hr.)

Related Education Courses**AED 300: Introduction to Secondary Social Studies**

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Open only to junior SST majors meeting all departmental requirements. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar

(F) Integrated study of: a) introduction to methods of teaching secondary social studies; b) introduction to contemporary issues in the teaching of secondary social studies; c) preparation for specific practice teaching assignment; d) 40-hours of field experience. Open only to senior SST majors meeting all departmental requirements. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SST majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

AED 402: Student Teaching Seminar

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

Values Course**VAL 322: Value Conflict in American History**

(O) Study of values extant in selected incidents in American history which were characterized by severe conflict. Among possible topics: loyalists and patriots 1763-1800, anti-Catholicism 1840-1900, secession, war and Reconstruction 1860-1880, labor conflict in late 19th century America, Jim Crowism, segregation and civil rights conflict 1890-1970, nativism 1840-1980, the "Red Scare" 1918-1970, patriots and dissenters 1963-1973. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

Honors

PROGRAM

FACULTY

Arnold Talentino (Coordinator)

DESCRIPTION

SUNY Cortland's Honors Program is designed for students with high ability and unusual motivation. It brings together accomplished teachers and outstanding students in courses taught especially for the Honors Program. The courses are designed to provide enriched academic experiences consistent with the students' academic abilities and interests.

QUALIFICATIONS FOR ADMISSION

Admission to the program is open to entering fall freshmen and rising sophomores. To be eligible for admission, applicants should have an exceptional academic record based on grades, standardized tests (SAT, ACT), course selection and extracurricular activities. A limited number of students transferring from honors programs at other institutions may also be included.

Requirements

To complete the Honors Program, students must take at least 24 credit hours of honors level courses. Students fulfill this requirement by taking a combination of specially designated honors courses, contract courses and a course in which they complete the required honors thesis. Students may also use a maximum of two Writing Intensive (WI) courses beyond the all-college requirements toward the completion of the honors program.

Old Main, Room B-13

(607) 753-4827

E-mail: honors@cortland.edu

- Specially designated honors courses are offered in a variety of General Education categories, including GE 2: Prejudice and Discrimination; GE 3: Contrasting Cultures; GE 4: Fine Arts; GE 5: History and the History of Ideas; and GE 7: Science, Technology and Human Affairs. In addition, a few majors now offer honors sections of their courses. Some of the courses offered through the General Education program and in the majors are unique to the Honors Program, and others are special honors sections of courses offered to the general student population.
- Contract courses are regular courses that students take for honors credit. The student establishes a contract with the faculty member teaching the course that spells out the additional work the student will do for honors credit. Contract courses may be taken in the major or outside of the major, but no more than two contract courses may be counted towards the 24 hours needed to complete the honors program. Guidelines for taking contract courses are available in the Honors Program office.
- Writing Intensive (WI) courses are specially designated courses that emphasize the development of writing skills. All students at Cortland must complete two WI courses in order to graduate. Honors Program students may count an additional two WI courses (but no more than two) towards the 24 hours needed to complete the honors program.
- The honors thesis is a requirement for completing the honors program. Guidelines for completing the thesis are available in the Honors Program office. Students must complete the thesis

for credit by taking an independent study in their major or a course in their major in which the thesis can be completed as a course assignment. For example, many majors offer senior research seminars to their students. These seminars make excellent vehicles for completing the honors thesis.

Some courses with special honors sections currently included in the Honors Program are:

- ANT 102: Contrasting Cultures
- CPN 101 or 103: Academic Writing II
- AST 200: Introduction to Asia
- EXS 290: Social Problems and Issues in Sport and Exercise
- INT 300: Interdisciplinary Studies: The Artist in Modern Society
- INT 301: Modern Western Thought
- SOC 350: Civil Society
- SCI 320: Science, Technology and Culture

TOTAL CREDIT HOURS REQUIRED FOR THE PROGRAM: 24

Honors Program

COURSE DESCRIPTIONS

ANT 102: Introduction to Cultural Anthropology

(A) An exploration of the subdisciplines, conceptual frameworks dealing with origins, development, diversity of human cultures. (3 cr. hr.) ■

AST 200: Introduction to Asia

(C) Basic knowledge and understanding of the diverse societies and cultures of Asia. Study of the geography, nations, religions, cultural traditions, economic, social, and political developments including the circumstances leading to emigration from Asian countries to the United States and the Asian-American experience. (3 cr. hr.)

ENG 220: Introduction to Western Literature I

(O) Major phases of literary heritage of Western World from Classical Age to Renaissance. (3 cr. hr.) ■

EXS 290: Social Problems and Issues in Sport and Exercise

(O) Examination of social problems and issues that impact upon a variety of physical activities. Consideration of how values, prejudice, discrimination and stereotypes affect sport and exercise in ways similar to society at large. Open to non-physical education majors only. (3 cr. hr.) ■

HIS 101: The World Since 1500

(A) Political, social, economic, cultural history of peoples of world from 16th century to present. Emphasis on broad lines of development and interaction among world civilizations. (3 cr. hr.) ■

INT 300: Interdisciplinary Studies: The Artist in Modern Society

(F) Students will explore the foundations of western modern artistic expression from the Age of Enlightenment to the 20th Century. Works studied may include poetry, fiction, drama, music and art of the Romantic and Modern periods. (3 cr. hr.) ■

INT 301: Modern Western Thought

(O) Analysis of transformation of ideas: focus on relationship between humans and nature, and the evolution of human society in 19th and early 20th century in the West. Major attention given to the influence of Darwin, Marx, and Freud and to implications of their work for the central values Western society always has claimed for itself, e.g. individual freedom, equality, reason and progress. (3 cr. hr.) ■

SCI 320: Science, Technology And Culture

(F) Relationship between scientific and technological developments and social changes throughout history. (3 cr. hr.) ■

SOC 350: Civil Society

(C) The course begins with an examination of the historical development of and the social and psychological underpinnings of civility. It then describes the ideas and the practices of civil society in liberal modern societies from the eighteenth century to the present. The course concludes by examining the character of civility and of civil society in the contemporary United States in light of recent changes in the market economy, the democratic state, publics, and the social realm of familial, communal and associational ties. (3 cr. hr.) ■

Human Service Studies

2 + 2 CAPPING PROGRAM

(Open only to transfer students)

SCHOOL

Professional Studies

FACULTY

Stuart H. Traub (Coordinator)

PROGRAMS OFFERED

- Bachelor of Arts in Human Service Studies
- Bachelor of Science in Human Service Studies

MAJOR OFFERED

Human Service Studies

Cornish Hall, Room D-308

(607) 753-2724

E-mail: traubs@cortland.edu

www.cortland.edu/humanserv/

DESCRIPTION

The Human Service Studies Program offers transfer students a cutting edge program of study leading to the B.A. or B.S. Career opportunities abound in the field of human services. According to the Bureau of Labor Statistics, one of the most significant areas of employment growth in the next decade or so will be in human service occupations.

The degree programs combine a broad liberal education in the social and behavioral sciences which builds upon prior professional educational experiences and prepares students for employment in human services or graduate study in related

fields. The programs meet the needs of two-year college graduates with the A.A., A.S. or A.A.S. in human services who are looking for an advanced degree that will provide them with marketability in a field that will continue to grow.

SPECIAL FEATURES

- Designed for transfer students with the A.S., A.A., or A.A.S. in human services from articulating colleges
- SUNY Cortland will accept the course work satisfactorily completed that is specified in the articulation agreements between SUNY Cortland and the two-year SUNY community colleges
- Interdisciplinary program provides students with a body of knowledge and a perspective building upon prior professional educational experiences
- Emphasizes the multi-disciplinary nature of human services by focusing on the mastery of concepts, theory and research from political science, psychology, health, sociology, recreation, economics, communications and philosophy.

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements:
 - B.A. – 90 credit hours
 - B.S. – 75 credit hours

Major in Human Service Studies [HUS]

SUNY Cortland offers graduates of human services programs from selected community colleges the opportunity to obtain a bachelor's degree in human service studies. The major is called a "capping" program because it enables a student who has a technical degree from a community college to gain the liberal arts and science curriculum necessary to obtain a bachelor's degree.

Of the total 30 credit hours required in the major, a minimum of 18 credit hours must be taken in residency at SUNY Cortland. In addition, 15 credit hours in the major must be at the 300 level or above.

CAREER POTENTIAL

- Social/case workers
- Residential counselors
- Home health aides
- Child care workers

- A. Required Courses: Three credit hours from each of the following seven categories to include a minimum of three credit hours at the 300 level or above in at least three separate categories as listed below.

Category 1: Research and Statistical Tools: Three credit hours

- ANT 493: Anthropological Methods
- ECO 221: Economic Statistics
- HLH 299: Statistical Concepts and Applications for Health Sciences
- HLH 599: Public Health Statistics
- MAT 201/PSY 201/COM 230: Statistical Methods
- POL 112: Introduction to Political Research
- POL 312: Methods of Political Analysis
- POL 315: Evaluation Research
- PSY 360: Applied Behavior Analysis I
- REC 407: Evaluation and Research
- SOC 493: Sociological Methods I
- SOC 494: Sociological Methods II

Category 2: Public Policy: Three credit hours

- AAS 120: Politics and Multiculturalism
- ECO 105: Introduction to Political Economy and Public Policy
- ECO 311: Economic Development
- HUS 430/SOC 430: Social Welfare Institutions
- HLH 560: Health and Public Policy
- PHI 240: Social and Political Philosophy
- POL 341: Current Issues in Public Policy

Category 3: Management and Administration: Three credit hours

- ANT 315: Development Anthropology
- COM 320: Organizational Communication
- ECO 385: Human Resource Management
- MGT 250: Principles of Management
- PHI 233: Management Ethics
- POL 240: Introduction to Public Administration
- REC 344: Commercial Recreation Management
- REC 495: Administration of Recreation

Category 4: Contemporary Human Service Issues: Three credit hours

- ECO 385: Human Resource Management
- FSA 280: Perspectives on Disabilities
- HLH 137: Child and Adolescent Sexual Abuse
- HLH 163: The HIV Epidemic
- HLH 201: Health Problems of the Underserved
- HLH 309: Child Abuse
- HLH 513: Death, Bereavement and Suicide
- HLH 540: Moral Problems in Medicine
- HLH 542: Health Implications of Family Violence
- PHI 321: Medical Ethics
- PSY 331: Psychology of Exceptional Children
- PSY 334: Psychology of Adulthood and Aging
- PSY 431: Psychology of Mental Retardation
- PSY 432: Psychology of Learning Disabilities
- REC 330: Introduction to Therapeutic Recreation
- REC 393: Diversity and Inclusive Recreation Services
- SCI 325: Biotechnology and Human Aging
- SOC 365: Sociology of Violence
- SOC 371: Sociology of Medicine
- SOC 455: The Sociology of Leisure
- SOC 462: Juvenile Delinquency
- SOC 463: Criminology
- SOC 464: Corrections

Category 5: Theories of Human Interactions: Three credit hours

- HLH 313: Mental and Emotional Health
- HLH 394: Health-Related Behavior: Formation and Change
- HLH 512: Emotion and Human Behavior
- HUS 470/SOC 470: Sociology of the Family
- PHI 203: Social Ethics
- PSY 231: Child Psychology
- PSY 232: Adolescent Psychology
- PSY 332: Theories of Personality
- PSY 333: Developmental Psychology
- PSY 421: Abnormal Psychology
- PSY 422: Social Psychology
- PSY 486: Counseling Psychology
- SOC 360: Self and Society
- SOC 373: Deviant Behavior

Category 6: Prejudice and Discrimination: Three credit hours

- AAS 170: Institutional Racism
- AAS 270: Race and Racism
- AAS 376: African-American Community Organizations
- ANT/SOC 230: Prejudice and Discrimination
- ANT 234: Anthropology of Gender
- ANT/SOC 352/AAS 361: U.S. Ethnic Identity and Conflict
- ECO 325: Political Economy of Women
- ECO 326: Political Economy of Race and Class
- HIS 313: African-American History Since 1865
- HIS 428: The Civil Rights Movement in American History
- HLH 201: Health Problems of the Underserved
- PHI 140: Prejudice, Discrimination and Morality
- PHI 270: Race and Racism
- PHI 380: Feminist Social Thought
- POL 110: Politics of Multiculturalism
- POL 405: Discrimination Law
- PSY/AAS/CIN 210: Race and Gender Stereotypes
- VAL 340: Philosophical Issues in Prejudice, Discrimination and Morality

Category 7: Senior Seminar: Three credit hours

- HUS 490: Senior Seminar in Human Services
- Required of all human service studies majors.

B. Other: varies by degree (A.A., A.S. or A.A.S.) and transfer credits.

The B.A. in human service studies requires achievement of intermediate-level proficiency in a foreign language. This may be accomplished by successfully completing course work in a foreign language through the 202 level or by demonstrating such proficiency by exam.

The B.S. in human service studies requires that students complete the following in addition to college and major requirements:

- A. Six credit hours (two courses) from human service studies categories 3, 5, and 6
- B. CAP 100: Introduction to Computer Applications
- C. Foreign Language

Note: All B.S. candidates must successfully complete a one-semester college-level foreign language course (101) or the equivalent (e.g., earning CLEP or AP credits). American Sign language (ASL) is an approved course to fulfill the language requirement for the Human Service Studies degree. Students who have earned a score of 85 or higher on the New York State Regents examination in a foreign language are exempt from this requirement.
- D. Suggested Elective Courses
 - MCS 186: Introductory Programming
 - MGT 254: Principles of Accounting I
 - MGT 255: Principles of Accounting II
 - MGT 423: Computer Applications in Economics-Management Science
 - PWR 209: Writing in Cyberspace
 - PWR 393: Technical Writing
 - Any CAP course beyond CAP 100

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Human Service Studies

COURSE DESCRIPTIONS

HUS 430: Social Welfare Institutions

(C) Sociological study of process of institutionalization of welfare. Focus is on American society with some comparative analysis with other industrialized societies. Also listed as SOC 430. Prerequisite: SOC 100 or 150 or ANT 102 (3 cr. hr.) ■

HUS 470: Sociology of the Family

(B) Comparative perspective of the family as a social institution, focusing on analysis or historical and cross-cultural variations with American society, with some comparative analysis of other societies. Topics covered include demographic changes, changes in family functions, relationship of the family to other social institutions, contemporary family issues and problems. Also listed as SOC 470. Prerequisite: SOC 100 or 150 or ANT 102 (3 cr. hr.) ■

HUS 490: Senior Seminar in Human Services

(B) In depth study of major theoretical, empirical, policy, political and/or philosophical topics in human services. Specific topics will vary. Open to human service majors with senior status. (3 cr. hr.) ■

Individualized Degree

PROGRAM

Old Main, Room 125
Associate Dean of Arts and Sciences
(607) 753-4314

FACULTY

Associate Dean, School of Arts and Sciences (Coordinator)

PROGRAMS OFFERED

Bachelor of Arts in Individualized Degree Program
Bachelor of Science in Individualized Degree Program

MAJOR OFFERED

Individualized Degree Program

DESCRIPTION

Students who wish to pursue baccalaureate study in areas that draw upon several fields of study or go beyond traditional academic majors may present a proposal for this specialized program, which is designed to meet individual interests and learning objectives. The area of concentration must be interdisciplinary and coherent, with course work which defines a conceptual theme. A traditional minor is also required. The degree plan is formulated in consultation with a faculty mentor. The program is open to all full-time and part-time students at SUNY Cortland who have been admitted to degree status.

Students who want to propose an individualized degree program should contact the program coordinator to discuss their interests and the procedures governing the application process.

SPECIAL FEATURES

- Opportunity to design individual major program in combination with traditional minor
- Emphasis on student responsibility and motivation
- Ability to combine internships with course work

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply.
2. Liberal Arts Requirements: B.A. – 90 credit hours;
B.S. – 75 credit hours

Major in Individualized Degree Program [IDP]

The Individualized Degree Program combines a traditional minor with an interdisciplinary concentration which is designed to meet the unique needs of the student. Hands-on experience is often part of the concentration.

CAREER POTENTIAL

The program offers a vast variety of opportunities for careers, depending upon the interests of each student. Past examples include:

- Technical theatre production
- Adolescent health issues
- Entertainment
- Music industry

- A. Required Courses: 24 credit hours minimum in concentration
- B. Other: 15-24 credit hours in traditional minor
- C. At least half of the area of concentration and minor taken in residence at SUNY Cortland
- D. At least 45 credit hours at the 300-level or above
- E. Six credit hours of WI courses required, at least three of which are in the concentration

INDIVIDUALIZED DEGREE PROGRAM POLICIES

1. Proposals are due to the Individualized Degree Program Committee by the time a student has completed 78 credit hours toward graduation. (Exceptions are possible for junior-level transfer students.)
2. Deadlines for submission of proposals to committee members for review are Oct. 15, Feb. 15 and June 15 of each academic year. Students must meet with the program coordinator prior to the deadline dates.
3. The maximum number of credits of completed course work which may apply to a student's area of concentration is nine.
4. Individualized Degree Program students may qualify for cooperative education academic field experiences if two grade point averages are met: 2.5 grade point average in the area of concentration and 2.3 cumulative grade point average.
5. Requests for alterations in a student's degree plan must be made through the advisor-mentor and approved by the program coordinator.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Example of the B.A. in Individualized Degree Program over four years

First Year	Second Year
<p><i>Fall</i></p> <p>Two GE courses CPN 100 or 102 Foreign language Elective COR 101 Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>Two GE courses CPN 101 or 103 Foreign language LAS elective Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>Two GE courses Foreign language All-College requirements Two LAS electives Total credit hours: 18</p> <p><i>Spring</i></p> <p>Two GE courses Foreign language All-college requirements LAS elective Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>GE course Two courses in minor Concentration Concentration (WI) Total credit hours: 15</p> <p><i>Spring</i></p> <p>Two courses in concentration Two courses in minor Elective Total credit hours: 15</p>	<p><i>Fall</i></p> <p>Concentration Concentration Two courses in minor WI course Total credit hours: 15</p> <p><i>Spring</i></p> <p>Two courses in concentration Two courses in minor LAS elective Total credit hours: 15</p>

Interdisciplinary Centers

Center for Advancement of Technology in Education (CATE)

Old Main, Room 122
(607) 753-5784
E-mail: cate@cortland.edu
www.cortland.edu/cate/

FACULTY

Scott Anderson (Director)

MISSION OF THE CENTER

The mission of the Center for Advancement of Technology in Education (CATE) is to promote and facilitate the integration of technology into the curriculum and to educate faculty and students in the theory and practice of current and emerging instructional technologies.

FUNCTIONS OF THE CENTER

- To recommend priorities to the College with respect to technology and the College mission.
- To promote discussion among faculty and professional staff regarding software and hardware technology needs.

- To pro-actively expedite and facilitate the College's activities in instructional technology, including distance learning, technology instruction and support, classroom instructional technology activities and the Computer Applications Program (see page 127 of this catalog).

CAREER INFORMATION

SUNY Cortland offers an interdisciplinary minor in computer applications for students to develop skills and knowledge useful in professional development and the workplace. The minor is designed to complement any academic major and focuses on the development of technology applications within various academic disciplines. Students completing the minor will have been exposed to a variety of computers and software applications as tools in a variety of "real world" environments and will have had experiences in solving problems in their respective disciplines.

Center for Aging (ICA)

Old Main, Room 122
(607) 753-5784
E-mail: ctragehus@cortland.edu
ica@cortland.edu

FACULTY

Anne K. Vittoria (Director)

MISSION OF THE CENTER

The Center for Aging has a multidisciplinary focus and seeks to be a leader in and supporter of creative teaching and the development of academically sound and theoretically strong gerontology and human services curricula; to be an innovator in responding to substantive directions of change in the gerontological and human services fields in research and research-related activities; to develop and cultivate dynamic sites, physically and socially, where a community of thinkers and doers recognizes older adults as partners and truly learns about as well as from older persons; and to be an active and steadfast advocate in word and deed, politically and socially, for the aged population and disenfranchised, oppressed persons in general.

The center reports to the associate provost and is governed by a council of faculty, students, agency directors and leaders in the field of aging.

FUNCTIONS OF THE CENTER

- Coordination of the current gerontology programs, including the concentration in social gerontology and the minor in social gerontology. For a detailed description of the current programs, see the sociology/anthropology section in this catalog.

- Promoting the development of individual and multiple investigator research grants; sponsoring education and training conferences, lectures and campus events; assuming responsibility for advisement of the Gerontology Club and the Omega chapter of Sigma Phi Omega, the national honor society in gerontology; and working with community agencies to improve the quality of life for older adults.
- Developing internship, field placement and study abroad opportunities, especially for gerontology students. The center has established special internship placements in London through the University of North London and study abroad opportunities at the University of St. Martin's in Lancaster, UK.

CAREER INFORMATION

Career opportunities are outstanding in both gerontology and human services. Many students attend graduate school in a variety of areas, including administration in aging, aging services, research on aging, public policy development and education.

Typical employment areas, in both the public and private sectors, include social work, long-term care, service coordination, counseling, business and management, research and policy, health care, speech pathology, recreation and leisure studies and secondary and college-level education.

James M. Clark Center for International Education

Old Main, Room 109
(607) 753-5900 and 753-4807
E-mail: steckh@cortland.edu
www.cortland.edu/cie/

FACULTY

Henry Steck (Interim Director)

MISSION OF THE CENTER

The Clark Center for International Education provides an integrated framework for the College's many international activities and programs. Its mission is to promote, coordinate and initiate programs and events which further international education within the campus environment and in the Cortland community.

The Clark Center reports to the provost. Its membership consists of various departments and units from throughout the College, which address different aspects of international study, scholarship and service.

FUNCTIONS OF THE CENTER

- Help develop and enhance the College's existing curricular offerings and programs with an international focus.
- Work closely with the College's Study Abroad Program, the International Studies Program, the International Communications and Culture Department, the Project for Eastern and Central Europe, the Trans-Africa Project, and the International Programs Office, and other departments and groups that promote the College's international mission.
- Develop new international programs for the College and funding proposals for that purpose.
- Work with faculty and staff to encourage and facilitate faculty and staff exchanges, visiting international faculty and research, teaching and service abroad by SUNY Cortland faculty.
- Work with the Admissions Office and the Enrollment Management Office to attract and retain students involved in the College's international course offerings and programs.
- Assist the International Student Association and aid the international student advisor and the director of Whitaker Hall in enriching the educational experience of the College's international students.
- Initiate, promote and coordinate international events and activities of interest to the campus as well as to Cortland and the surrounding community.
- Work with the Office of International Programs at SUNY System Administration.

Study Abroad

The International Programs Office administers the College's many opportunities for study abroad. See page 286 of this catalog.

The International Studies Program

The International Studies Program is an interdisciplinary major in which students study the modern world as a whole rather than any one country or society within it. The program has special appeal for students interested in foreign languages, study abroad and global studies. See page 207 of this catalog.

International Communications and Culture Department

This department offers opportunities for the study of foreign languages, foreign literatures and foreign cultures. Liberal arts majors and minors in French and Spanish are administered through this department. Students who incorporate education courses into their programs may qualify for professional certification as teachers. The department also offers courses in Arabic, Chinese and German, and participates in interdisciplinary programs in cinema study and international study. See page 197 of this catalog.

The Project for Eastern and Central Europe (PECE)

The Project for Eastern and Central Europe fosters and develops affiliations and working relationships between SUNY Cortland and universities in Eastern and Central Europe. PECE sponsors conferences for this purpose as well as student and faculty exchanges. PECE is dedicated to fostering shared knowledge, cooperation and mutual understanding among the peoples of Eastern and Central Europe and those in the United States.

The Trans-Africa Project

The Trans-Africa Project (TAP) fosters and develops affiliations and working relationships between SUNY Cortland and universities in Africa. TAP sponsors conferences for this purpose as well as student and faculty exchanges. TAP is dedicated to fostering shared knowledge, intellectual and cultural cooperation and mutual understanding among the peoples of Africa and those in the United States and the African Diaspora.

Whitaker Hall

Whitaker Hall is a student residence hall containing a number of designated single and double rooms, many with a private bath. Whitaker Hall has a decidedly international atmosphere. Students from around the world live in Whitaker with American students. Preference is given to Cortland students who would like to live with a roommate from another country. World culture nights and evenings of global awareness featuring talks, games, music and food are a regular part of Whitaker's special programming. Through its satellite system, residents can view television programming from around the world.

Global Ambassadors (International Student Organization)

Open to all Cortland students, the purpose of the Global Ambassadors is to provide a link between American students and those from other countries. Travel, activities and programs sponsored by the club foster an atmosphere in which students from other countries can learn about American life and culture while American students learn about the life and culture of the other countries.

Center for Multicultural and Gender Studies

Old Main, Room 122
(607) 753-5784
E-mail: mgs@cortland.edu
www.cortland.edu/mcgs/

FACULTY

Sheila Cohen (Interim Director)

MISSION OF THE CENTER

The Center for Multicultural and Gender Studies is comprised of several programs overseen by individual coordinators. The primary goal of the Multicultural and Gender Studies (MCGS) Council is to support the College's mission statement by helping students "develop an ability to function within a pluralistic society, with respect for human diversity."

Specifically, all of the programs endeavor to educate students to appreciate cultural diversity in all of its various forms by designing courses addressing issues of race, ethnicity, class, gender, religious and sexual orientation. A further goal of the programs is to produce students who are well informed and conversant about the dichotomy between the dominant culture and marginalized groups in society. This endeavor is supported by the College-wide General Education requirements in prejudice and discrimination initiated by the council.

In addition to curriculum, the center takes a leadership role in faculty development, student support, sponsorship of cultural events and other activities related to multicultural and gender studies. Our mission is to promote and support scholarship and teaching that enhances our understanding of the experiences and contributions of under-represented groups and women. Congruent with this mission is our effort to work toward improving the campus climate for these same groups so that their experiences and cultures are studied, valued and understood.

FUNCTIONS OF THE CENTER

The Center for Multicultural and Gender Studies functions "as the unit of the College with responsibility for curriculum, research, faculty development, cultural events, student support and other activities related to multicultural and gender studies."

Formed in 1985, the center's foremost objective is to help create a climate that promotes understanding of and appreciation for human difference. The center reflects an inclusive multicultural model where "culture" is broadly defined and multicultural education is thought to encompass factors such as race, ethnicity, gender, class and sexual orientation.

The center's central operating assumption is that all oppressed groups share a similar, though not identical, body of experiences that promotes a common bond. While the separate identities of groups must be acknowledged and respected, the center strongly endorses the need for these groups to work collectively in pursuing social justice.

The agenda of the center is truly multifaceted. Through its curriculum programs, the center emphasizes the intellectual and artistic contributions of groups that traditionally have been under-represented in higher education as well as the historical and often institutionalized obstacles these groups have had to overcome. Through its work with other College units, the center also strives to positively influence the extracurricular campus environment.

The center offers interdisciplinary minors in Asian/Middle Eastern Studies, Jewish Studies, Latin American Studies, Native American Studies and Women's Studies. It also oversees curriculum programs in these areas. Courses in lesbian and gay concerns are offered, but no minor is available yet.

Students who study in these areas are encouraged to think critically and write thoughtfully about the historic, social, economic and political conditions that affect all people living in a culturally diverse society.

African American Studies

The African American Studies Department is the oldest of the ethnic studies programs at SUNY Cortland. It became a department in the School of Arts and Sciences in 2006. The African American Studies Department has associate membership to the Center for Multicultural and Gender Studies.

For more information, see page 73 of this catalog.

Asian/Middle Eastern Studies

The Asian/Middle Eastern studies minor is an interdisciplinary program designed to serve the needs of students majoring in any subject area who desire more knowledge regarding Asia, Middle Eastern and Asian American concerns.

Administration of the Asian/Middle Eastern Studies Program and advisement of its students are provided by the Asian and Middle Eastern Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

For more information, see page 90 of this catalog.

Jewish Studies

The Jewish Studies Program explores the cultural and religious experiences of the Jewish people from their beginnings to the present. At SUNY Cortland, Jewish studies attempts to shed light on the difficult choices all non-dominant groups face with regard to acculturation and assimilation.

Administration of the Jewish Studies Program and advisement of its students are provided by the Jewish Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

For more information, see page 214 of this catalog.

Latin American Studies

Latin American studies offers a minor designed to complement many academic majors. Students choosing the minor will study the history and cultural production of Latin Americans from the perspective of several disciplines.

Administration of the Latin American Studies Program and advisement of its students are provided by the Latin American Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

For more information, see page 215 of this catalog.

Native American Studies

The most recent interdisciplinary and multicultural studies program to be developed at SUNY Cortland, Native American studies offers a minor designed to complement many academic majors. Students choosing this minor will study the Native American cultures from the perspectives offered by several disciplines.

Administration of the Native American Studies Program and advisement of its students are provided by the coordinator and the Native American Concerns Committee, a subcommittee of the Center for Multicultural and Gender Studies. For more information, see page 225 of this catalog.

Women's Studies

The study of women, their challenges and their experiences was introduced in 1988 to the SUNY Cortland curriculum. With interdisciplinary courses in such areas as African American studies, English, health and sociology, the Women's studies minor is designed to complement all academic majors.

Administration of the Women's Studies Program and advisement of its students are provided by the Women's Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

For more information, see page 283 of this catalog.

Interdisciplinary Studies

COURSE DESCRIPTIONS

SUNY Cortland offers a number of courses that are not connected to a single specific academic department or program. These courses cross disciplines and allow students to explore topics from multiple perspectives. The broad focus enables students to grasp complex topics from varied disciplines.

COR 101: The Cortland Experience: A First Year Seminar

(F) A seminar designed to facilitate the intellectual and social integration of first-time college students into the academic community at SUNY Cortland. (1 cr. hr.)

CPV 400: Cooperative Education

(A) Elective work experience in public, private and/or governmental agencies. Experiences are sponsored, approved and evaluated by academic departments and are coordinated by the Internship and Volunteer Office. Credit is based on the content and duration of the experience and will be evaluated on an individual basis by the academic department involved. Prerequisites: Junior or senior standing, good academic standing (see catalog definition) with no outstanding incompletes, consent of department in consultation with the Internship and Volunteer Office. Consult individual academic departments for additional prerequisites and policies. (1-16 cr. hr.)

INT 201: Adirondack Winter Studies

(S) This course is designed to provide students with background knowledge and experience in the physical, cultural, historical, environmental and aesthetic elements and issues of the Adirondacks. Prerequisite: Consent of coordinator. (2 cr. hr.) ■

INT 210: The Theory and Practice of Peer Tutoring

(A) An introduction to tutoring at the college level. Topics include strategies for tutoring one-on-one and in groups, problem solving and instructional techniques, learning theory, learning styles, disabilities, cultural diversity and the ethics of tutoring. (2 cr. hr.)

INT 230: Sexism and Heterosexism: An Integrated Study

(B) Integrated study of sexism and heterosexism from interdisciplinary perspective. Emphasis on gender and sexual orientation as factors upon which prejudice and discrimination are based, both in United States and other societies. Also listed as MGS 230. (3 cr. hr.) ■

INT 270: Exploring Education

(A) Introduction to education and teaching through the perspectives of a variety of disciplines such as psychology, history, sociology, philosophy and political science. Open to students in all major fields. (3 cr. hr.) ■

INT 300: Interdisciplinary Studies: The Artist in Modern Society

(F) Students will explore the foundations of western modern artistic expression from the Age of Enlightenment to the 20th century. Works studied may include poetry, fiction, drama, music and art of the Romantic and Modern periods. (3 cr. hr.) ■

INT 301: Modern Western Thought

(O) Analysis of transformation of ideas: focus on relationship between humans and nature, and the evolution of human society in 19th and early 20th century in the West. Major attention given to the influence of Darwin, Marx and Freud and to implications of their work for the central values Western society always has claimed for itself, e.g. individual freedom, equality, reason and progress. (3 cr. hr.) ■

MGS 130: Society and Sexual Orientation

(O) Introduction to origins and continuing consequences of the oppression of lesbian, gay, bisexual and other sexually marginalized persons. Rights and advocacy issues examined. (1 cr. hr.)

MGS 230: Sexism and Heterosexism: An Integrated Study

(B) Integrated study of sexism and heterosexism from interdisciplinary perspective. Emphasis on gender and sexual orientation as factors upon which prejudice and discrimination are based, both in United States and other societies. Also listed as INT 230. (3 cr. hr.) ■

International Communications and Culture

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Norma Helsper (Chair), Catherine Baranello, Mark Cerosaletti, Tina Christodouleas, Hongli Fan, Christopher Gascon, Timothy Gerhard, Susan Kather, Colleen Kattau, Jean LeLoup, Arnold Levine, Patricia Martinez de la Vega, Glen McNeal, Marie Ponterio, Robert Ponterio, Paulo Quaglio, Wes Weaver, Donna West

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Adolescence Education: French (7-12)
Bachelor of Arts in Adolescence Education: Spanish (7-12)
Bachelor of Arts in Adolescence Education: French and Spanish (7-12)
Bachelor of Arts in French
Bachelor of Arts in Spanish
Bachelor of Arts in Teaching English as a Second Language

MAJORS OFFERED

Adolescence Education: French (7-12)
Adolescence Education: Spanish (7-12)
Adolescence Education: French and Spanish (7-12)
Teaching English as a Second Language (K-12)
French
Spanish
Teaching English as a Second Language (Non-certification)

MINORS OFFERED

French
Spanish

DESCRIPTION

The International Communications and Culture Department offers opportunities for the study of foreign languages, foreign literatures and foreign cultures. Students develop multilingual communicative skills for a wide range of purposes. Liberal arts majors and minors in French and Spanish are available, and students who incorporate professional education courses in their programs may qualify for initial certification in adolescence education. Courses in American Sign Language, Arabic, Chinese, English as a second language, German and Italian also are offered.

The department participates in interdisciplinary programs leading to majors in international studies and the minor in Latin American Studies.

Old Main, Room 228
(607) 753-4303
E-mail: icc@cortland.edu or
helspern@cortland.edu
www.cortland.edu/icc/

SPECIAL FEATURES

- Study abroad (See pages 286-288 of this catalog for a listing of International and Study Abroad programs.)
- Honor Societies: National honor societies in French (Pi Delta Phi) and Spanish (Sigma Delta Pi)
- Internship opportunities
- Language clubs
- Language Proficiency Certificates: SUNY Cortland has been chosen by the Chambre de Commerce de Paris as a testing site for the *certificat* for proficiency in commercial French.
- Practicum in undergraduate teaching (French)
- Up-to-date foreign language learning center for access to authentic electronic materials and for multimedia development
- FLES methods course for K-6 certification extension (French or Spanish)

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors described below.
2. Liberal Arts Requirements: 90 credit hours
3. Up to 18 credit hours of course work at the 300-level or above in any semester of study in an approved French or Spanish study abroad program may count towards fulfillment of major or minor requirements.
4. Students must participate in periodic assessment activities.
Note: FLT 299, FRE 311, 315, 316, ICC 201, SPA 313, 315, 317, meet the General Education Category 6 requirement.

Major in Adolescence Education: French (7-12) [AFR]

Students develop language skills and cultural awareness and acquire the pedagogical background necessary to teach French in grades 7-12 in New York State.

CAREER POTENTIAL

- Middle school teacher
 - High school teacher
 - French in the elementary school +
- A. Required French courses: 33 credit hours of FRE courses at 300-level or above, including FRE 353. At least 15 credit hours must be from the following group of courses focusing on literature and culture: FRE 307, 310, 311, 315, 316, 318, 319, 353, 413, 415, 417, 419, 423, 499 or 515.
Note: At least six hours must be at the 400-level or above.

B. Core Professional Education Courses: 41-42 credit hours

- PSY 101: General Psychology I *
- PSY 232: Adolescent Psychology * *or*
- PSY 332: Educational Psychology *
- PSY 331: Psychology of Exceptional Children * *or*
- PSY 432: Psychology of Learning Disabilities *
- LIT 449: Literacy in the Middle and Secondary School
- EDU 471: Foundations of Modern Education
- HLH 110: Personal and Community Health *or*
- HLH 199: Critical School Health Issues
- AED 323: Seminar for Field Observation *
(60 hours of observation)
- AED 391: Introduction to Adolescence Education *
(25 hours of observation)
- AED 437: Methods of Teaching Foreign Languages in
Middle/Junior and High Schools I
(15 hours of observation)
- AED 438: Methods of Teaching Foreign Languages in
Middle/Junior and High Schools II
- AED 439: Student Teaching: Adolescence Education –
Foreign Languages **

* Required prior to AED 437 and 438

** Requirements for student teaching: 2.5 grade point average overall; 2.5 grade point average in required professional course work; 2.7 grade point average in major course work; 24 credit hours of FRE courses; grade of B or better in FL Methods block; passing score on LAST. Grade point averages are figured with all major and/or professional courses taken to date, even if not required prior to student teaching.

+ French adolescence education majors are also eligible for French K-6 extension by taking ICC 324: Foreign Languages for the Elementary School.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: Spanish (7-12) [ASP]

Students develop language skills and cultural awareness and acquire the pedagogical background necessary to teach Spanish in grades 7-12 in New York State.

CAREER POTENTIAL

- Middle school teacher
- High school teacher
- Spanish in the elementary school +

A. Required Spanish Courses: 33 credit hours

- SPA 305: Spanish Conversation and Composition
- SPA 306: Advanced Spanish Conversation
- SPA 307: Advanced Spanish Grammar
- SPA 308: Advanced Spanish Composition
- SPA 318: Spanish Peninsular Civilization *or*
- SPA 319: Latin American Civilization
- SPA 353: Linguistics for Language Teachers
- One Spanish course at 400-level (3 cr. hr.)
- Elective courses in Spanish at 300-level or above (12 cr. hr.)

B. Core Professional Education Courses: 41-42 cr. hr.

- PSY 101: General Psychology I *
- PSY 232: Adolescent Psychology * *or*
- PSY 332: Educational Psychology *
- PSY 331: Psychology of Exceptional Children * *or*
- PSY 432: Psychology of Learning Disabilities *
- LIT 449: Literacy in the Middle and Secondary School
- EDU 471: Foundations of Modern Education
- HLH 110: Personal and Community Health *or*
- HLH 199: Critical School Health Issues
- AED 323: Seminar for Field Observation *
(60 hours of observation)
- AED 391: Introduction to Adolescence Education *
(25 hours of observation)
- AED 437: Methods of Teaching Foreign Languages in
Middle/Junior and High Schools I
(15 hours of observation)
- AED 438: Methods of Teaching Foreign Languages in
Middle/Junior and High Schools II
- AED 439: Student Teaching: Adolescence Education –
Foreign Languages **

* Required prior to AED 437 and 438

** Requirements for student teaching: 2.5 grade point average overall; 2.5 grade point average in required professional course work; 2.7 grade point average in major course work; 24 credit hours of SPA courses; grade of B or better in FL Methods block; passing score on LAST. grade point averages are figured with all major and/or professional courses taken to date, even if not required prior to student teaching.

+ Spanish adolescence education majors are also eligible for Spanish K-6 extension by taking ICC 324: Foreign Languages for the Elementary School.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: French and Spanish (7-12) [AFS]

Students develop language skills and cultural awareness and acquire the pedagogical background necessary to teach both French and Spanish in grades 7-12 in New York State.

CAREER POTENTIAL

- Middle school teacher
- High school teacher
- French and Spanish in the elementary school +

Content Core: 63 credit hours

A. Required Spanish Courses: 30 credit hours

- SPA 305: Spanish Conversation and Composition
- SPA 306: Advanced Spanish Conversation
- SPA 307: Advanced Spanish Grammar
- SPA 308: Advanced Spanish Composition
- SPA 318: Spanish Peninsular Civilization *or*
- SPA 319: Latin American Civilization
- One Spanish course at 400-level (3 cr. hr.)
- Elective courses in Spanish at 300-level or above (12 cr. hr.)

B. Required French Courses: 30 credit hours

Required courses: 30 credit hours at the 300 level or above. At least 15 credit hours must be from the following group, courses focusing on literature and culture: FRE 307, 310, 311, 315, 316, 318, 319, 413, 415, 417, 419, 423, 499, 504, 506, or 515).

Note: At least six credit hours must be at the 400-level or above.

C. Required Linguistics Course: three credit hours
ICC 353, FRE 353 or SPA 353: Linguistics for Language Teachers

Required for both French and Spanish majors; taken only once for dual major degree.

D. Professional Education: 38-39 credit hours, including 14 credit hours of student teaching plus State Department of Education mandated workshops
PSY 101: General Psychology I
PSY 232: Adolescent Psychology *or*
PSY 332: Educational Psychology
PSY 331: Psychology of Exceptional Children *or*
PSY 432: Psychology of Learning Disabilities
HLH 199: Critical School Health Issues *or*
HLH 110: Personal and Community Health
EDU 471: Foundations of Modern Education
AED 391: Introduction to Adolescence Education (25 hours of observation)
AED 323: Seminar for Field Observation (60 hours of observation)
LIT 449: Literacy in the Middle and Secondary Schools
AED 437: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I (15 hours of observation)
AED 438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools II (15 hours of observation)
AED 439: Student Teaching: Adolescence Education – Foreign Languages *
(14 cr. hr. – seven each for French and Spanish)
CAR and SAVE workshops

* Eligibility for student teaching: 2.7 grade point average in course work in both majors, French and Spanish; 2.5 grade point average in professional education course work; completion of 24 credit hours in the major; passing score on LAST. Grade point averages are figured with all major and/or professional courses taken to date, even if not required prior to student teaching.

This program leads to a B.A. Ninety liberal arts and sciences (LAS) credit hours are required. These credit hours are earned in the content core courses (63 cr. hr.) and the General Education courses (skills base, 9 cr. hr. and GE 1-8, 28-29 cr. hr.), most of which are LAS courses.

+ Additional possibility for K-6 Extension

An additional course, ICC 324: Foreign Languages for the Elementary School, is available to majors in this program. Successful completion of this course will enable graduates to apply separately to the State Education Department (SED) for the K-6 foreign language extension. Students would then be certified to teach French and Spanish (K-12). This course has been included in the sample four-year course of study, but the credit hours are not included in the range given for the dual major.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 135-140

Major in French [FRE]

Students develop oral and written French language and culture skills that, combined with preparation in related disciplines, lead to a wide variety of career options.

CAREER POTENTIAL

- International trade
- International communications
- Diplomacy, intelligence and law
- Graduate work
- Tourism and hospitality
- Social services
- International education

A. Required French Courses: 30 credit hours of FRE courses at the 300 level or above.

At least 15 credit hours must be from the following group of courses focusing on literature and culture: FRE 307, 310, 311, 315, 316, 318, 319, 413, 415, 417, 419, 423, 499, or 515.

Note: At least six hours must be at the 400-level or above.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Spanish [SPA]

Students develop oral and written Spanish language and culture skills that, combined with preparation in related disciplines, lead to a wide variety of career options.

CAREER POTENTIAL

- International trade
- International communications
- Diplomacy, intelligence and law enforcement
- Tourism and hospitality
- Bilingual services
- Graduate work

A. Required Spanish Courses: 15 credit hours

SPA 305: Spanish Conversation and Composition
SPA 306: Advanced Spanish Conversation
SPA 307: Advanced Spanish Grammar
SPA 308: Advanced Spanish Composition
SPA 318: Spanish Peninsular Civilization *or*
SPA 319: Latin American Civilization (GE 3)

B. One Spanish course at 400-level (3 cr. hr.)

C. Elective courses in Spanish at 300-level or above (12 cr. hr.)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Teaching English as a Second Language (K-12) Certification [ESL_CERT]

Students develop the content area knowledge and the pedagogical background necessary to teach English as a Second Language in grades K-12 in New York State.

CAREER POTENTIAL

- Public school ESL teacher
- ESL instructor in the private sector or overseas

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following major described below.

2. Liberal Arts Requirements: 90 credit hours

A. Required ESL courses: Content Core (30 cr. hr.)

ESL 300: Theoretical Foundations of Teaching English as a Second Language

ESL 301: Methods of Teaching English as a Second Language

ESL 400: Teaching Reading in the Second Language Classroom

ESL 401: Teaching Writing in the Second Language Classroom

ESL 402: Teaching English as a Second Language in the Content Areas

ESL 403: Second Language Testing and Assessment

ENG 402: Grammar

ICC 353: Linguistics for Language Teachers

AED 437: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I (15 hours of observation)

AED 438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools II (15 hours of observation)

B. Professional Education (18-19 credit hours plus 14 credit hours student teaching and SED mandated workshops)

PSY 101: General Psychology I

PSY 232: Adolescent Psychology OR

PSY 332: Educational Psychology

PSY 331: Psychology of Exceptional Children OR

PSY 432: Psychology of Learning Disabilities

HLH 199: Critical School Health Issues OR

HLH 110: Personal and Community Health

EDU 471: Foundations of Modern Education

AED 391: Introduction to Adolescence Education (25 hours of observation)

AED 323: Seminar for Field Observation (60 hours of observation)

AED 439***: Student teaching at K-6; 7-12

CAR and SAVE workshops

* Required prior to AED 437 and 438

** Requirements for student teaching: 2.5 grade point average overall; 2.5 grade point average in required professional course work; 2.7 grade point average in major course work; completion of all content core course work; grade of B or better in FL Methods block; passing score on LAST. Grade point averages are figured with all major and/or professional courses taken to date, even if not required prior to student teaching.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Teaching English as a Second Language – Non-Certification [ESL_NCRT]

Students develop the content area knowledge and the pedagogical background necessary to teach English as a Second Language in the private sector.

CAREER POTENTIAL

- ESL instructor in the private sector or overseas

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following major described below.

2. Liberal Arts Requirements: 90 credit hours

Required ESL courses

Content Core: 30 credit hours

ESL 300: Theoretical Foundations of Teaching English as a Second Language

ESL 301: Methods of Teaching English as a Second Language

ESL 400: Teaching Reading in the Second Language Classroom

ESL 401: Teaching Writing in the Second Language Classroom

ESL 402: Teaching English as a Second Language in the Content Areas

ESL 403: Second Language Testing and Assessment

ENG 402: Grammar

ICC 353: Linguistics for Language Teachers

AED 437: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I

AED 438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools II

15 hours observation component

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in French [FRE]

Eighteen credit hours in courses numbered 300 or above are required. Up to 18 credit hours in any semester of study abroad in French in an accredited university program may count toward fulfillment of the requirement.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in Spanish [SPA]

Eighteen credit hours in courses numbered 300 or above are required. Up to 18 credit hours in any semester of study abroad in Spanish in an accredited university program may count toward fulfillment of the requirement.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the B.A. in Adolescence Education: Spanish (7-12) over four years

Courses do not necessarily need to be taken in the sequence that appears below. Students are strongly encouraged to complete some of their requirements through study abroad.

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 GE 1 GE 4 COR 101 PSY 101 SPA 202</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 SPA 305 GE 5 GE 8a PSY 232</p> <p>Total credit hours: 16-17</p>	<p><i>Fall</i></p> <p>SPA 306 SPA 307 GE 2 GE 8b PSY 331</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>GE 7 SPA 308 WI SPA 315 (GE 6) Math (Quantitative Skills) LIT 449 AED 323</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>SPA 318 or 319 AED 391 HLH 110 SPA 300-level EDU 471 Elective/minor (1 cr. hr.)</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>SPA 320 AED 437 (methods block) AED 438 (methods block) Elective/minor Elective/minor (WI)</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>AED 439</p> <p>Total credit hours: 14</p> <p><i>Spring</i></p> <p>SPA 422 SPA 419 Elective/minor Elective/minor Elective/minor Elective (1 cr. hr.)</p> <p>Total credit hours: 16</p>

Example of the B.A. in Teaching English as a Second Language over four years

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 GE 1 GE 4 COR 101 PSY 101 Foreign language</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 GE 5 GE 6 MAT (Quantitative Skills) Foreign language</p> <p>Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>ESL 300 GE 2 GE 3 GE 8a Foreign language</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>GE 7 ICC 353 GE 8b ESL 301 AED 323 Foreign language or elective</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>AED 391 HLH 110 or 199 ESL 400 ESL 401 PSY 232 or 332 Elective</p> <p>Total credit hours: 17-18</p> <p><i>Spring</i></p> <p>ENG 402 ESL 402 EDU 471 PSY 331 or 432 Elective</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>AED 437 AED 438 ESL 403 Elective Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>AED 439 student teaching – certification track</p> <p>Total credit hours: 14</p>

Example of the B.A. in Adolescence Education: French and Spanish over four years

The following sample course of study includes two study abroad components, one in each major. While not mandatory, these experiences are strongly recommended in order for preservice teacher candidates to be able to meet the NCATE/ACTFL Advanced Low level for language proficiency.

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 GE 1 HLH 199 COR 101 PSY 101 SPA 305 FRE 309</p> <p>Total credit hours: 18-19</p> <p><i>Spring</i></p> <p>CPN 101 or 103 GE 5 MAT (Quantitative Skills) GE 2 FRE 305 SPA 306</p> <p>Total credit hours: 18-19</p>	<p><i>Fall</i></p> <p>GE 7 GE 8a GE 3 FRE 310 SPA 308 AED 323</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>ICC 353 GE 8b FRE 307 SPA 320 AED 391 (WT) GE 4</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>Spanish study abroad: GE 6 SPA 307 SPA 318 or 319</p> <p>Total credit hours: 12-18</p> <p><i>Spring</i></p> <p>EDU 471 PSY 331 or 432 FRE 311 (GE 6) SPA 4__ LIT 449 FRE 4__</p> <p>Total credit hours: 18</p> <p><i>Summer</i></p> <p>French study abroad</p> <p>Total credit hours: 6-12</p>	<p><i>Fall</i></p> <p>AED 437 AED 438 PSY 232 or 332 FRE 3__ FRE 4__ ICC 324 (K-6 extension)</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>AED 439 student teaching – certification track</p> <p>Total credit hours: 14</p>

International Communications and Culture

COURSE DESCRIPTIONS

General Courses

ICC 129, 229, 329, 429, 529: Special Topics in International Communications and Culture

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

ICC 201: Introduction to the Literature of U.S. Latinos

(O) Selected works of drama, fiction and poetry by U.S. authors of Latin American heritage, written primarily in English. Some knowledge of Spanish helpful, but not necessary. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

ICC 324: Foreign Languages For The Elementary School

(O) Theory, methodology, materials, classroom management and curriculum development for teaching foreign languages at the elementary school level (FLES). In-school practicum component included. Approved by NYSED for FLES certification. Prerequisite: Any 300-level FRE or SPA course. (3 cr. hr.)

ICC 325: Foreign Language Practicum in the Elementary Classroom

(O) Opportunity for advanced language students to present weekly foreign language lessons to elementary school pupils. In addition, weekly group meeting with course instructor. May be repeated for up to four credits in any one language. Prerequisite: ICC 324. (1 cr. hr.)

ICC 353: Linguistics for Language Teachers

(O) Introduction to theoretical and descriptive linguistics for Romance languages: phonetics and phonology, morphology, semantics, syntax and pragmatics. Also listed as FRE/SPA 353. (3 cr. hr.) ■

ICC 523: Integrating Technology in the Foreign Language Classroom

(C) Focus on learning how to use communications technologies and develop related foreign language materials with an emphasis on pedagogically sound integration of these technologies and materials in the foreign language curriculum. Technologies to be explored include: presentation software, interactive multimedia, the World Wide Web and real-time communication. Prerequisite: Graduate status or consent of department. (3 cr. hr.)

Related Education Courses

AED 323: Seminar for Field Observation

(C) Seminar for field observation in adolescence education (French and Spanish). Seminar-based course to provide a variety of field experiences for preservice teachers. Observations and field reports from secondary classroom experiences required. S, U grades are assigned. Prerequisites: Admission to the adolescence education program and grade point average consistent with "good standing" status — not below 2.5. (1 cr. hr.)

AED 391: Introduction to Adolescence Education

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 437: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I

(A) Methods of teaching foreign language at the middle/junior high and high school levels through discussion, demonstrations, lectures and peer teaching. Must be taken concurrently with AED 438. Prerequisites: PSY 101 and 232 or 332, PSY 331 or 432, AED 323 and 391. Twenty-four hours of study in the language at 300 level or above. Student must receive a grade of B or better in this course as one requirement of eligibility for student teaching. (3 cr. hr.)

AED 438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools II

(A) Methods of teaching foreign language at the middle/junior high and high school levels through discussion, demonstrations, lectures, and peer teaching. Must be taken concurrently with AED 437. Prerequisites: PSY 101 and 232 or 332, PSY 331 or 432, AED 323 and 391. Twenty-four hours of study in the language at 300 level or above. Student must receive a grade of B or better in this course as one requirement of eligibility for student teaching. (3 cr. hr.)

AED 439: Student Teaching: Adolescence Education – Foreign Languages

(A) Prerequisites: AED 437 and 438. Twenty-four hours of study in the language at 300 level or above. Consent of department based on language proficiency. See major department for eligibility criteria. S, U grades are assigned. (14 cr. hr.)

EDU 471: Foundations of Modern Education

(A) Social, historical and philosophical issues in education. Emphasis on critical analysis of educational reforms, movements and practices. (3 cr. hr.) ■

LIT 449: Literacy in the Middle and Secondary School

(F) Methods, materials and assessment for fostering literacy at the middle and secondary levels. (3 cr. hr.)

American Sign Language Courses**ASL 101: Beginning American Sign Language I**

(B) Introduction to the study of American Sign Language (ASL), including grammar and syntax, basic vocabulary and appropriate protocol when using the language. Emphasis on developing communication strategies in ASL and on the configuration and culture of the deaf community. (3 cr. hr.)

ASL 102: Beginning American Sign Language II

(B) Continuation of work begun in ASL 101. Prerequisite: ASL 101. (3 cr. hr.)

ASL 201: Intermediate American Sign Language I

(B) Continued development of the skills of listening, reading, speaking and writing with emphasis on developing communicative strategies at the intermediate level. Expanding cultural knowledge of the deaf. Prerequisite: ASL 102. (3 cr. hr.)

ASL 202: Intermediate American Sign Language II

(B) Continuation of work undertaken in Intermediate Sign Language I. Prerequisite: ASL 201. (3 cr. hr.)

Arabic Courses**ARA 101: Beginning Arabic I**

(F) Introduction to the skills of listening, reading, speaking and writing, with exposure to Arabic culture and peoples. Emphasis on developing communicative strategies in Arabic. (3 cr. hr.)

ARA 102: Beginning Arabic II

(S) Continuation of work begun in ARA 101. Emphasis on developing communicative strategies in Arabic. Prerequisite: ARA 101 or equivalent. (3 cr. hr.)

ARA 201: Intermediate Arabic I

(F) Continued language skill development, with emphasis on developing communicative ability at the intermediate level, and expanding sophistication of expression and cultural knowledge. Pre-requisite: ARA 102 or equivalent. (3 cr. hr.)

Chinese Courses**CHI 101: Beginning Chinese I**

(F) Introduction to the skills of listening, reading, speaking and writing, with exposure to Chinese culture. Emphasis on developing communicative strategies in Chinese. (3 cr. hr.) ■

CHI 102: Beginning Chinese II

(S) Continuation of work begun in CHI 101. Prerequisite: CHI 101. (3 cr. hr.) ■

CHI 201: Intermediate Chinese I

(F) Continued development of the skills of listening, reading, speaking and writing with emphasis on developing communicative strategies at the second-year level. Expanding cultural knowledge. Prerequisite: CHI 102 or equivalent. (3 cr. hr.) ■

CHI 202: Intermediate Chinese II

(S) Continuation of work undertaken in Intermediate Chinese I. Prerequisite: CHI 201 or equivalent. (3 cr. hr.) ■

English as a Second Language Courses**ESL 101: English as a Second Language I**

(B) Introduction for non-native English speakers designed to further develop and strengthen academic English skills including listening, speaking, reading, writing and study skills. Prerequisite: Consent of department. (3 cr. hr.)

ESL 102: English as a Second Language II

(B) Continuation of work done in ESL 101. Prerequisite: ESL 101. (3 cr. hr.)

ESL 300: Theoretical Foundations of Teaching English as a Second Language

(B) A survey of the theoretical foundations of current trends in the teaching of English as a Second Language (ESL). While the practical concerns of the ESL professional are addressed, emphasis is on the role of theories of English language learning and teaching in informing practice. (3 cr. hr.) ■

ESL 301: Methods of Teaching English as a Second Language

(B) Methods of teaching, reading, writing, speaking and communicating in English as a Second Language (ESL). Application of theories of second language acquisition and pedagogy to the teaching of ESL. ESL majors should take this course first before enrolling in ESL courses at the 400 level. Prerequisite: ESL 300. (3 cr. hr.)

ESL 302: Applied Linguistics for Teachers of English as a Second Language

(C) Introduction to some of the major areas within applied linguistics, e.g., morphology, syntax, phonology, register variation, focusing on pedagogical implications in the field of Teaching English as a Second Language. (3 cr. hr.)

ESL 400: Teaching Reading in the Second Language Classroom

(B) Provides a theoretical and practical grasp of several current views of first and second language reading; investigates diagnostic techniques which can be used to identify strategies of non-native readers, examines materials, teaching methods, and testing procedures used in foreign language and English as a Second Language (ESL) classrooms. Prerequisites: ESL 300 and 301. (3 cr. hr.) ■

ESL 401: Teaching Writing in the Second Language Classroom

(B) Provides a theoretical and practical grasp of several current views of first and second language writing; investigates diagnostic techniques which can be used to identify strategies of non-native writers, examines materials, teaching methods, and testing procedures used in foreign language and English as a Second Language (ESL) classrooms. Prerequisites: ESL 300 and 301. (3 cr. hr.) ■

ESL 402: Teaching English as a Second Language in the Content Area

(B) Materials and techniques for the teaching of English as a Second Language (ESL) through content areas such as math, social studies and science. Application of theories of second language acquisition and pedagogy to teaching ESL in these areas. Prerequisites: ESL 300 and 301. (3 cr. hr.)

ESL 403: Second Language Testing and Assessment

(B) Provides a theoretical and practical understanding of current views of second language testing; investigates the various forms of testing and assessment in general, as well as in each of the four skill areas: reading, writing, listening and speaking. Prerequisites: ESL 300 and 301. (3 cr. hr.) ■

Foreign Literature in English Translation

Note: The courses listed below do not require knowledge of a foreign language.

FLT 299: Foreign Literature In Translation

(O) Analysis of selected foreign-language literature in English translation. May be repeated as subtitle changes. Prerequisite: CPN 100 or 102. (3 cr. hr.) ■

FLT 493: Foreign Films in Translation

(O) Analysis of translated texts of 12 films. Critical works on these films, subsequent viewing of films. Subtitles vary. Also listed as CIN 493. (3 cr. hr.) ■

French Courses**FRE 101: Beginning French I**

(A) Introduction to the skills of listening, reading, speaking and writing, with exposure to French and Francophone culture. Emphasis on developing communicative strategies in French. (3 cr. hr.) ■

FRE 102: Beginning French II

(A) Continuation of work begun in FRE 101. Prerequisite: FRE 101 (3 cr. hr.) ■

FRE 129, 229, 329, 429, 529: Special Topics in French

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

FRE 201: Intermediate French I

(A) Continued development of the skills of listening, reading, speaking and writing with emphasis on developing communicative strategies at the intermediate level. Expanding cultural knowledge with exposure to literature. Prerequisite: FRE 102. (3 cr. hr.) ■

FRE 202: Intermediate French II

(A) Continuation of work undertaken at the intermediate level in FRE 201. Prerequisite: FRE 201. (3 cr. hr.) ■

FRE 305: French Conversation and Composition

(C) Development of increasing listening, speaking, reading and writing ability in French through conversational activities and role-playing. Acquisition of survival skills, tools for expressing opinions and emotions, and expanded vocabulary. Grammar review based on individual needs apparent in student writings. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 307: French Through the Media

(C) Study of the changing image of French society as portrayed in a variety of media (films, the World Wide Web, television, the press). Emphasis on oral expression, listening comprehension and vocabulary expansion. Grammar review undertaken on an individual basis, through students' writing. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 309: Grammatical Structure of French

(C) Morphology, grammar and syntax of present-day French, oral and written. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 310: Pratique de la Lecture

(C) Techniques of close reading, including procedures used in *explication de texte*. Practice in written French through compositions and journal-writing. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 311: Francophone Literatures

(O) Novels, poetry and drama in French from Canada, Africa, the French Antilles, Vietnam, etc. (places other than continental France). Introduction to the study of genre using Francophone literature as texts. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 312: La Pratique de L'Écriture

(O) Extensive writing in French on a wide range of topics explored through a variety of sample texts including electronic resources such as online government documents, radio and television materials, and various other literary and nonliterary texts, both current and historical. Discussions and written assignments submitted and evaluated in French. Emphasis on clarity of expression; attention to various styles of writing (descriptive, expository, persuasive, narrative, etc.) Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 315: Introduction to French Literature I

(O) Survey of literary genres, representative works: medieval period to 1700. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 316: Introduction to French Literature II

(S) From 1700 to modern times. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 318: French Civilization

(C) Modern French society, culture. Readings, discussion in French. Subtitles specify emphasis on historical background or specific contemporary topics. May be repeated as subtitle changes. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 319: Francophone Civilization

(O) An exploration of Francophone civilization as it manifests itself in the Caribbean, Africa, North America, Southeast Asia, the Middle East and various French territorial possessions. Attention is given to historical reasons why the French language is present throughout the world, and extensive readings, often Internet-based, allow students to familiarize themselves with various Francophone cultures and analyze them comparatively. Readings and discussions are in French. Prerequisite: FRE 202. (3 cr. hr.)

FRE 320: French and Careers

(C) Development of technical language skills for effective communication in various fields, using authentic materials drawn from print and electronic media. Role playing and written assignments providing practice in everyday situations encountered in the tourism industry, translation and interpreting, the medical profession, banking, the business world. Prerequisites: FRE 202. (3 cr. hr.) ■

FRE 331: Practicum: Teaching Beginning French I

(O) Participation as supervised teaching assistant in all activities of Beginning French I; special responsibility for leading structured drills and conversation with small groups. Prerequisite: FRE 202. (2 cr. hr.)

FRE 332: Practicum: Teaching Beginning French II

(O) Participation as supervised teaching assistant in all activities of Beginning French II; special responsibility for leading structured drills and conversation with small groups. Prerequisite: FRE 202. (2 cr. hr.)

FRE 333: Practicum: Teaching Intermediate French I

(A) Participation as supervised teaching assistant in all activities of Intermediate French I; special responsibility for leading structured drills and conversation with small groups. Prerequisites: FRE 305, consent of instructor. (2 cr. hr.)

FRE 334: Practicum: Teaching Intermediate French II

(A) Participation as supervised teaching assistant in all activities of Intermediate French II; special responsibility for leading structured drills and conversation with small groups. Prerequisites: FRE 305, consent of instructor. (2 cr. hr.)

FRE 353: Linguistics for Language Teachers

(O) Introduction to theoretical and descriptive linguistics for Romance languages: phonetics and phonology, morphology, semantics, syntax and pragmatics. Also listed as ICC/SPA 353. (3 cr. hr.) ■

FRE 407: Commercial French

(O) Vocabulary and forms of French commercial usage. Enrolled students may register to take the exam for the *certificat* for proficiency in commercial French offered by the Chambre de Commerce et d'Industrie de Paris. Prerequisite: One 300-level French course, 305 or above. (3 cr. hr.) ■

FRE 413: French Literature of the Seventeenth Century

(O) Descartes, Corneille, Moliere, Racine, Pascal, La Rochefoucauld, according to subtitle. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 415: French Literature of the Eighteenth Century

(O) Literature of the Enlightenment. Voltaire, Rousseau, Montesquieu or Diderot; the Encyclopedists, La Nouvelle Héloïse, according to subtitle. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 417: Literature of the Nineteenth Century

(O) Romanticism, realism, symbolism, naturalism. Novel from 1815 to 1850, novel from 1850 to 1900, poetry of Romantic period, symbolist poetry, drama and opera after 1850, according to subtitle. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 419: Literature of the Twentieth Century

(O) Selected readings. Subtitles indicate area of study, which may be a genre, a period, a literary or philosophical movement, or a theme. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 423: Themes in Literature

(O) Themes as basis for study of several works or authors, e.g., women, love, society, revolution. For students with knowledge of French, although subject may be comparative in nature if indicated by subtitle. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 499: Senior Seminar

(S) Drawing on broad background senior majors have acquired in French literature, civilization and language, the seminar promotes synthetic and analytic reflection on a specific theoretical topic, e.g. Francophone culture in the Western (or non-Western) world, recent French literary theory, literature in relation to the other arts. Substantial writing in French is required. Prerequisite: Senior standing. (3 cr. hr.) ■

FRE 503: Advanced Grammatical Structure of French

(O) Advanced work in French stylistics; special problems in morphology, grammar and syntax of present-day French, oral and written. (3 cr. hr.) ■

FRE 504: Teaching French Civilization

(O) France and the modern Francophone world. In-depth study of various aspects of French and Francophone civilization, with particular focus on the development and integration of materials for use in the public school classroom. (3 cr. hr.) ■

FRE 505: Techniques of Translating French

(O) Career-orientated translation training: film dubbing, simultaneous translation, commercial translation, etc. May be repeated as subtitle changes. (3 cr. hr.)

FRE 506: Teaching French Literature

(O) In-depth study of selected texts from French and Francophone literature, with particular focus on the development and integration of materials for use in the public school classroom. Prerequisites: Two literature courses at the 300 or 400 level. (3 cr. hr.) ■

FRE 515: Seminar in Literature

(O) Topics defined by subtitle. Knowledge of French required. Major texts read in French even when topic in comparative literature is presented. (3 cr. hr.) ■

FRE 517: Independent Study

(O) Individual supervised study. May be repeated; no more than six semester hours may be credited toward degree. Prerequisite: Two semesters of 300-level courses, consent of department. (1-3 cr. hr.)

German Courses**GER 101: Beginning German I**

(F) Introduction to the skills of listening, reading, speaking and writing, with exposure to German culture. Emphasis on developing communicative strategies in German. (3 cr. hr.) ■

GER 102: Beginning German II

(S) Continuation of work begun in GER 101. Prerequisite: GER 101 or equivalent. (3 cr. hr.) ■

GER 129, 229, 329, 429: Special Topics in German

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

GER 201: Intermediate German I

(F) Continued development of the skills of listening, reading, speaking and writing with emphasis on developing communicative strategies at the intermediate level. Expanding cultural knowledge with exposure to literature. Prerequisite: GER 102 or equivalent. (3 cr. hr.) ■

GER 202: Intermediate German II

(S) Continuation of work undertaken at the intermediate level in GER 201. Prerequisite: GER 201 or equivalent. (3 cr. hr.) ■

GER 517: Independent Study

(O) Individual supervised study. May be repeated; no more than six hours may be credited toward degree. Prerequisite: Two semesters of 300-level courses and consent of department. (2-3 cr. hr.)

Italian Courses**ITA 101: Beginning Italian I**

(F) Introduction to the skills of listening, reading, speaking and writing, with exposure to Italian culture. Emphasis on developing communicative ability in Italian. (3 cr. hr.)

ITA 102: Beginning Italian II

(S) Continued development of the skills of listening, reading, speaking and writing, with emphasis on developing communicative ability at the beginning level. Expansion of cultural knowledge. Prerequisite ITA 101 or equivalent. (3 cr. hr.)

ITA 201: Intermediate Italian I

(F) Continued language skill development, with emphasis on developing communicative ability at the intermediate level, and expanding sophistication of expression and cultural knowledge. Prerequisite: ITA 102 or equivalent. (3 cr. hr.)

ITA 202: Intermediate Italian II

(S) Conclusion of intermediate-level language study and skill development, with continued emphasis on developing intermediate-level communicative ability, while expanding sophistication of expression and cultural knowledge. Pre-requisite: ITA 201 or equivalent. (3 cr. hr.)

Spanish Courses**SPA 101: Beginning Spanish I**

(A) Introduction to the skills of listening, reading, speaking and writing, with exposure to Hispanic culture. Emphasis on developing communicative strategies in Spanish. (3 cr. hr.) ■

SPA 102: Beginning Spanish II

(A) Continuation of work begun in SPA 101. Prerequisite: SPA 101 or equivalent. (3 cr. hr.) ■

SPA 129, 229, 329, 429, 529: Special Topics in Spanish

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

SPA 201: Intermediate Spanish I

(A) Continued development of the skills of listening, reading, speaking, and writing, with emphasis on developing communicative strategies at the intermediate level. Expanding cultural knowledge with exposure to literature. Prerequisite: SPA 102 or equivalent. (3 cr. hr.) ■

SPA 202: Intermediate Spanish II

(A) Continuation of work undertaken at the intermediate level in SPA 201. Prerequisite: SPA 201 or equivalent. (3 cr. hr.) ■

SPA 301: Spanish Language Study in Mexico

(W) Study in Cuernavaca, Mexico, during the Winter Session. The course is designed for students who have completed the intermediate level of Spanish. Concentration on grammar, composition and comprehension. May be repeated once with special permission of department. Prerequisite: SPA 202, consent of department. (3 cr. hr.)

SPA 305: Spanish Conversation and Composition

(A) Oral, written Spanish beyond intermediate level. Prerequisite: SPA 202. (3 cr. hr.) ■

SPA 306: Advanced Spanish Conversation

(A) Advanced conversational practice, discussions, reports. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 307: Advanced Spanish Grammar

(A) Advanced course in syntax, composition: subtle nuances, exceptions, current idiomatic turns of the language, both oral and written. Prerequisite: SPA 202. (3 cr. hr.) ■

SPA 308: Advanced Spanish Composition

(A) Written Spanish beyond intermediate level. Emphasis on advanced structure, idiomatic expressions by means of original composition. Prerequisite: SPA 305 or semester in Spain. (3 cr. hr.) ■

SPA 313: Survey of Spanish-American Literature

(O) From colonial times to the present. Readings, writing, discussion of principal authors, works. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 315: Survey of Spanish Literature

(O) Representative works from medieval period to the present. Readings, writings, discussions, reports. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 317: Literary Types in Spanish

(O) Introduction to analysis of literature by studying various genres (prose, poetry, drama) according to subtitle. May be repeated as subtitle changes. Prerequisite: SPA 202. (3 cr. hr.) ■

SPA 318: Spanish Peninsular Civilization

(B) Extensive readings on social, historical, literary, economic development in Spain. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 319: Latin American Civilization

(B) Extensive readings on social, historical, literary, economic development in Latin America. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 320: Spanish for the Professions

(C) Basic course for the acquisition of technical language skills for effective communication in everyday situations related to the practice of law enforcement, education, social work, health care and welfare. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 330: Música de la España Contemporánea

(O) Overview of contemporary Spanish society through study of various genres of popular music: cantautor, flamenco, new wave, heavy metal, fusion. Prerequisite SPA 305. (3 cr. hr.) ■

SPA 353: Linguistics for Language Teachers

(O) Introduction to theoretical and descriptive linguistics for Romance languages: phonetics and phonology, morphology, semantics, syntax and pragmatics. Also listed as FRE/ICC 353. (3 cr. hr.) ■

SPA 355: Spanish Pronunciation and Phonetics

(O) Detailed study of a standard Spanish sound system and dialectal differences among Spanish-speaking countries. Practice and investigation of Spanish sounds in context. (3 cr. hr.) ■

SPA 411: The Golden Age of Spanish Literature I

(O) Extensive readings in literature of 16th century; Renaissance poetry, prose or theatre according to subtitle. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 417: Spanish Literature of the Nineteenth Century

(O) Nineteenth century: Romanticism; Realism; Naturalism. Subtitles indicate period to be studied. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 419: Literature of Twentieth Century Spain

(O) Subtitles indicate topics: the generation of '98; drama; prose; poetry. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 421: Spanish Literature of the Medieval Period

(O) Middle Ages prose, lyric and narrative poetry, according to subtitle. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 422: Spanish-American Literature

(O) Subtitles indicate topics: novel, short fiction, drama, poetry, la novela del dictador, women in literature or other titles may be offered. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 423: Themes in Literature

(O) Recurring themes appearing in works of one or several authors. Knowledge of Spanish necessary although subject studied may be compared with other literatures in translation. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 503: The Grammatical Structure of Spanish

(O) Phonology, morphology, syntax of present day standard Spanish. Prerequisite: SPA 306. (3 cr. hr.) ■

SPA 517: Independent Study

(O) Individual supervised study. May be repeated; no more than six credit hours may be credited toward degree. Prerequisite: Two semesters of 300-level courses. (1-3 cr. hr.)

International Studies

INTERDISCIPLINARY PROGRAM

Cornish Hall, Room D-317
(607) 753-2308
E-mail: steadmans@cortland.edu
www.cortland.edu/istudies/

SCHOOL

Arts and Sciences

FACULTY

Sharon R. Steadman (Coordinator)

PROGRAMS OFFERED

Bachelor of Arts in International Studies

Bachelor of Arts in Adolescence Education: Social Studies and International Studies (7-12)

MAJORS OFFERED

International Studies

Adolescence Education: Social Studies and International Studies (7-12)

CONCENTRATIONS OFFERED

Area Concentrations: Africa, Asia and Pacific Basin, Europe, Latin America

Disciplinary Concentrations: Culture and Globalism, Geography, Global Economic Systems, Global Political Systems, Historical Development, International Health, Women's Studies

MINORS OFFERED

International Studies

DESCRIPTION

The international studies (IST) major is a unique global studies approach to understanding the international world in the context of a liberal arts education. The interdisciplinary nature of the major provides students with knowledge of the historic and contemporary development of the international system as well as the opportunity to choose the direction of their study of particular aspects of the global social, economic and political structure from disciplinary or geographical vantage points.

Students also complete the IST major with a strong foreign language background, enabling them to begin careers in the international world immediately upon graduation.

SPECIAL FEATURES

- Wide-ranging study-abroad opportunities
- Opportunities for internship experience
- Independent study and collaborative research with faculty members
- Involvement in the *NeoVox* international Internet news magazine

CAREER POTENTIAL

- International business positions
- International law practice
- World Bank positions
- United Nations translators/posts
- World Trade Organization posts
- U.S. government/State Department positions
- Non-Government corporation and organization positions

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 90 credit hours

The IST major's 36 credit hours comprise a set of five core courses and a seven-course concentration chosen from the list below. The core courses orient the student to the historical processes and contemporary economic issues of the modern international system. The concentration may be geographical in nature, or be focused within a particular discipline. Alternatively, the student may choose an individualized concentration which will be interdisciplinary in nature, with course work defined by a conceptual theme or problem, or with a geographical focus not presently offered. The individualized concentration may be drawn from throughout the College's course offerings.

Note: some courses in concentrations may have prerequisites not listed.

Waivers of requirements and approval for substitution of courses may be granted only by the coordinator with the approval of the associate dean. Courses taken in a concentration may not count for a minor in the same field (e.g., a Latin American concentration cannot be combined with a Latin American minor). In order to satisfy major requirements, students may take topic courses offered in individual departments, arrange for an independent study, or complete up to six credit hours of an internship (CPV 400), with approval of the advisor, the international studies coordinator and the associate dean.

Students majoring in international studies are required to demonstrate additional foreign language proficiency beyond the regular College language requirement. The IST language requirement may be fulfilled in one of the following ways:

- A. Successfully completing 12 hours of course work in a foreign language at the 300-level or above.
- B. Successfully completing one semester of study abroad in the target language; course work or other programs of study must be in the target language. Courses or other study conducted in English will not be accepted in fulfillment of this requirement.
- C. Satisfying the College foreign language requirement (i.e. 13 credit hours or its equivalent) in a second foreign language. Students whose native language is not English may be exempt from the language proficiency requirement.
- D. Earning a rating of Intermediate High on the American Council of Teachers of Foreign Language/Educational Testing Service academic scale, as determined by an oral interview with a qualified tester. Students should contact the International Communications and Culture Department for additional details.

INTERNATIONAL STUDIES CORE COURSES

- IST 200: Introduction to International Studies: The Making of the International System
 IST 210: Introduction to International Studies: The Making of the Modern World
 IST 400: Seminar: Themes in International Studies
 HIS 101: The World since 1500
 ECO 105: Political Economy and Social Thought

Major in International Studies with an area concentration in Africa [IST/AFRI]

Provides an understanding of how African peoples and cultures have been affected, over time, by contacts with a much wider world.

- A. Required Courses: IST Core: 15 credit hours
- B. History and culture elective courses: Nine credit hours chosen from the following:
 ANT 304: Peoples of Africa
 CIN 260: Geography and Film
 FRE 311: Francophone Literatures
 FRE 319: Francophone Civilization
 GRY 485: Africa, South of the Sahara
 HIS 225: Introduction to Africa
 HIS 321: Africa, Human Origins to 1800
 HIS 322: Modern Africa, 1800-Present
- C. Politics and economy elective courses: Nine credit hours chosen from the following:
 ECO 304: Comparative Economic Systems
 ECO 311: Economic Development
 ECO 441: International Trade
 GRY 240: Economic Geography
 POL 290: Introduction to African Politics and Society
 POL 362: Politics of Developing Nation States
- D. Elective Course: Choose one course from those listed above or from the general College curriculum with approval of advisor.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with an area concentration in Asia and Pacific Basin [IST/ASIA]

Provides a broad understanding of the diverse societies and peoples of Asia, which constitute more than half of the world's population.

- A. Required Courses: IST Core: 15 credit hours
- B. History and culture elective courses: Nine credit hours chosen from the following:
 ANT 310: Peoples of South and Southeast Asia
 ANT 311: Peoples of East Asia
 ANT 312: Peoples of the Middle East
 ANT 330: Religions of Asia
 AST 200: Introduction to Asia
 HIS 383: Chinese Civilization
 HIS 384: Modern China
 HIS 385: History of Japan
 HIS 386: Modern Pacific Asia
- C. Politics and economy elective courses: Nine credit hours chosen from the following:
 ANT 315: Development Anthropology
 ANT 322: Sociocultural Study of AIDS
 ECO 304: Comparative Economic Systems
 ECO 311: Economic Development
 ECO 313: Economic Development of Asia
 ECO 441: International Trade
 POL 262: Comparative Politics: Asia
 POL 362: Politics of Developing Nation States
 POL 454: International Politics in Asia
 POL 456: International Politics in the Middle East
- D. Elective Course: Choose one course from those listed above or from the general College curriculum with approval of advisor.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with an area concentration in Europe [IST/EURO]

Provides a broad understanding of the forces that have made modern Europe and are shaping its culture, its people and its politics in the post-Cold War era.

- A. Required Courses: IST Core: 15 credit hours
- B. Art, language and culture courses: Three credit hours chosen from the following:
 ATH 122: Art in the Modern World
 ATH 344: Renaissance, Mannerism, Baroque
 ATH 355: Rococo Through Impressionism
 ATH 357: Modern Art
 CIN 251: History and Film
 ENG 220: Introduction to Western Literature I
 ENG 221: Introduction to Western Literature II
 ENG 355: Major Figures in British Literature to 1780
 ENG 445: The English Novel to 1900
 ENG 446: The Victorian Age
 ENG 471: The Modern English Novel
 FRE 318: French Civilization
 FRE 319: Francophone Civilization
 SPA 318: Spanish Peninsular Civilization
 A course in German, French or Spanish Literature, e.g.,
 FRE 419, SPA 419, to be chosen in consultation with the student's advisor.
- C. Economics, geography and political science elective courses: Six credit hours chosen from the following:
 ECO 304: Comparative Economic Systems
 ECO 441: International Trade
 GRY 484: Geography of Europe
 PHI 272: Utopias
 POL 250: International Relations
 POL 260: Comparative Politics: Europe
 POL 461: Europe Today: People and Politics
- D. History: European survey elective courses: Three credit hours chosen from the following:
 HIS 111: Western Civilization since 1715
 HIS 348: Europe Since 1914
- E. History: Topical focus elective course: Three credit hours chosen from the following:
 HIS 318: History of Women in Modern Europe
 HIS 333: Russia, 850-1894
 HIS 334: Russia Since 1894
 HIS 347: Modern Europe: The French Revolution to World War I
 HIS 348: Europe Since 1914
 HIS 441: Britain Since 1688
 HIS 445: France, 1800-1945
 HIS 460: The Holocaust
 HIS 465: The Soviet Union
- F. Elective Course: Choose one course from those listed above, or from the general College curriculum with approval of advisor.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with an area concentration in Latin America [IST/LAT]

Through study of the culture, economic systems and political science of this area students gain exposure to a major player in the international scene, as well as regions within the United States.

- A. Required Courses: IST Core: 15 credit hours
- B. History and culture elective courses: Nine credit hours chosen from the following:
 ANT 314: Peoples of Latin America
 FLT 399: Foreign Literature in Translation
 HIS 325: Colonial Latin America
 HIS 326: Modern Latin America
 SPA 313: Survey of Spanish-American Literature
 SPA 319: Latin American Civilization
 SPA 422: Spanish-American Literature
 SPA 423: Themes in Literature
- C. Politics and economy elective courses: Nine credit hours from the following:
 ANT 315: Development Anthropology
 ECO 304: Comparative Economic Systems
 ECO 311: Economic Development
 ECO 312: Economic Development in Latin America
 ECO 441: International Trade
 GRY 482: Central America and the Caribbean
 POL 264: Comparative Politics: Latin America
 POL 362: Politics of Developing Nation States
 POL 455: International Politics in Latin America
- D. Elective Course: Choose one course from those listed above or from the general College curriculum with approval of advisor.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Culture and Globalism [IST/CGLO]

Students gain insight into the cultural institutions of global cultures in preparation to encounter the global issues facing present-day indigenous and migrant populations.

- A. Required Courses: IST Core: 15 credit hours
- B. Development, diversity and discrimination elective courses: Nine credit hours chosen from the following:
 ANT 230: Prejudice and Discrimination
 ANT 315: Development Anthropology
 ANT 322: Sociocultural Study of AIDS
 ANT 352: U.S. Ethnic Identity and Conflict
 ANT 404: Applied Anthropology
 ANT 406: Contact and Culture Change
 ANT 492: Anthropological Theory
 ECO 311: Economic Development
 GRY 240: Economic Geography
 GRY 470: Resource Geography
 PHI 271: Philosophy of Human Nature
 POL 450: International Law

- C. Culture and ethnic studies elective courses: Six credit hours chosen from the following:
 ANT 302: Native American Ethnology
 ANT 304: Peoples of Africa
 ANT 310: Peoples of South and Southeast Asia
 ANT 311: Peoples of East Asia
 ANT 312: Peoples of the Middle East
 ANT 314: Peoples of Latin America
 HIS 385: History of Japan
 HIS 386: Modern Pacific Asia
- D. Elective Courses: Six credit hours chosen from the following:
 ANT 234: Anthropology of Gender
 ANT 300: Human Evolution and Survival
 ANT 306: Folk Societies and Lifestyles
 ANT 350: Language in Society and Culture
 ANT 493: Anthropological Methods
 ECO 304: Comparative Economic Systems
 GRY 370: Will the World Provide?
 PHI 320: Environmental Ethics
 POL 250: International Relations
 POL 362: Politics of Developing Nations

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Global Economic Systems [IST/GES]

Students will gain a strong background in economic theory and a clear understanding of key economic trends, issues and policies as they relate to globalization and the changing world economy.

- A. Required Courses: IST Core: 15 credit hours
- B. Elective Courses: Three credit hours chosen from the following:
 ECO 110: Principles of Macroeconomics
 ECO 111: Principles of Microeconomics
- C. Public policy and global economy elective courses: Six credit hours chosen from the following:
 ECO 300: Macroeconomic Theory
 ECO 325: Political Economy of Women
 ECO 326: Political Economy of Race and Class
 ECO 335: Resource and Environmental Economics
 ECO 383: Labor Economics
- D. Development and international political economy elective courses: Nine credit hours chosen from the following:
 ANT 315: Development Anthropology
 ECO 304: Comparative Economic Systems
 ECO 306: Comparative Approaches in Political Economy
 ECO 311: Economic Development
 ECO 312: Economic Development of Latin America
 ECO 313: Economic Development of Asia
 ECO 441: International Trade
 ECO 443: International Finance
 POL 362: Politics of Developing Nations
 POL 441: Comparative Public Policy
- E. Elective Course: Three credit hours chosen from the following:
 ECO 301: Economics of the Firm
 ECO 307: Marxian Economics
 Additionally, you may select from courses not taken in categories C and D.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Geography [IST/GRY]

Students will gain an appreciation of global cultural, social and political patterns from a geographic perspective, as well as understand the associated interdependence of human and environmental factors.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Courses: Three credit hours:
 GRY 125: Human Geography and Global Development
- C. Geography and development elective courses: 15 credit hours chosen from the following:
 ECO 311: Economic Development
 GRY 120: Cultural Geography
 GRY 215: Geography of Travel and Tourism
 GRY 240: Economic Geography
 GRY 270: Political Geography
 GRY 315: Ecotourism
 GRY 370: Will the World Provide?
 GRY 415: Tourism Planning and Development
 GRY 470: Resource Geography (when applicable)
 GRY 482: Central America and the Caribbean
 GRY 484: Geography of Europe
 GRY 485: Africa, South of the Sahara
- D. Regional concentration elective course: Three credit hours chosen from the following:
 ANT 310: Peoples of South and Southeast Asia
 ANT 311: Peoples of East Asia
 GRY 482: Central America and the Caribbean
 GRY 484: Geography of Europe
 GRY 485: Africa, South of the Sahara

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Historical Development [IST/HDEV]

Focusing on the last 500 years, this concentration traces the historical basis of the modern world system and then allows students to focus on particular regions and historical topics.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Course: Three credit hours:
 HIS 100: The World to 1500 *or*
 HIS 111: Western Civilization since 1715
- C. Non-western history elective courses: Nine credit hours chosen from the following:
 HIS 321: Africa, Human Origins to 1800
 HIS 322: Modern Africa, 1800-Present
 HIS 325: Colonial Latin America
 HIS 326: Modern Latin America
 HIS 384: Modern China
 HIS 385: History of Japan
 HIS 386: Modern Pacific Asia
 HIS 430: The Vietnam War
 HIS 435: East Asian-American Relations
 HIS 461: Modern Israel and the Arab-Israeli Conflict
 HIS 530: Issues in African-American History
 HIS 533: Issues in Asian History
 POL 362: Politics in Developing Nations

D. European history elective courses: Nine credit hours chosen from the following:

- HIS 318: The History of Women in Modern Europe
- HIS 333: Modern Russia, 850-1894
- HIS 334: Russia, since 1894
- HIS 346: Renaissance and Reformation
- HIS 348: Europe since 1914
- HIS 363: Jews in the Modern World, 1789-1948
- HIS 441: Britain since 1688
- HIS 443: Ireland since 1660
- HIS 445: France, 1800-1945
- HIS 460: The Holocaust
- HIS 465: The Soviet Union, 1917-1953
- HIS 532: Europe Since 1900 for Teachers
- POL 260: Comparative Politics: Europe

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in International Health [IST/IHLH]

Prepares the individual for an entry level position with international agencies that deal with international health, nutrition, development and relief issues.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Courses: Nine credit hours:
 - HLH 111: International Health and Culture
 - HLH 203: Community Health
 - HLH 220: Safety Education and Emergency Response
- C. Health and environment elective courses: Six credit hours chosen from the following:
 - ECO 335: Resource and Environmental Economics
 - ENS 292: Land Use and Planning
 - EST 100: Introduction to Environmental Studies
 - HLH 390: Environmental Health and Ecology
 - HLH 392: Environmental Pollutants and Toxicology
 - PHI 320: Environmental Ethics
 - SOC 340: Environmental Sociology
- D. Nutrition and the community elective courses: Six credit hours chosen from the following:
 - ANT 322: Sociocultural Study of AIDS
 - HLH 201: Health Problems of the Underserved
 - HLH 323: Foods and Nutrition
 - HLH 360: Health Administration and Planning
 - HLH 391: Epidemiology and Biostatistics

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Global Political Systems [IST/GPS]

Students gain an understanding of both the political life of areas of the world such as Latin America, Europe and Africa but also to the dynamics of international politics.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Courses: Nine credit hours:
 - POL 101: Introduction to World Politics
 - POL 250: International Relations
 - POL 362: Politics of Developing Nation States

C. Comparative politics elective courses: Six credit hours chosen from the following:

- ECO 304: Comparative Economic Systems
- ECO 306: Comparative Approaches in Political Economy
- ECO 311: Economic Development
- POL 160: Model European Union
- POL 260: Comparative Politics: Europe
- POL 262: Comparative Politics: Asia
- POL 264: Comparative Politics: Latin America
- POL 290: Introduction to African Politics and Society

D. International politics and theory elective courses: Six credit hours chosen from the following:

- ECO 326: Political Economy of Race and Class
- GRY 270: Political Geography
- HIS 402: Latin American – U.S. Relations
- POL 376: Asian Political Thought
- POL 441: Comparative Public Policy
- POL 450: International Law
- POL 454: International Politics in Asia
- POL 455: International Politics in Latin America
- POL 456: International Politics in the Middle East
- POL 461: Europe Today: People and Politics

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Women's Studies [IST/WST]

Students gain an expertise in global women's issues through exposure to topics concerning women's roles and status in domestic and international societies in both historical and contemporary contexts.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Courses: Six credit hours:
 - WST 100: Approaches to Women's Studies
 - WST 400: Colloquium in Women's Studies
- C. Topical studies elective courses: Nine credit hours chosen from the following:
 - ANT 234: Anthropology of Gender
 - ANT 322: Sociocultural Study of AIDS
 - ECO 325: Political Economy of Women
 - HLH 550: Women's Health
 - HIS 318: The History of Women in Modern Europe
 - PHI 380: Feminist Social Thought
 - PSY/CIN/AAS 210: Race and Gender Role Stereotypes
 - PSY 330: Psychology of Gender Roles
 - SOC 355: Gender and the Life Course

D. Elective Courses: Six credit hours chosen from the following: Six credit hours chosen in consultation with student's advisor from courses in any of the following fields: anthropology, economics, health, history, political science. These courses should relate directly to the area of international/women's studies the student intends to pursue.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual Major in Adolescence Education: Social Studies and International Studies (7-12) [SST and IST]

This program allows students who major in international studies to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in international studies with 47-68 credit hours in additional course work and professional teacher preparation.

- A. Requirements for the international studies major (see above)
- B. Professional Preparation: 44-68 credit hours
(Including additional social science courses)
- HLH 199: Critical School Health Issues
 - PSY 101: General Psychology I
 - PSY 232: Adolescent Psychology *or*
 - PSY 332: Educational Psychology
 - ECO 105: Political Economy and Social Thought
 - GRY 425: Geography in the Classroom *or*
 - GRY 482: Central America and the Caribbean *or*
 - GRY 484: Geography of Europe *or*
 - GRY 486: Monsoon Asia
 - GRY 480: United States *or*
 - GRY 481: Geography of New York State
 - POL 100: Introduction to American Government and Politics
 - HIS 100: The World to 1500 *and*
 - HIS 101: The World since 1500 *or*
 - HIS 110: Western Civilization to 1715 *and*
 - HIS 111: Western Civilization since 1715
 - HIS 200: The United States to 1877 *and*
 - HIS 201: The United States from 1877 *and*
 - Three additional hours of history at the 300 level or above
 - AED 310: Grammar and the Writing Process *or*
 - LIT 449: Literacy in the Middle and Secondary School *or*
 - LIT 549: Literacy in the Middle and Secondary School
 - SHH 300: Normal Language Development *or*
 - PSY 350: Psychology of Language
- C. Professional Sequence: Junior year, four credit hours
- AED 391: Introduction to Adolescence Education
- Fall semester only. A 25-hour field requirement is attached to this course.
- AED 300: Introduction to Secondary Social Studies
- Spring semester only. A 35-hour field requirement is attached to this course. Requires acceptance into the adolescence education: social studies (SST) major.
- D. Professional Sequence: Senior year, 21 credit hours*
- AED 301: Pre-practice Teaching Seminar
- Fall semester only. A 40-hour field requirement is attached to this course and must be completed in the preceding spring semester.
- Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.
- AED 400: Student Teaching I
 - AED 401: Student Teaching II
 - AED 402: Student Teaching Seminar

* To be eligible for student teaching, a student must have declared adolescence education: social studies (7-12) as a major by the beginning of the second semester of the junior year and must have senior status, at or near 90 credit hours, with 24 credit hours in the academic social science major, which must be officially declared. A student must also have an overall grade point average of 2.5, a grade point average of 2.7 in the academic social science major, and a C or better in AED 300. No student who receives a grade below a C- in any introductory course in the academic social science major will be allowed to enter student teaching until the course has been retaken and a higher grade earned. Student teaching is a capstone experience. Students who cannot graduate by the December following student teaching may not register for the AED 400, 401, 402 sequence.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in International Studies [IST]

- A. Required courses: Nine credit hours:
- IST 200: Introduction to International Studies: The Making of the International System
 - IST 210: Introduction to International Studies: The Making of the Modern World
 - IST 400: Seminar: Themes in International Studies
- B. Elective Courses: Nine credit hours:
- Foreign language beyond the 202 level: 3 credit hours
 - Electives in either an area or a disciplinary concentration: Six credit hours

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the B.A. in International Studies over four years

First Year	Second Year
<p><i>Fall</i></p> <p>IST 200 ECO 105 (GE 1) Foreign language CPN 100 or 102 GE course COR 101</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>IST 210 CPN 101 or 103 HIS 101 (GE 5) Foreign language GE course</p> <p>Total credit hours: 15 -16</p>	<p><i>Fall</i></p> <p>Foreign language IST concentration GE course GE course Quantitative Skills Elective</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>Foreign language IST concentration GE course GE course GE course</p> <p>Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>IST concentration IST concentration Foreign language/Elective Elective Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>Study Abroad</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>IST concentration IST concentration Foreign language/Elective Elective Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>IST 400 IST concentration Foreign language/Elective Elective Elective</p> <p>Total credit hours: 15</p>

International Studies

COURSE DESCRIPTIONS

IST 100: Culture through Film

(B) Introduction to film as an art form and to the basic narrative and stylistic aspects of film; study of film as a medium of cultural representation and expression; exploration of current and historical global themes and issues through screening, study and discussion of course films. Two lectures, one laboratory. (3 cr. hr.) ■

IST 200: Introduction to International Studies: The Making of the International System

(F) Key ideas, themes and selected topics are examined and analyzed related to the historical development of the modern international system. Focus on the social, political and economic processes which combined to create the modern international system 1600-1900. Consideration of the historical bases of contemporary problems such as international inequality, role of the West in contributing to underdevelopment, international competition, war. (3 cr. hr.) ■

IST 129, 229, 329, 429, 529: Special Topics in International Studies

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

IST 210: Introduction to International Studies: The Making of the Modern World

(S) Emphasis is on the historical processes that have in the 20th century created the modern international system. Focus on major historical, political, economic and social developments. Special emphasis on problems of development and underdevelopment, theories of development, key areas of the world, and selected world problems. IST majors are encouraged to take IST 200 first, when possible. (3 cr. hr.) ■

IST 300: Global Journalism

(A) Introduction to using Internet resources for research and writing of articles to be published in *NeoVox* and other Internet locations. Instruction in constructing Web pages and Internet journalism. Prerequisite: CPN 101 or 103. (4 cr. hr.) ■

IST 310: Independent Study: Selected Topics

(O) Independent study in selected topics in international studies. (1-3 cr. hr.)

IST 400: Seminar: Themes in International Studies

(C) Culminating seminar for international studies majors; particular theme of theoretical and contemporary importance (e.g., world hunger, economic inequalities, state-building and its effects, North-South relationships) addressed. Readings and discussions will reflect various concentrations within international studies program. Seminar will stress multidisciplinary team approaches to major global problems. Prerequisite: Consent of international studies coordinator. (3 cr. hr.) ■

Related Education Courses

AED 300: Introduction to Secondary Social Studies

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Open only to junior SST majors meeting all departmental requirements. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar

(F) Integrated study of: a) introduction to methods of teaching secondary social studies; b) introduction to contemporary issues in the teaching of secondary social studies; c) preparation for specific practice teaching assignment; d) 40-hours of field experience. Open only to senior SST majors meeting all departmental requirements. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SST majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

AED 402: Student Teaching Seminar

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

Jewish Studies

INTERDISCIPLINARY MINOR

Old Main, Room 207

(607) 753-4807

E-mail: steckh@cortland.edu

www.cortland.edu/mcgs/jspage.htm

SCHOOL

Arts and Sciences

FACULTY

Ellen Newman and Henry Steck (Co-coordinators)
Sanford Gutman (Academic Co-coordinator)

MINOR OFFERED

Jewish Studies

DESCRIPTION

The Jewish studies minor is an interdisciplinary program focusing on the study of the Jewish people — their religion, history, literature and culture. The program seeks to enhance the student's understanding of the Jewish people and the variety of their cultural experiences while also furthering the College's mission to study and combat prejudice and discrimination. The minor is designed to complement a number of academic majors. Administration and advisement for this program are conducted by the Jewish Studies Committee of the Center for Multicultural and Gender Studies.

SPECIAL FEATURES

- Overseas program in Israel

Minor in Jewish Studies [JST]

The minor in Jewish studies consists of 18 hours: nine hours in required courses and nine hours of electives. Relevant special topics courses in some departments may also be acceptable in addition to the specified courses below. With advisement from a Cortland Jewish studies advisor, students may complete all or part of the minor in an accredited summer, semester, or year academic program in Israel.

CAREER POTENTIAL

- Jewish educator
- Jewish community relations
- Community outreach work
- Multicultural affairs

A. Required Courses: Nine credit hours

JST 140: Basic Judaism

JST/HIS 361: Jews in the Ancient World

JST/HIS 363: Jews in the Modern World

B. Other: Nine hours from among the following. No more than six may be taken in history.

ANT 312: Peoples of the Middle East

JST/ENG 250: Introduction to Jewish Authors

JST 329: Special topics

JST 360: Directed Study

JST/HIS 362: Jews in the Middle Ages

JST/HIS 460: The Holocaust

JST/HIS 461: Modern Israel and the Arab-Israel Conflict

POL 456: International Politics of the Middle East

RLS 200: World Religions

SOC/ANT 352: U.S. Ethnic Identity and Conflict

SOC 475: Sociology of Religion

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Jewish Studies

COURSE DESCRIPTIONS

JST 129, 229, 329, 429, 529: Special Topics in Jewish Studies

(O) Selected topics in Jewish studies offered by faculty from different departments. Topics will vary from semester to semester. Prerequisite for JST 429 only: JST 140, 361, 362, 363, 460, HIS 361, 362, 363, or 460. (3 cr. hr.) ■

JST 140: Basic Judaism

(S) Overview of development of Judaism from its ancient roots to its modern forms. Main topics will include history of Judaism, major tenets, rituals, customs and contemporary issues. (3 cr. hr.) ■

JST 250: Introduction to Jewish Authors

(O) Introduction to Jewish themes in American literature and in translation from the Yiddish. Prerequisite: CPN 101 or 103. Also listed as ENG 250. (3 cr. hr.) ■

JST 360: Directed Study

(O) Directed individual study in selected areas of Jewish studies. Prerequisite: JST 140, 361, 362, 363, HIS 361, 362 or 363. (1-3 cr. hr.)

JST 361: Jews in the Ancient World

(C) Intellectual and political history of the Jewish people to the compilation of the Talmud in the third century. Prerequisite: JST 140, HIS 100, 101, 110, 111 or 150. Also listed as HIS 361. (3 cr. hr.) ■

JST 362: Jews in the Middle Ages

(C) History of the Jewish people from the third century to the Enlightenment. Prerequisite: JST 140, HIS 100, 101, 110, 111 or 150. Also listed as HIS 362. (3 cr. hr.) ■

JST 363: Jews in the Modern World

(C) European Jewry from the Enlightenment to the establishment of Israel as a state. Topics include: emancipation and assimilation; East European and Russian Jews to World War I; immigration to America; modern Israel; anti-Semitism and the Holocaust. Prerequisite: JST 140, HIS 100, 101, 110, 111, 150, 200 or 201. Also listed as HIS 363. (3 cr. hr.) ■

JST 460: The Holocaust

(C) Extermination of European Jews and millions of other Europeans during World War II studied in human and historical perspective. Course focuses on Nazi perpetrators' ideology of anti-Semitism and their machinery of destruction, the responses of the victims, and the action and inaction of the rest of the world. Prerequisite: HIS 100, 101, 110, 111, 150, IST 200, 210 or JST 140. Also listed as HIS 460. (3 cr. hr.) ■

JST 461: Modern Israel and the Arab-Israeli Conflict

(C) History of Zionism (Jewish Nationalism) and modern Israel from the 1860s to the present. Focuses on: the history of Zionism; the growth of the Jewish state in Palestine; and the history of the Arab-Israeli conflict. Prerequisite: HIS 100, 101, 110, 111, 150, IST 200, 210 or JST 140. Also listed as HIS 461. (3 cr. hr.) ■

Latin American Studies

INTERDISCIPLINARY MINOR

Old Main, Room 221-A
(607) 753-2992
E-mail: frasere@cortland.edu

SCHOOL

Arts and Sciences

FACULTY

Elizabeth Fraser (Coordinator)

MINOR OFFERED

Latin American Studies

DESCRIPTION

SUNY Cortland's Latin American studies minor is interdisciplinary. It is designed to complement many academic majors. Students choosing the minor will study the history and cultural production of Latinos and Latin Americans from the perspective of several disciplines.

Administration of this program and advisement of its students is provided by the Latin American Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

SPECIAL FEATURES

- Internships
- Overseas opportunities

Minor in Latin American Studies [LLAS]

CAREER POTENTIAL

- Social services
- Education
- International communications
- Tourism
- Business — domestic and international

- A. Required course: Three credit hours:
SOC 352/ANT 352: U.S. Ethnic Identity and Conflict
(Prerequisite: SOC 150: Introduction to Sociology *or*
ANT 102: Introduction to Cultural Anthropology)
- B. Three credit hours from:
SPA 305: Spanish Conversation and Composition
SPA 306: Advanced Spanish Conversation
SPA 307: Advanced Spanish Grammar
SPA 308: Advanced Spanish Composition

C. Six credit hours from:

ANT 314: Peoples of Latin America
 ECO 312: Economic Development of Latin America
 GRY 482: Geography of Central America and the Caribbean
 HIS 325: Colonial Latin America
 HIS 326: Modern Latin America
 ICC 201: Introduction to the Literature of U.S. Latinos
 POL 264: Comparative Politics: Latin America
 POL 455: International Politics in Latin America
 ATH 324: Spanish and Spanish American Art

D. Three credit hours from:

SPA 313: Survey of Spanish American Literature I *or*
 SPA 315: Survey of Spanish Literature I *or*
 SPA 318: Hispanic Civilization *or*
 SPA 422: Contemporary Spanish American Literature

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 15

Literacy

DEPARTMENT

SCHOOL

Education

FACULTY

Bill Buxton, (Chair), Sheila Cohen, Michele Irvin Gonzalez,
 Ellen Jampole, Jolene Malavasic, Pamela Summers, Donald
 Wheeler

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Master of Science in Education: Literacy Education

DESCRIPTION

The Literacy Department provides undergraduate course work for the following programs: Bachelor of Arts or Bachelor of Science in Childhood Education, Bachelor of Arts or Bachelor of Science in Early Childhood Education, Bachelor of Arts or Bachelor of Science in Early Childhood and Childhood Education, Bachelor of Science in Special Education/Childhood, and Bachelor of Arts in Adolescence Education.

Seniors in their final semesters of undergraduate study may request permission to register for courses at the 500 level for graduate credit. Students are cautioned that application to the graduate literacy program is competitive. Successful completion of literacy course work does not guarantee acceptance into the graduate literacy program.

Van Hoesen Hall, Room B-139
 (607) 753-2705
 E-mail: alterp@em.cortland.edu
 www.cortland.edu/literacy/

Literacy

COURSE DESCRIPTIONS

LIT 310: Literacy in a Multicultural, Urban School

(B) Development of literacy assessment skills and intervention strategies for students with disabilities in a multicultural, urban context. Prerequisite: FSA 280 and 281. Corequisite: LIT 311. (3 cr. hr.)

LIT 311: Literacy Field Experience

(B) A 25-hour literacy field experience in assessment and intervention strategies in an inclusive urban classroom. Prerequisite: FSA 280 and 281. Corequisite: LIT 310. (1 cr. hr.)

LIT 371: Teaching Elementary School Reading and Language Arts I

(A) Part I of integrated approach to teaching reading, writing, speaking and listening in elementary school. (3 cr. hr.)

LIT 372: Teaching Elementary School Reading and Language Arts II

(A) Part II of integrated approach to teaching reading, writing, speaking and listening in elementary school. Strategies for teaching special needs of children included. Prerequisite: LIT 371. (3 cr. hr.)

LIT 449: Literacy in the Middle and Secondary School

(A) Methods, materials and assessment for fostering literacy at the middle and secondary levels. (3 cr. hr.)

LIT 549: Literacy in the Middle and Secondary School

(A, M) Problems, learning theories related to reading and adolescence, causes of reading disabilities, diagnostic procedures, organizing developmental reading program. (3 cr. hr.)

Mathematics

DEPARTMENT

Moffett Center, Room 129
(607) 753-4326
E-mail: math@cortland.edu
www.cortland.edu/math/

M

MATHEMATICS

SCHOOL

Arts and Sciences

FACULTY

R. Bruce Mattingly (Chair), Abolghassem Alemzadeh, Carol J. Bell, John D. Best, Cecile Dore, Daniel L. Driscoll, George F. Feissner, Yusuf Gurtas, Ter-Jenq Huang, Isa S. Jubran, Joanne Redden, Mahdi H. Rubaii

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Mathematics
Bachelor of Science in Mathematics
Bachelor of Arts in Adolescence Education: Mathematics (7-12)
Bachelor of Science in Adolescence Education: Mathematics (7-12)
Bachelor of Science in Adolescence Education: Physics and Mathematics (7-12)

MAJORS OFFERED

Mathematics
Adolescence Education: Mathematics (7-12)
Adolescence Education: Physics and Mathematics (7-12)

MINORS OFFERED

Mathematics

DESCRIPTION

The Mathematics Department offers programs for students interested in developing quantitative, logical reasoning and problem-solving skills in preparation for careers in business, government or industry, or for graduate study in mathematics. Students interested in teaching may choose a concentration leading to initial certification in mathematics or joint certification in physics and mathematics for grades 7-12.

SPECIAL FEATURES

- Mathematics Club
- Mathematics Computer Classroom
- Institutional Memberships in the Association for Women in Mathematics (AWM), Mathematical Association of America (MAA) and the National Council of Teachers of Mathematics (NCTM)
- Putnam Examination and Mathematical Contest in Modeling teams
- Participation in regional undergraduate mathematics conferences
- Student Teaching in Australia

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: B.A. – 90 credit hours;
B.S. – 75 credit hours
3. Students transferring to SUNY Cortland from other colleges intending to major in mathematics should have completed at least 12 credit hours of calculus and 6 credit hours of additional mathematics at the calculus level or above by the beginning of their junior year.

Major in Mathematics [MAT]

The liberal arts program in mathematics provides broad background in both pure and applied mathematics. The B.S. option is more appropriate for students interested in scientific and technical applications of mathematics.

CAREER POTENTIAL

- Actuary
- Cryptologist
- Computer analyst
- Statistician

- A. Required Courses: 27 credit hours
MAT 135, 236, 237: Calculus I, II, III
MAT 224: Discrete Mathematics
MAT 272: Linear Algebra
MAT 370: Algebraic Structures I
MAT 420: Intermediate Analysis
MCS/PHY 186: Introductory Programming
- B. Additional MAT or MCS electives:
Nine credit hours (B.A.), 15 credit hours (B.S.)
Both the B.A. and B.S. degree require nine hours of any MAT or MCS courses numbered 300 or above. The B.S. degree requires six additional hours of MAT or MCS courses excluding MAT 101, 102, 110, 111, 115, 201 or 499.
- C. Physical Science: 0-7 credit hours (B.S. only)
Two courses must be chosen from the following:
CHE 221: General Chemistry I
CHE 222: General Chemistry II
GLY 261: Physical Geology
GLY 262: Historical Geology
PHY 150: Astronomy
PHY 201: Principles of Physics I
PHY 202: Principles of Physics II
These courses may also simultaneously satisfy the requirements for General Education Category 8, providing seven additional elective credit hours.
- D. Foreign Language: 0-12 credit hours (B.A.)
0-3 credit hours (B.S.)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: Mathematics (7-12) [AEM]

This major leads to New York State certification to teach mathematics in grades 7-12.

CAREER POTENTIAL

- Curriculum coordinator
- Educational administrator
- Mathematics teacher, high school or junior high school

A. Required Courses: 39 credit hours

MAT 135, 236, 237: Calculus I, II, III
 MAT 224: Discrete Mathematics
 MAT 272: Linear Algebra
 MAT 370: Algebraic Structures I
 MAT 375: Geometry I
 MAT 420: Intermediate Analysis
 MAT 446: Introduction to Probability and Statistics
 MAT 480: History of Mathematics
 MCS/PHY 186: Introductory Programming
 MAT elective numbered 300 or higher

B. Core in Professional Preparation: 40-41 credit hours

AED 391: Introduction to Adolescence Education
 AED 392: Methods I: Teaching Adolescence Mathematics
 AED 492: Methods II: Field Experiences in Adolescence Mathematics
 AED 493: Student Teaching – Adolescence Mathematics I
 AED 494: Student Teaching – Adolescence Mathematics II
 EDU 471: Foundations of Modern Education
 LIT 449: Literacy in the Middle and Secondary School
 PSY 101: General Psychology I
 PSY 232: Adolescent Psychology *or*
 PSY 332: Educational Psychology
 PSY 350: Psychology of Language *or*
 SHH 300: Normal Language Development
 HLH 110: Personal and Community Health *or*
 HLH 199: Critical School Health Issues

C. Physical Science: 0-7 credit hours (B.S. only)

Two courses must be chosen from the following:

CHE 221: General Chemistry I
 CHE 222: General Chemistry II
 GLY 261: Physical Geology
 GLY 262: Historical Geology
 PHY 150: Astronomy
 PHY 201: Principles of Physics I
 PHY 202: Principles of Physics II

These courses may also simultaneously satisfy the requirements for General Education Category 8, providing seven additional elective hours.

D. Foreign Language: 0-12 credit hours (B.A.), 0-6 credit hours (B.S.)

E. Admission to the Major

Completion of 30 credit hours with at least a 2.5 grade point average overall and in the major.

F. Eligibility for Student Teaching

To be eligible for AED 493: Student Teaching – Adolescence Mathematics I and AED 494: Student Teaching – Adolescence Mathematics II, students must have a grade point average of at least 2.5, both overall and in the major, at the beginning of the semester prior to the semester that they intend to student teach. Students must have also satisfied all prerequisites for AED 493 and AED 494.

G. Program Portfolio

Students in adolescence education: mathematics must complete and submit a professional portfolio prior to graduation. Contact the department office or a faculty advisor to obtain guidelines for completing the portfolio.

H. Other Requirements

Specific information regarding certification requirements for New York State teaching certification (such as state examinations, identification and reporting of child abuse, and school violence prevention) can be found on pages 49-50 of this catalog.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Example of the B.S. in Adolescence Education: Mathematics (7-12) over four years

The sample program is given as a model only and does not represent expectations for all programs offered. Students should consult an advisor in the Mathematics Department to obtain up-to-date program requirements.

First Year	Second Year
<i>Fall</i>	<i>Fall</i>
CPN 100 or 102	MAT 224
COR 101	MAT 237
MAT 135	PSY 101
GE 8a	GE 1
Foreign language	GE 4
Total credit hours: 15-16	Total credit hours: 16
<i>Spring</i>	<i>Spring</i>
CPN 101 or 103	MAT 272
MAT 236	PSY 232 or 332
MCS 186	AED 391
GE 8b	GE 6
Foreign language	GE 7
Total credit hours: 16-17	Total credit hours: 15
Third Year	Fourth Year
<i>Fall</i>	<i>Fall</i>
AED 392	AED 493
HLH 110 or HLH 199	AED 494
MAT 370	
MAT 375	
PSY 350	
GE 2	
Total credit hours: 17-18	Total credit hours: 14
<i>Spring</i>	<i>Spring</i>
AED 492	EDU 471
LIT 449	MAT/MCS elective
MAT 420	GE 5
MAT 446	Elective
GE 3	Elective
Total credit hours: 15	Total credit hours: 15-16

Major in Adolescence Education: Physics and Mathematics (7-12) [APM]

This major leads to New York State certification to teach both physics and mathematics in grades 7-12.

CAREER POTENTIAL

- High school teacher
- Public school administration
- Technical specialist
- Graduate study in higher education

ACCEPTANCE TO THE PROGRAM

Students will be accepted to the program after 45 credit hours have been completed. At that time students must have an overall grade point average of 2.5 and a grade point average of 2.5 in physics, in related areas, and in the professional core courses.

- A. Required Courses in Physics: 30 credit hours
 PHY 150: Astronomy
 PHY/MCS 186: Introductory Programming
 PHY 201, 202, 203: Principles of Physics I, II and III
 PHY 357: Intermediate Physics Lab
 PHY 410: Modern Physics
 PHY 420: Classical Mechanics
 PHY 450: Electricity and Magnetism
- B. Required Courses in Mathematics: 33 credit hours
 MAT 135, 236, 237: Calculus I, II, III
 MAT 430: Differential Equations
 MAT 224: Discrete Mathematics
 MAT 272: Linear Algebra
 MAT 370: Algebraic Structures I
 MAT 375: Geometry I
 MAT 446: Probability and Statistics
 MAT 480: History of Mathematics
- C. Required Courses in Related Areas of Science: 8 credit hours
 CHE 221-222: General Chemistry I and II
- D. Required Professional Courses: 38 credit hours
 AED 391: Introduction to Adolescence Education
 AED 392: Methods I: Teaching Adolescence Mathematics
 AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
 AED 444: Laboratory Practicum
 AED 445: Student Teaching: Adolescence Education - Science*
 HLH 199: Critical School Health Issues
 LIT 449: Literacy in the Middle and Secondary School
 PSY 101: General Psychology
 PSY 232: Adolescent Psychology
 PSY 350: Psychology of Language *or*
 SHH 300: Normal Language Development
- E. Additional Requirements: 27-34 credit hours
 Composition and General Elective Courses: 27 credit hours
 Foreign Language: 0-6 credit hours

F. Admission to the Major

Completion of 45 credit hours with at least a 2.5 grade point average overall and at least a 2.5 grade point average in each of areas A, B and D above. Students enrolled in an adolescence education science program will not be allowed to progress through courses in the pedagogical sequence if they have not met all the criteria for admission to teacher education by the time they have completed AED 391: Introduction to Adolescence Education. The pedagogical sequence is designated by AED 391, AED 392, AED 443, AED 444 and AED 445.

G. Eligibility for Student Teaching

To be eligible for AED 445: Student Teaching: Adolescence Education – Science, a minimum overall grade point average of 2.5 is required. Additionally, a minimum grade point average of 2.5 is required in each of areas A, B and D above. A student must complete all program requirements before student teaching can begin with the exception of those courses allowed by the Physics Department and the adolescence education: science coordinator. Additionally, each teacher candidate will be required to submit a professional portfolio.

H. Other Requirements

Specific information regarding requirements (for example, state examinations and reporting of child abuse and maltreatment) for New York State teaching certification can be found on pages 43-44 of this catalog.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:

B.A.: 136-149; B.S.: 136-143

Minor in Mathematics [MAT]

Required courses:

Eighteen credit hours of MAT or MCS courses, including MAT 121 and 122, or 135 and 236, and 224. Additionally, at least one elective course must be taken at the 200 level or above. At most six credit hours may be chosen from the following courses: MAT 101, 102, 105, 110, 111, 115, MCS 186. MAT 101 and 102 are open only to CED/CHD(W), ECE/ECH(W), ECC/DEC(W) and SPC/ISE(W) majors.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18-20

Mathematics

COURSE DESCRIPTIONS

Computer Science

MCS 186: Introductory Programming

(A) Simple data types, arithmetic statements, input/output statements, simple control structures and one-dimensional arrays. Also listed as PHY 186. (3 cr. hr.) ■

MCS 584: Topics in Computer Science

(O) Topics from areas of common interest to instructor, students. May be repeated as subtitle changes. Prerequisite: Consent of department. (3 cr. hr.)

Mathematics Courses

MAT 101: Concepts of Elementary School Mathematics I

(A) Topics include sets and logic, numeration systems, number theory, rational numbers and decimals. Open only to elementary education majors (including EEDW). Not open to mathematics majors. (3 cr. hr.) ■

MAT 102: Concepts of Elementary School Mathematics II

(A) Topics include elementary probability, statistics, geometry and measurement. Open only to elementary education majors (including EEDW). Not open to mathematics majors. Prerequisite: MAT 101. (3 cr. hr.) ■

MAT 105: Mathematics in Modern Society

(B) The use of basic mathematical concepts from algebra and geometry to analyze problems in modern society. Topics may include voting systems, fair division, interpreting statistics, scheduling, routing, linear programming, population growth, patterns and symmetry. Prerequisite: Two units of Regents high school mathematics. (3 cr. hr.) ■

MAT 111: Algebra for College Students

(A) Linear, quadratic and other algebraic equations, proportion and variation, inequalities, linear systems, introduction to functions. Applications are drawn from problems in arithmetic, geometry, data analysis, linear regression and linear programming. Prerequisite: Two units of Regents high school mathematics. Not open to students with credit for any higher-numbered mathematics course. (3 cr. hr.)

MAT 115: Elementary Functions

(A) Polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, conic sections and applications. Prerequisite: MAT 111 or three units of Regents high school mathematics. Not open to students with credit for any calculus course. (3 cr. hr.) ■

MAT 121: Calculus A

(B) Functions, graphs and rates of change. Derivatives and applications of derivatives. Mathematical modeling, including exponential growth. Appropriate technology will be used for visualization and experimentation. Not open to mathematics majors or students with credit for MAT 135. Prerequisite: MAT 115 or four years of high school mathematics. (3 cr. hr.) ■

MAT 122: Calculus B

(B) Antiderivatives and the definite integral. Techniques of integration. Calculus of several variables, including LaGrange multipliers. Mathematical modeling and applications with emphasis on the physical, social and life sciences. Appropriate technology will be used for visualization and experimentation. Not open to mathematics majors or students with credit for MAT 236. Prerequisite: MAT 121. (3 cr. hr.) ■

MAT 129, 229, 329, 429, 529: Special Topics in Mathematics

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

MAT 135: Calculus I

(A) Limits, continuity, derivatives, and applications of derivatives. Integration, the Fundamental Theorem of Calculus, integration by substitution, applications of integrations. Graphing calculators will be used. Not open to students with credit for MAT 121. Prerequisites: A grade of C or better in MAT 115, preparation for Calculus or four years of high school mathematics including trigonometry and/or pre-calculus. (4 cr. hr.) ■

MAT 201: Statistical Methods

(A) Basic concepts of probability, descriptive and inferential statistics including central tendency, variability, correlation, regression, parametric tests. Mathematics majors may take course only as free elective. Also listed as COM 230, PSY 201, ECO 221. (3 cr. hr.) ■

MAT 224: Discrete Mathematics

(A) An introduction to the methods of set theory, symbolic logic, combinatorics, and functions and mappings. Topics include matrix operations, techniques of proof, and applications in sequences, relations and graph theory. (3 cr. hr.) ■

MAT 236: Calculus II

(A) Inverse functions, exponential and logarithmic functions, techniques of integration, sequences and series, MacLaurin and Taylor series, parametric equations, plane curves, polar coordinates and conic sections. Graphing calculators and computer algebra systems will be used. Not open to students with credit for MAT 122. Prerequisite: A grade of C or better in MAT 135. (4 cr. hr.) ■

MAT 237: Calculus III

(B) Vectors in two and three dimensions, dot and cross products, equations of lines and planes, the calculus of vector functions. Functions of several variables, partial derivatives, multiple integration and applications, cylindrical and spherical coordinates, vector analysis. Graphing calculators and computer algebra systems will be used. Prerequisite: A grade of C or better in MAT 236. (4 cr. hr.) ■

MAT 272: Linear Algebra

(A) Vector spaces emphasizing Euclidean n-spaces, linear systems, matrix algebra. Prerequisite: A grade of C or above in MAT 224. (3 cr. hr.) ■

MAT 350: Theory of Numbers

(C) Elementary number theory; divisibility theory, congruences, residues, Diophantine equations. Prerequisite: a grade of C or better in MAT 224. (3 cr. hr.) ■

MAT 354: Numerical Analysis I

(O) Techniques, applications of numerical analysis. Prerequisite: MAT 122 or 237. (3 cr. hr.) ■

MAT 370: Algebraic Structures I

(A) Abstract algebra including groups, rings, fields. Prerequisite: A grade of C or above in MAT 272. (3 cr. hr.) ■

MAT 375: Geometry I

(A) Axiom systems, foundations of Euclidean geometry, projective geometry. Prerequisite: A grade of C or above in MAT 224. (3 cr. hr.) ■

MAT 420: Intermediate Analysis

(A) Basic concepts, including theory of functions, limits, integration, convergence. Prerequisite: A grade of C or above in MAT 224 and either MAT 237 or 328. (3 cr. hr.) ■

MAT 425: Applied Mathematics in the Physical Sciences

(S-C) Vector analysis, matrix operations, functions of a complex variable. Fourier series, integral transforms, with emphasis on applications. Prerequisites: MAT 227 or 237 and PHY 202. Also listed as PHY 425. (3 cr. hr.) ■

MAT 430: Differential Equations

(S) Linear differential equations of first and second orders; total, partial differential equations. Prerequisite: MAT 227 or 237. (3 cr. hr.) ■

MAT 446: Probability and Statistics

(A) Probability as mathematical system; discrete, continuous random variables and their distribution functions; topics in statistical inference, including estimation, hypothesis-testing. Prerequisite: A grade of C or above in MAT 227 or 237. (3 cr. hr.) ■

MAT 475: Geometry II

(O) Continuation of MAT 375; includes non-Euclidean systems. Prerequisite: MAT 375. (3 cr. hr.) ■

MAT 480: History of Mathematics

(B) Backgrounds in origins, development of mathematics in various western cultures. Prerequisites: A grade of C or above in MAT 224 and either MAT 122 or 126 or 236. (3 cr. hr.) ■

MAT 495: Readings in Mathematical Literature

(O) Semi-independent study directed by member of mathematics staff. Course may be repeated for a maximum of nine credit hours. Registration by special consent only. (3 cr. hr.)

MAT 501: Fundamental Concepts of Mathematics

(B) Logic, sets, mathematical systems, relations and techniques of proof. Prerequisite: Consent of department. (3 cr. hr.)

MAT 502: Applied Concepts in Adolescence Mathematics

(B) Applications and extensions of concepts basic to secondary school mathematics. Topics discussed include Greek mathematics; Euclidean, hyperbolic and spherical geometries; number theory and fractals. Real world applications of the aforementioned topics will be a major component of the course. Prerequisite: Consent of department. (3 cr. hr.)

MAT 511: Chaos, Fractals and Dynamics

(O) Applications of advanced calculus to chaotic dynamical systems. Orbit analysis, bifurcations, symbolic dynamics, quadratic systems, Devaney's definition of chaos, Sarkovskii's Theorem, fractals, Julia and Mandelbrot sets. Prerequisite: MAT 501 or consent of department. (3 cr. hr.)

MAT 537: Complex Analysis

(O) Introduction to integration, differentiation, series expansion of complex functions. Prerequisite: MAT 501. (3 cr. hr.)

MAT 558: Mathematical Statistics

(O) Selected topics in mathematical statistics. Prerequisite: MAT 501. (3 cr. hr.)

MAT 567: Topology I

(O) Basic concepts; point-set topology, metric spaces, topological spaces, connectedness, compactness. Prerequisite: MAT 501. (3 cr. hr.)

Related Education Courses**AED 391: Introduction to Adolescence Education**

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 392: Methods I – Teaching Adolescence Mathematics

(B) Developing practical materials for use in the mathematics classroom, aligning lesson plans with state and national learning standards, developing strategies for motivating students with diverse needs and learning styles, understanding how and when

to use different teaching styles, and understanding the uses of technology in the classroom. The course includes 25 hours of field experience. Only open to Adolescence Education: Mathematics (7-12) and Adolescence Education: Physics and Mathematics (7-12) majors. Not open to Adolescence Education: Mathematics (7-12) wait-listed or Adolescence Education: Physics and Mathematics (7-12) wait-listed majors. Prerequisites: MAT 224 and 227 or 237, and a grade of C or better in either AED or EDU 391. (3 cr. hr.)

AED 399: Mathematics Practicum

(O) For students serving as tutors and providing other assistance in 100-level college mathematics courses or in mathematics classes in grades 7-12. Course may be repeated for a maximum of three credit hours. H, S, U grades are assigned. Prerequisites: AED 391, MAT 224, MAT 227 or MAT 237 and permission of department chair. (1-2 cr. hr.)

AED 492: Methods II – Field Experiences in Adolescence Mathematics

(B) Students complete modules that are structured learning experiences related to teaching mathematics in grades 7-12. The course includes 50 hours of directed field experiences at the junior and senior high school level. Class meetings focus in discussion and assessment of individual field experiences. Prerequisite: MAT 480 and either AED 392 or EDU 442. (3 cr. hr.)

AED 493: Student Teaching – Adolescence Mathematics I

(A) Seven weeks of full-time student teaching supervised by college faculty. H, S, U grades are assigned. Prerequisite: AED 492. (7 cr. hr.)

AED 494: Student Teaching – Adolescence Mathematics II

(A) Seven weeks of full-time student teaching supervised by college faculty. H, S, U grades are assigned. Prerequisites: AED 492. (7 cr. hr.)

AED 540: Technologies in the Adolescence Mathematics Classroom

(C) Graphing calculators as teaching tools. The Internet as a source for mathematical software packages to promote active learning. A number of software packages dealing with a variety of mathematical topics, including graphing functions, geometry and calculus will be investigated. (3 cr. hr.)

EDU 471: Foundations of Modern Education

(A) Social, historical and philosophical issues in education. Emphasis on critical analysis of educational reforms, movements and practices. (3 cr. hr.) ■

LIT 449: Literacy in the Middle and Secondary School

(A) Methods, materials and assessment for fostering literacy at the middle and secondary levels. (3 cr. hr.) ■

Military Science

CROSS-ENROLLMENT PROGRAM WITH CORNELL UNIVERSITY

Air Force ROTC

Air Force ROTC – Cornell University
213 Barton Hall, Ithaca, N.Y. 14853
(607) 255-4004
E-mail: admissions@www.afrotc.cornell.edu
www.afrotc.cornell.edu

PROGRAM OVERVIEW

Air Force ROTC is available to SUNY Cortland students under a cross-enrollment arrangement with the Air Force ROTC detachment at Cornell University. Information about the program may be obtained through the Admissions Office at SUNY Cortland or by contacting the Cornell University ROTC Office at the address above.

The objective of the Air Force Officer Education Program is to prepare men and women for positions as officers in the United States Air Force. The program is designed to teach students about the mission and organization of the Air Force, the historical development of air power, leadership and management. Students study national security policy and the role of the military in a democratic society. This program includes specific courses in aerospace studies and practical leadership laboratories.

ELIGIBILITY

The Air Force Officer Education Program is open to any qualified undergraduate or graduate student enrolled in any major field of study. An applicant must be a United States citizen to become a commissioned officer. Noncitizens may enroll and will receive certificates acknowledging completion of the course but cannot receive a commission.

All applicants receive physical examinations at no cost and must meet certain physical requirements to be accepted.

All students who successfully complete the AFROTC program are awarded a baccalaureate degree, tendered a commission and enter the Air Force as second lieutenants. Second lieutenants commissioned in non-flying categories are required to serve on active duty for four years. Pilots are required to serve on active duty for ten years after completing flying training. Navigators serve six years after completing training.

Army ROTC

Army ROTC – Cornell University
101 Barton Hall, Ithaca, N.Y. 14853
(607) 255-5665
E-mail: armyrotc@cornell.edu
armyrotc.cornell.edu

PROGRAM OVERVIEW

Army ROTC is available to SUNY Cortland students under a partnership arrangement with the Army ROTC Battalion at Cornell University. By enrolling the Army Reserve Officer Training Corps, students at SUNY Cortland are afforded opportunities to complement their study in one of the College's academic majors with training that can lead to receiving a commission as a second lieutenant upon graduation. The curriculum emphasizes techniques of organizing, motivating and leading others and is sufficiently flexible to be incorporated easily into the overall curriculum plan of a student. Army ROTC prepares students to develop those skills necessary to be a successful leader in the Army.

The Army ROTC four-year program of instruction consists of a two-year basic course for freshmen and sophomores and a two-year advanced course for juniors and seniors. Students may enroll in the program at any time up to and including the second semester of the sophomore year.

Students may sign up for one military science course and its applicable practical leadership training (PLT) each semester. Students taking MSL classes must also participate in the applicable PLT. The number of hours a week spent in the classroom varies from semester to semester, as does the credit received for each course. Freshmen and sophomore classes will be taught at a location to be determined near the SUNY Cortland campus. Junior and senior courses will meet every Tuesday afternoon at Cornell University.

ELIGIBILITY

Students at SUNY Cortland may take ROTC classes without enrolling in ROTC. Those students seeking a commission in the Army by enrolling in ROTC should contact the Cornell University ROTC Office at the address above.

Example of the Air Force ROTC program

Students in the Four-Year Program are required to take all courses listed below. Students in the Two-Year Program are required to take all of the courses listed for the third and fourth years. Students enrolled in the One-Year Program are required to take all courses listed for the fourth year. There are no prerequisites for any aerospace studies.

First Year	Second Year
<i>Fall</i> AFS 161	<i>Fall</i> AFS 211
<i>Spring</i> AFS 162	<i>Spring</i> AFS 212
Third Year	Fourth Year
<i>Fall</i> AFS 331	<i>Fall</i> AFS 401
<i>Spring</i> AFS 332	<i>Spring</i> AFS 402

Air Force ROTC

COURSE DESCRIPTIONS

AFS 161: The Foundations of the United States Air Force I

(F) This is a survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (1 cr. hr.)

AFS 162: The Foundations of the United States Air Force II

(S) Continuation of AFS 161. (1 cr. hr.)

AFS 211: The Evolution of USAF Air and Space Power I

(F) This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the role of air power in the war on terrorism. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g., Principles of War and Tenets of Air and Space Power. As a whole, this course provides the students with a knowledge-level understanding of the general element and employment of air and space power from an institutional, doctrinal and historical perspective. In addition, students will continue to discuss the importance of the Air Force Core Values by examining operational examples and historical Air Force leaders and will continue to develop their communication skills. (1 cr. hr.)

AFS 212: The Evolution of USAF Air and Space Power II

(S) Continuation of AFS 211. (1 cr. hr.)

AFS 331: Air Force Leadership Studies I

(F) This course is a study of leadership, quality management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. (3 cr. hr.)

AFS 332: Air Force Leadership Studies II

(S) Continuation of AFS 331. (3 cr. hr.)

AFS 401: National Security Affairs/Preparation for Active Duty I

(F) This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. (3 cr. hr.)

AFS 402: National Security Affairs/Preparation for Active Duty II

(S) Continuation of AFS 401. (3 cr. hr.)

Leadership Laboratory Courses

All Air Force cadets spend two hours a week throughout the academic year in a leadership laboratory, for which no academic credit is given. Occasionally laboratories are held at times other than the normally scheduled period. All cadets are expected to participate in an evening formal dinner and to meet minimum physical fitness and weight standards each semester. Leadership lab is open to students qualified to compete for an Air Force commission.

AFS 141-142: Initial Military Experiences

Introduction to the responsibilities, life, and work of an Air Force officer. Basic knowledge of drill and ceremonies, military courtesies, and the wearing of the uniform. Field trip to local military installation.

AFS 241-242: Intermediate Military Experiences

Develops skills in giving commands for drill and ceremonies. Introduction to the Air Force base environment in which the Air Force officer functions. Includes a look at career areas available based on academic majors. Students participate in leadership situations through military drills and ceremonies. Field trip to a local military installation.

AFS 341-342: Junior Officer Leadership

Cadets assume leadership responsibilities similar to those of a junior officer. Emphasis is on the importance of applying effective human relations skills in dealing with superiors, peers, and subordinates. Cadets also gain insight into the general structure and progression patterns common to selected Air Force officer career fields.

AFS 441: Advanced Leadership Experiences

Cadets assume command leadership responsibilities to operate a military organization. Cadets apply effective leadership and managerial techniques with individuals and groups and participate in self-analysis of leadership and managerial abilities.

AFS 442: Precommissioning Laboratory

Factors that facilitate transition from civilian to military life are reviewed. The need for military security, base services and activities, personal finances, travel regulations and social obligations is introduced.

Example of the Army ROTC program

First Year		Second Year	
<i>Fall</i>	MLS 101	<i>Fall</i>	MLS 201
<i>Spring</i>	MLS 102	<i>Spring</i>	MLS 202
Third Year		Fourth Year	
<i>Fall</i>	MLS 301	<i>Fall</i>	MLS 401
<i>Spring</i>	MLS 302	<i>Spring</i>	MLS 402

Army ROTC

COURSE DESCRIPTIONS

MSL 101: Foundations of Officership

(F) The purpose of this course is to introduce to students issues and competencies that are central to a leader's responsibilities. It is comprised of five modules of instruction: ethics and values, leadership, personal development, physical well-being and the Army profession. Additionally, this course addresses the specific life skills of time management, stress management and physical fitness. Applicable Leadership Lab: MSL 151. (1 cr. hr.)

MSL 102: Basic Leadership

(S) This course is designed to build upon the fundamentals introduced in MSL 101 by focusing on communication skills, leadership and problem solving. It is comprised of four modules of instruction: communications, personal development, physical well-being and the Army profession. Life skills addressed in this course are: effective writing, goal setting, problem solving, active listening, nutrition, developmental counseling and assertiveness skill development. Applicable Leadership Lab: MSL 152. (1 cr. hr.)

MSL 201: Individual Leadership Studies

(F) This course focuses on how to build teams, how to influence, how to communicate, how and when to make decisions, how to engage in creative problem solving and how to plan and organize. Values and ethics, along with the life skills taught in MSL 101-2 are also reinforced. Applicable Leadership Lab: MSL 251. (1 cr. hr.)

MSL 202: Leadership and Teamwork

(S) This course is a continuation of MSL 201 with more practical applications of team building. Applicable Leadership Lab: MSL 252. (1 cr. hr.)

MSL 301: Leadership and Problem Solving

(F) The focus of this course is leadership development. Students will learn to objectively analyze their personal leadership skills and performance while planning and conducting group training events. The life skills taught during MSL 101-2 and 201-2 will be reinforced. Applicable Leadership Lab: MSL 351. (2 cr. hr.)

MSL 302: Leadership and Ethics

(S) This course is designed to continue the development of students as leaders by presenting instruction in the three foundational areas of interpersonal communication, values and ethics, and leadership. The modules focus on general communication theory, nonverbal communication, written and spoken communication skills, ethical decision-making, moral leadership, consideration of others (respecting diversity), spiritual needs, leadership and personality assessments, transactional and transformational leadership, and adult development. Prerequisite: MSL 301. Applicable Leadership Lab: MSL 352. (2 cr. hr.)

MSL 401: Leadership and Management

(F) This course concentrates on operations and training management, communications and leadership skills, staff coordination, effective meetings, social exchange and expectancy theories, and personal problem and crisis counseling skills. Prerequisite: MSL 302. Applicable Leadership Lab: MSL 451. (2 cr. hr.)

MSL 402: Officership

(S) This course concentrates on assessing and establishing an ethical climate within an organization, financial planning, the foundations of military law, the Uniform Code of Military Justice, and the law of warfare. This is a capstone course designed to prepare the student for commissioning in the Army as a second lieutenant. Students are required to produce and brief their capstone leadership project. Prerequisite: MSL 401. Applicable Leadership Lab: MSL 452. (2 cr. hr.)

PRACTICAL LEADERSHIP TRAINING

No credit is given for practical leadership training, but participation is optional for all students taking MSL courses. Training consists of physical fitness training three times per week and two hours of leadership laboratories each week. Students receive physical education credit for the laboratory.

MSL 151-152: Leadership Laboratory I

Students meet for two hours each week to learn a variety of skills including first aid, drill and ceremonies, weapons familiarization and physical fitness training. For those students taking MSL 101-2.

MSL 251-252: Leadership Laboratory II

Students meet for two hours each week as members of the cadet organization to participate in practical leadership exercises. Types of practical activities include rifle marksmanship, orienteering, drill and ceremonies, signal communications, physical fitness training, first aid, tactics, and field exercises. For those students taking MSL 201-2.

MSL 351-352: Leadership Laboratory III

Students meet for two hours a week and occasional weekends to prepare for a five-week summer camp that follow their junior year. Emphasis is placed on the development of individual and leadership skills. Students rotate through leadership positions to practice applying decision-making skills in myriad situations. For those students taking MSL 301-2.

MSL 451-452: Leadership Laboratory IV

Senior students evaluate and counsel juniors on the planning and conduct of the weekly Leadership Labs. Seniors have an opportunity to practice leadership skills developed during previous ROTC training and summer camp experiences. For those students taking MSL 401-2.

Native American Studies

INTERDISCIPLINARY PROGRAM

SCHOOL

Arts and Sciences

FACULTY

Ellis McDowell-Loudan and Dawn Van Hall (Co-Coordinators)

MINOR OFFERED

Native American Studies

CAREER POTENTIAL

- Teacher
- Counselor
- Consultant
- Journalist

DESCRIPTION

SUNY Cortland's Native American studies minor is interdisciplinary. It is designed to complement numerous academic majors. Students choosing the minor will study the history and culture of Native Americans from the perspective of several disciplines.

Cornish Hall, Room D-318
(607) 753-2485
E-mail: loudane@cortland.edu

Minor in Native American Studies [NAMS]

A. Required Courses: 15 credit hours

- ANT 102: Introduction to Cultural Anthropology *or*
- ANT 300: Human Evolution and Survival
- ANT 301: Native American Archaeology
- ANT 302: Native American Ethnology
- HIS 314: Native American History
- ENG 256: Introduction to American Indian Literature

B. Three credit hours from:

- HLH 201: Health Problems of the Underserved
- ANT/SOC 352: U.S. Ethnic Identity and Conflict
- PSY 210: Racial and Gender Stereotypes
- ANT/SOC 230: Prejudice and Discrimination

C. Electives: Three credit hours

- (selected in consultation with minor advisor)
- ANT 201: World Cultures
 - ANT 305: Archaeology of Eastern United States
 - ANT 314: Peoples of Latin America
 - ANT 315: Development Anthropology
 - ANT 400: Fieldwork in Archaeology
 - ANT 406: Contact and Culture Change
 - HIS 300: Colonial America, 1450-1750
 - HIS 309: New York State
 - HIS 325: Colonial Latin America
 - MUS 101: World Music
 - ATH 223: Art History III

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 21

Performing Arts

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Karen Bals Zimmerman (Chair), Thomas Hischak, Ralph Dudgeon, Cynthia Halpin, Kevin Halpin, Howard Lindh, Preston Marye, Edward Moore, David Neal, Joel Pape, Lois Pfister, Stephen Wilson

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAM OFFERED

Bachelor of Arts in Musical Theatre

MAJOR OFFERED

Musical Theatre

Dowd Fine Arts Center, Room 216
(607) 753-2811
E-mail: zimmermank@cortland.edu
www.cortland.edu/performingarts/

MINORS OFFERED

American Musical Theatre
Music
Theatre

DESCRIPTION

The Performing Arts Department includes programs in music and theatre, each offering a minor in addition to an interdisciplinary minor in American musical theatre and a concentration in music for elementary education majors. The department offers a wide range of intellectual and performance opportunities in music, theatre and dance, which are open to beginning through advanced students from all disciplines in the College. Theoretical study is balanced with practical work to allow students to explore the creative, aesthetic and intellectual aspects of these arts. Applied music (private study), music ensembles, dramatic productions and musical theatre productions highlight the skills developed in the classroom, studio and stage.

SPECIAL FEATURES

- Newly renovated facilities including a 477-seat theatre, recital hall, lab theatre, dozens of practice rooms, choral and instrumental rehearsal halls, and dance studio
- Instruments provided by the department to participants in ensembles
- Music and Listening Library
- Production of a main-stage musical each semester
- Individual attention from a world-class faculty in a liberal arts setting
- Scholarship support in theatre and music
- Alpha Psi Omega, national dramatic society
- Touring musical and dramatic groups

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: B.A. – 90 credit hours

Major in Musical Theatre [MUTH]

The Bachelor of Arts in Musical Theatre provides comprehensive training in musical theatre while maintaining a firm grounding in the liberal arts. The goal is to foster flexibility and versatility in students to enable them to participate in musical theatre on a number of levels. The program's objectives are far reaching. Students will leave the program with the knowledge and confidence to participate in educational, professional or semiprofessional productions with competence and skill. Graduates are active in community and regional theatre organizations, assist and provide leadership in primary and secondary school productions and often continue their education in musical theatre in a M.F.A. or M.A. in music, theatre or musical theatre.

CAREER POTENTIAL

- Actor/singer
- Director
- Choreographer
- Theatre technician

Students must audition for admittance to the program. In addition to the College-wide requirements in writing, Quantitative Skills, foreign language and General Education, the B.A. in Musical Theatre requirements will be met by successful completion of the following courses and portfolio or project assessment:

A. Music Courses: 17 credit hours

- MUS 111: Introduction to Music Theory *or*
- MUS 201: Music Theory I (by advisement)
- MUS 164: Applied Voice (two semesters)
- MUS 264: Applied Voice (two semesters)
- MUS 180: Class Piano *or*
- MUS 160: Applied Piano (by advisement)
- MUS 222: Music History II
- MUS 249: College Singers *or*
- MUS 240: Choral Union

B. Theatre Courses: 13 credit hours

- THT 120: Acting I
- THT 162: Theatre History II
- THT 220: Acting II
- THT 240: Technical Theatre
- THT 399: Participation in Theatre (two semesters)

C. Dance Courses: Eight credit hours

Students must complete four semesters of ballet (DNC 101, 201, 301, 401); each course may, by advisement, be repeated once. The additional Dance courses listed below must also be taken:

- DNC 102: Jazz I
- DNC 103: Tap I
- DNC 302: Jazz Dance II
- DNC 203: Tap II

D. Musical Theatre Courses: 11 credit hours

- THT 361: Musical Theatre in American Culture
- THT 461: Seminar in Musical Theatre
- MUS/THT 331: Musical Theatre Performance I
- MUS/THT 430: Musical Theatre Performance II
- DNC 423: Dance for the Theatre I
- DNC 424: Dance for the Theatre II

E. ENG 204: Introduction to Dramatic Literature (fulfills the Cortland GE 6 requirement)

F. Portfolio, senior presentation, exit interview

G. Students must also complete at least six noncredit technical theatre practica (one per semester for six semesters — e.g., working backstage for productions on costumes, set painting, props, etc.). Work at previous institutions may be accepted for part of this requirement. Students must audition for all departmental theatre productions and accept roles as cast.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in American Musical Theatre [AMTH]

The American theatre minor creates the opportunity for students to approach the art form from an integrated perspective. The program is designed to provide a quality experience in musical theatre in a liberal arts context. The Performing Arts Department produces a main stage musical each semester in addition to cabaret showcases and recitals which feature musical theatre repertoire.

CAREER POTENTIAL

- Actor/singer
- Director
- Arts manager
- Dancer
- Theatre technician

Required Courses: 21 credit hours

- THT 100: Introduction to Theatre Arts
- MUS 111: Introduction to Music Theory
- THT 120: Acting I
- MUS 184: Voice Class I or MUS 185: Voice Class II
- MUS 240: Choral Union *or*
- MUS 249: College Singers
- THT 361: Musical Theatre in American Culture
- THT 399: Participation in Theatre (two semesters required)
- THT 461: Seminar in American Musical Theatre
- Any two dance (DNC) classes

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 21

Minor in Music [MUS]

Note: This is a self-supporting minor and is not directly associated with the musical theatre major.

CAREER POTENTIAL

- Performer
- Graduate study
- Private music teacher

A. Required Courses: 19 credit hours

MUS 201: Music Theory I

MUS 202: Music Theory II

Music History: Six credit hours

Choose from MUS 221, 222 or 223

Ensembles: Three credit hours

Choose from MUS 240, 249, 256, 259

Applied Music: Four credit hours of applied and/or class lessons

B. Elective Courses: Three credit hours

Choose from MUS 332, 380 or 470, or MUS 221, 222 or 223 if not selected in Part A.

Enrollment in a music ensemble and applied music is recommended each semester. Class lessons are available in piano and/or voice. Individual lessons in piano, voice and instruments may be arranged.

TOTAL CREDIT HOURS REQUIRED FOR MINOR: 22

Minor in Theatre [THT]

Note: This is a self-supporting minor and is not directly associated with the musical theatre major.

SUNY Cortland's theatre program offers a solid foundation for students interested in theatre as a career or as broadening college experience. In exploring the theoretical and practical aspects of theatre, students can obtain experience in the mounting of major stage productions as well as in smaller, more innovative theatre activities. Acting, directing, technical theatre, arts management, musical theatre, theatre history and criticism are areas that students can examine.

CAREER POTENTIAL

- Actor
- Director
- Theatre technician
- Arts manager

A. Required Courses: 12 credit hours

THT 100: Introduction to Theatre Arts

THT 120: Acting I

THT 240: Technical Theatre I *and*

THT 220: Acting II *or*

THT 341: Technical Theatre II

B. Elective courses: Six credit hours from:

THT 161: Theatre History I

THT 162: Theatre History II

THT 330: Literature in Performance

THT 470: Theatre Management

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the undergraduate degree in Musical Theatre over four years

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 Foreign language MUS 111 or 201 THT 120 DNC 101 MUS 164 COR 101 Total credit hours: 16</p> <p><i>Spring</i></p> <p>CPN 101 Foreign language THT 220 DNC 201 MUS 164 GE 1 Total credit hours: 15</p>	<p><i>Fall</i></p> <p>GE 8a MUS 180 MUS 264 Foreign Language DNC 102 DNC 301 Quantitative Skills course Total credit hours: 16</p> <p><i>Spring</i></p> <p>THT 162 (GE 4) DNC 401 THT 240 MUS 264 DNC 202 Foreign language GE 8b Total credit hours: 16</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>MUS 223 THT 361 (WI) MUS 249 DNC 103 ENG 204 (GE 6) GE 3 THT 399 Total credit hours: 15</p> <p><i>Spring</i></p> <p>DNC 203 THT 162 GE 2 GE 5 Two electives Total credit hours: 16</p>	<p><i>Fall</i></p> <p>DNC 423 THT 331 GE 7 Three electives (10 cr. hr.) Total credit hours: 15</p> <p><i>Spring</i></p> <p>DNC 424 THT 430 THT 461 (WI) Three electives Total credit hours: 15</p>

Performing Arts

COURSE DESCRIPTIONS

Dance Courses

DNC 101: Ballet I

(F) A dance technique and study course that explores the development of ballet as a base technique for professional dance in the theatre. May be repeated for one additional credit. (1 cr. hr.)

DNC 102: Jazz Dance I

(S) A dance technique and study course focused on style and syncopation of jazz dance. May be repeated for one additional credit. (1 cr. hr.)

DNC 103: Tap Dance I

(F) Exploration and development of basic tap dance technique. Exercises and combinations focus on strong rhythmic patterns and control. May be repeated for one additional credit. (1 cr. hr.)

DNC 201: Ballet II

(S) A continuation of the study and development of ballet technique, building on skills and concepts presented in Ballet I. Theoretical and practical vocabularies are expanded with more intricate and difficult combinations of steps and exercises. May be repeated for one additional credit. Prerequisite: DNC 101. (1 cr. hr.)

DNC 203: Tap Dance II

(S) Advanced styles and steps are developed. Expanded use of basic vocabulary learned in Tap I. May be repeated for one additional credit. Prerequisite: DNC 103. (1 cr. hr.)

DNC 301: Ballet III

(F) Study and development of ballet technique, building on skills and concepts presented in Ballet II. Exercises and combinations include more challenging and intricate steps. May be repeated for one additional credit. Prerequisite: DNC 201. (1 cr. hr.)

DNC 302: Jazz Dance II

(F) Intermediate Jazz dance techniques continuing the skills developed in Jazz dance I. May be repeated for one additional credit. Prerequisites: DNC 101 and DNC 102, junior standing or permission of department. (1 cr. hr.)

DNC 401: Ballet IV

(S) Study and development of ballet technique, building on skills and concepts presented in Ballet III. May be repeated for one additional credit. Prerequisite: DNC 301. (1 cr. hr.)

DNC 423: Theatre Dance I

(F) Dance techniques and styles incorporating the various forms used in musical theatre. Prerequisites: DNC 103, 202, 301. DNC 103 and 202 may be taken concurrently with DNC 423. (1 cr. hr.)

DNC 424: Theatre Dance II

(S) Continued exploration of dance as a form of dramatic expression. The synthesis and interconnection of dance, music and drama are emphasized. May be repeated for one additional credit. Prerequisite: DNC 423. (1 cr. hr.)

Music Courses

Note: Up to eight credit hours of ensemble credit may be counted toward graduation. Enrollment in a music ensemble is recommended for music minors and music concentrators.

MUS 100: Music in Western Society

(A) Significant historical periods of music covering styles, forms, composers, representative compositions, Gregorian chant through contemporary. (3 cr. hr.) ■

MUS 101: World Music

(B) Study of music cultures of the world's indigenous peoples. Shared musical ideas, social organization, common repertoires and material culture. (3 cr. hr.) ■

MUS 110: Survey of African American Music

(B) A general survey of African American music tracing the origin from colonial music of the 17th century to rap music of the 20th Century. Also listed as AAS 110. (3 cr. hr.) ■

MUS 111: Introduction to Music Theory

(A) Basic theory: experiences in melodic, rhythmic, harmonic expressions. (3 cr. hr.) ■

MUS 129, 229, 329, 429, 529: Special Topics in Music

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

Note: The following applied music courses are for qualified students with the consent of the department. All students taking applied music must be enrolled concurrently in at least one performing ensemble.

MUS 160, 260, 360, 460: Applied Piano

(A) Private lessons in piano. Each level may be repeated once. (2 cr. hr.) ■

MUS 162, 262, 362, 462: Applied Percussion

(A) Private lessons in percussion. Each level may be repeated once. (2 cr. hr.) ■

MUS 163, 263, 363, 463: Applied Strings

(A) Private lessons in string instruments. Each level may be repeated once. (2 cr. hr.) ■

MUS 164, 264, 364, 464: Applied Voice

(A) Private lessons in voice. Each level may be repeated once. (2 cr. hr.) ■

MUS 165, 265, 365, 465: Applied Woodwinds

(A) Private lessons in woodwind instruments. Each level may be repeated once. (2 cr. hr.) ■

MUS 166, 266, 366, 466: Applied Brass

(A) Private lessons in brass instruments. Each level may be repeated once. (2 cr. hr.) ■

MUS 180: Piano Class I

(A) Fundamental piano technique, playing of solo pieces and duets. Only students without prior piano experience admitted. (2 cr. hr.) ■

MUS 181: Piano Class II

(S) Prerequisite: MUS 180. (2 cr. hr.) ■

MUS 184: Voice Class I

(F) Fundamental voice training; a standard repertoire of songs. Class, individual performance. (2 cr. hr.) ■

MUS 185: Voice Class II

(S) Prerequisites: MUS 184, consent of instructor. (2 cr. hr.) ■

MUS 201: Music Theory I

(F) For music majors or students with prior musical experience. Written theory: scales through basic harmonizations; applied theory: ear-training through keyboard harmony. Prerequisite: Consent of department. (3 cr. hr.) ■

MUS 202: Music Theory II

(S) Continuation of MUS 201: employment of fundamental chords, progressions in harmonizing given melodies. Keyboard experience, ear-training and analysis. Prerequisite: MUS 201. (3 cr. hr.) ■

MUS 221: Music History I

(C) The earliest examples of notated music in western culture through music's stylistic transformations in the Middle Ages and Renaissance Period (AD-1600). Prerequisite: Consent of department. (3 cr. hr.) ■

MUS 222: Music History II

(C) A survey of the Baroque and Classical periods of music (1600-1825). Prerequisite: Consent of department. (3 cr. hr.) ■

MUS 223: Music History III

(F-C) Music of the 19th and 20th centuries. (3 cr. hr.) ■

MUS 240: Choral Union

(A) College-Community mixed choral group that performs major choral works. Repertoire ranges from Baroque to contemporary works. (1 cr. hr.)

MUS 249: College Singers

(A) Advanced college choir open to qualified students. Repertoire from Renaissance to 20th century, vocal training, concert tours. Consent of instructor required. (1 cr. hr.)

MUS 250: Chamber Arts Ensemble

(O) Select vocal-instrumental ensemble which performs chamber literature from all periods. Solo performance opportunities. Consent of instructor required. (1 cr. hr.)

MUS 254: Ensemble

(A) Small vocal or instrumental groups which perform wide range of ensemble literature. Consent of instructor required. (.5 cr. hr.)

MUS 256: College-Community Orchestra

(A) Symphonic organization; performs wide ranges of orchestral literature. Consent of instructor required. (1 cr. hr.)

MUS 259: Wind Ensemble

(A) Symphonic ensemble which performs wide range of wind ensemble, concert band literature. Concert tours. Consent of instructor required. (1 cr. hr.)

MUS 301: Music Theory III

(O) Continuation of MUS 202; seventh chords, secondary dominants and borrowed chords in harmonization and analysis; ear-training. Prerequisite: MUS 202. (3 cr. hr.) ■

MUS 331: Musical Theatre Performance I

(F) Synthesis of voice, acting, dance and history courses into a cohesive approach to musical theatre. Focus on song analysis, audition techniques and physical expression. Prerequisites: MUS 111, 164 or 184, DNC 201, THT 220 and 361. Also listed as THT 331. (1 cr. hr.)

MUS 332: Jazz

(O) The history of jazz in the United States, styles and structure as well as the place of this music in our culture. Prerequisite: MUS 100, 221, 222, or 223. Also listed as AAS 332. (3 cr. hr.) ■

MUS 333: Piano Literature

(O) Detailed study of style, structure, performance of important piano literature. Prerequisite: MUS 100, 221, 222, or 223. (3 cr. hr.) ■

MUS 335: Music and the Film

(O) Style, historical significance, contribution of selected film composers through a study of their musical techniques and viewing of representative films. Relationship of music to dramatic and psychological elements of film. Prerequisite: MUS 100 or 221 or 222. Also listed as CIN 335. (3 cr. hr.) ■

MUS 337: The Music Industry

(O) Overview of music profession and its alternative career opportunities in publishing, recording, media, etc. Prerequisite: MUS 100, 221, 222, or 223. (3 cr. hr.)

MUS 380: Conducting

(O) Basic, stylistic technique in conducting; score reading, interpretation. Opportunities for conducting vocal, instrumental groups provided. Prerequisite: MUS 201 and 202. May be taken in conjunction with Theory III. (3 cr. hr.) ■

MUS 434: Contemporary Music

(O) Development of awareness and understanding of the styles common to contemporary expression. Prerequisite: MUS 100 or 221 or 222. (3 cr. hr.) ■

MUS 470: Music and the Child

(C) Role of music in development of child through use of singing, rhythm, listening, instrumental, creative improvisations and music reading experiences. Prerequisite: MUS 111 or 201. Open only to juniors and seniors. (3 cr. hr.) ■

MUS 490, 491, 590, 591: Independent Study

(A) Individual study culminating in advanced performance or substantial project. Consent of department required. (2-8 cr. hr.)

MUS 521: Music in Western Civilization

(O) Historical perspective from Ancient Greece to modern times; relationship to other fine arts and interpreted within framework of cultural, intellectual history. Prerequisite: MUS 100, 221, 222, or 223. (3 cr. hr.) ■

MUS 522: Music in the United States

(O) Pilgrim times to present, emphasizing development of distinctive American tradition in music. Prerequisite: MUS 100, 221, 222, or 223. (3 cr. hr.) ■

MUS 523: Traditions and Trends in African American Music

(O) A general survey of African American Music, tracing the origin from colonial music of the 17th century to rap music of the present. (3 cr. hr.)

Theatre Courses

THT 100: Introduction To Theatre Arts

(A) Survey of the arts, the crafts and the organization of theatre. Theory, application and practicum. Two lectures, one two-hour lab. (3 cr. hr.) ■

THT 120: Acting I

(A) Introduction to acting techniques through exploration of stage movement, voice and diction, basic makeup, improvisation and theatre games. Practicum. (3 cr. hr.) ■

THT 121: Stage Movement

(F-C) Theatre blocking, mime, dance and stage combat. (3 cr. hr.)

THT 129, 229, 329, 429, 529: Special Topics in Theatre

Selected topics. May be taken more than once a subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

THT 161: Theatre History I

(F) History of Western theatre from ancient times through Renaissance. (3 cr. hr.) ■

THT 162: Theatre History II

(S) History of Western Theatre from the Renaissance to present. (3 cr. hr.) ■

THT 212: Stage Movement

(C) Theatre blocking, mime, dance and stage combat. (3 cr. hr.)

THT 220: Acting II

(S-C) Continued study of acting techniques through stage movement and dance, voice and diction, character makeup and character study, Practicum. Prerequisite: THT 120. (3 cr. hr.) ■

THT 240: Technical Theatre I

(F-C) Basic scenic construction, stage structure and rigging, basic lighting, production. Practicum. (3 cr. hr.)

THT 321: Acting Shakespeare

(O) Techniques for performing Shakespearean prose and verse with an emphasis on combining the Elizabethan and modern acting traditions. Prerequisites: THT 120, 220. (3 cr. hr.)

THT 330: Literature in Performance

(O) Theory and practice of reading prose and poetry aloud. Analysis of literature with special attention to its oral aspects. (3 cr. hr.) ■

THT 331: Musical Theatre Performance I

(F) Synthesis of voice, acting, dance and history courses into a cohesive approach to musical theatre. Focus on song analysis, audition techniques and physical expression. Prerequisites: MUS 111, 164 or 184, DNC 201, THT 220 and 361. Also listed as MUS 331. (1 cr. hr.)

THT 341: Technical Theatre II

(S-C) Continuation of scenic construction, stage structure and rigging, lighting, production; introduction to sound and special effects. Practicum. Prerequisite: THT 240. (3 cr. hr.)

THT 361: Musical Theatre in American Culture

(B) The development of the American musical theatre from its European roots to the present day, with emphasis on major playwrights and composers and how their work reflected American society. (3 cr. hr.) ■

THT 399: Participation in Theatre

(A) Participation in cast or crew of a major production. For elective credit only. S, U grades assigned. (.5 cr. hr.)

THT 430: Musical Theatre Performance II

(S) Performance and scene study continuing the exploration of musical theatre techniques. Prerequisites: DNC 203, 401 and THT 331. For majors only, must have junior status. (2 cr. hr.)

THT 432: Directing I

(S-C) Techniques of play direction: script analysis, casting, rehearsing, staging. (3 cr. hr.) ■

THT 440: Independent Study, Theatre

(A) Prerequisite: Consent of department (1-4 cr. hr.)

THT 461: Seminar in Musical Theatre

(S-C) Focused study of specific composers and lyricists. Prerequisite: THT 361. (3 cr. hr.) ■

THT 470: Theatre Management

(F-C) Theoretical and practical aspects of theatre management including organizations, productions, audience development, budgeting and business practices. Practicum. Prerequisite: Consent of department. (3 cr. hr.) ■

THT 542: Puppetry for Educators

(C-M) A survey of the history and techniques of puppet performance which emphasizes the cross cultural relevance of puppets and the status of puppetry as a performing art, as well as its relationship to various narrative traditions. Individual (graduate level) research projects will examine puppetry within a pedagogical frame that targets specific content areas and suggests strategies for using puppets in a variety of ways with particular grade levels. Practicum. (3 cr. hr.) ■

Philosophy

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Kathryn Russell (Chair), Lawrence Ashley, Andrew Fitz-Gibbon, Mechthild Nagel

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Social Philosophy

MAJORS OFFERED

Social Philosophy

MINORS OFFERED

Social Philosophy

DESCRIPTION

Philosophy is essentially an activity, rather than a fixed set of teachings. Philosophy cultivates the capacities and appetite for self-expression and reflection, for debate and exchange of ideas, and for reflecting on and puzzling over problems of living, being human and being part of a community. Philosophy prepares one for the tasks of citizenship, for participation in political and community affairs and for responsible and intelligent engagement in public life. This department's unique major (and minor) in social philosophy is meant to instill these skills. As such, it is a valuable tool and indeed the very paradigm of a liberal arts education major.

SPECIAL FEATURES

- Unique program in social philosophy — the only one in the SUNY system
- Chance for internship in senior year
- Small department allows close interaction with faculty
- Philosophy majors frequently top all other majors in the Law School Admissions Tests (LSAT)
- Cortland students who have graduated with a philosophy degree have gone on to widely varied careers — law school, human services, journalism, graduate study in philosophy, etc.
- Philosophy majors do better than the average liberal arts students at obtaining jobs after graduation — a surprise to many people who think of philosophy as impractical.

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the major.
2. Liberal Arts Requirements: 90 credit hours

Old Main, Room 138
(607) 753-2727
E-mail: nagelm@cortland.edu
www.cortland.edu/philosophy/

Major in Social Philosophy [SPHI]

CAREER POTENTIAL

- Government
- Law
- Human Services
- Education
- Social Activism
- Journalism

A. Required Courses: 15 credit hours

At least one course from the PHI 100 level

PHI 201: Ancient Social Philosophy

PHI 202: Introduction to Modern Philosophy

PHI 203: Social Ethics

PHI 499: Independent Studies**

(internship or paper expected)

B. Additional Hours in Philosophy: 18 credit hours

At least nine hours must be in courses numbered 300-level and above.

C. Courses in related areas

Nine hours selected in consultation with an advisor. At least six of these nine hours must be in courses numbered 300 level and above.

D. Other courses

May include a minor of 15-21 credit hours

**CPV 400: Cooperative Education: An Internship in Social Justice may be substituted for PHI 499 with the approval of the department chair.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in Social Philosophy [SPHI]

The following courses are required for the minor in social philosophy:

Required courses: 18 credit hours

At least one course from the PHI 100 level

PHI 201: Ancient Social Philosophy *or*

PHI 202: Introduction to Modern Philosophy

At least 12 more hours in philosophy at the 200 level and above

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the B.A. in Social Philosophy over four years

This is just a model and does not reflect our expectations for all students.

First Year	Second Year
<p><i>Fall</i></p> <p>PHI 100 GE 1 GE 8 Foreign language 101 or elective CPN 100 or 102 COR 101 Total credit hours: 16-18</p> <p><i>Spring</i></p> <p>PHI 110 or 111 GE 2 GE 8 Foreign language 102 or elective CPN 101 or 103 Total credit hours: 16-17</p>	<p><i>Fall</i></p> <p>PHI 203 PHI 201 GE 3 GE 7 Foreign language 201 or elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>PHI 202 GE 4 GE 5 MAT or elective Foreign language 202 or elective Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>PHI 240 PHI 271 GE 6 Elective* Elective Elective Total credit hours: 18</p> <p><i>Spring</i></p> <p>PHI 272 PHI 380 Elective Elective Elective Total credit hours: 15</p>	<p><i>Fall</i></p> <p>PHI 382 PHI 320 Elective Elective Elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>PHI 499 or internship PHI 375 Elective Elective Elective* Total credit hours: 15</p>

* The generous number of electives here allows for the student to easily adopt a dual major with philosophy

Philosophy

COURSE DESCRIPTIONS

PHI 100: Introduction to Philosophy

(B) Introduction to subject matter and methods of philosophy. Readings include classical and contemporary writers on a range of philosophical topics including social and political philosophy, philosophy of religion, questions of metaphysics and epistemology, ethics and basic characteristics of rational inquiry. (3 cr. hr.) ■

PHI 110: Critical Thinking and Argumentation

(O) Exercises and principles designed to enhance critical thinking and evaluation of arguments. In addition to a focus on philosophical inquiry, classes also concentrate on daily situations such as ordinary conversations, reading newspapers and advertising. Not open to students with credit for COM 241. (3 cr. hr.) ■

PHI 111: Symbolic Logic

(O) Principles of Symbolic Logic used in determining validity or invalidity of arguments. (3 cr. hr.) ■

PHI 129, 229, 329, 429, 529: Special Topics in Philosophy

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

PHI 135: Philosophical Approaches to Contemporary Moral Problems

(A) Exploration of moral issues found in our daily lives and our special disciplines. Includes problems such as racial and sexual discrimination, abortion, capital punishment, civil disobedience, war, problems in bioethics. (3 cr. hr.) ■

PHI 140: Prejudice, Discrimination and Morality

(A) Freedom, justice and equality are examined in connection with racism and sexism. (3 cr. hr.) ■

PHI 201: Ancient Social Philosophy

(S-C) Western philosophy from its origins in Greece, emphasizing Plato and Aristotle. (3 cr. hr.) ■

PHI 202: Introduction to Modern Philosophy

(F-C) Modern western philosophy from Descartes to Kant. Prerequisite: Three hours of philosophy or consent of instructor. (3 cr. hr.) ■

PHI 203: Social Ethics

(C) Basic theories of ethics and their application to the problems of social justice. Theorists studied will include: Kant, J. S. Mill, Rawls, Nozick. Issues to be discussed may include affirmative action, political liberty and civil disobedience, and equality. (3 cr. hr.) ■

PHI 205: Prisons and Punishment

(B) A consideration of theoretical issues surrounding the concept and justification of punishment from traditional sources (Kant, Bentham, Mill) to modern critiques (Foucault). A number of special issues surrounding prison policy and practice (race, supermax, prisons, youthful offenders) are also analyzed. (3 cr. hr.) ■

PHI 235: Aesthetics and Film

(O) Theoretical issues surrounding film, including the nature of film and judgments about film, comparison of film theories and theories of film criticism, genres. Prerequisite: Three hours of philosophy or consent of instructor. Also listed as CIN 225. (3 cr. hr.) ■

PHI 240: Social and Political Philosophy

(C) Focus on the relationship between the individual and the state, and opposing conceptions of democracy, freedom and a just society. (3 cr. hr.) ■

PHI 270: Race and Racism

(C) An examination of political and philosophical issues stemming from relations of power based on “race” in the U.S. Subjects will include how the concept of “race” has been used to classify humans, designating them as inferior or superior; the notions of racial identity or race consciousness; and political philosophies addressing the problem of racial oppression. Also listed as AAS 270. (3 cr. hr.) ■

PHI 271: Philosophy of Human Nature

(B) Discussion of various existential approaches to the problem and meaning of human existence. Focus on existentialist themes such as self-consciousness, freedom, absurdity, responsibility, being and nothingness. (3 cr. hr.) ■

PHI 272: Utopias

(C) An investigation of the concept of ideal societies. The course will investigate the literary expressions of utopian sentiment, historical attempts at founding utopian communities and the philosophical implications of utopian thought. Prerequisite: Three hours of philosophy or consent of instructor. (3 cr. hr.) ■

PHI 300: Philosophical Issues

(O) Detailed study of one philosophical problem or comparative study of two or more philosophers. May be repeated as subtitle changes. Prerequisite: 200-level course in philosophy or consent of instructor. (3 cr. hr.) ■

PHI 320: Environmental Ethics

(C) A consideration of ethical issues as they arise in human interaction with the environment. Topics will include environmental racism, “speciesism,” the Gaia hypothesis and the impact of population growth on ecology. (3 cr. hr.) ■

PHI 321: Medical Ethics

(C) Consideration of ethical issues as they arise in contemporary medical practice and related health-care professions. Readings from philosophy, law and medicine. Prerequisite: Three hours of philosophy or consent of instructor. (3 cr. hr.) ■

PHI 340: Philosophy of Law

(O) Nature of law with special attention to relation of law to morality. Prerequisite: Three hours of philosophy or consent of instructor. (3 cr. hr.) ■

PHI 375: Science, Truth and Bias

(O) Examines accounts of scientific methods and the influence of social values or human interests on scientific reasoning. Contemporary challenges to the idea of objectivity will be looked at to understand knowledge claims in the natural and social sciences. Prerequisite: Three hours of philosophy or consent of instructor. (3 cr. hr.) ■

PHI 380: Feminist Social Thought

(C) Discussion of various philosophical approaches to problems of women’s oppression, like sex role stereotyping, economic discrimination and treatment in family. Comparison of political theories and strategy. (3 cr. hr.) ■

PHI 382: Marxist Philosophy

(O) Karl Marx’s thought and its implications for today. Topics will include political economic theory, alienation, sexism, racism and imperialism. Prerequisite: Three hours of philosophy or consent of instructor. (3 cr. hr.) ■

PHI 390: Contemporary Philosophical Approaches

(B) In-depth study of 20th century trends in philosophy, e.g. logical positivism, phenomenology, ordinary language philosophy, analytic philosophy, pragmatism, naturalism, postmodernism. May be repeated as subject area changes. Prerequisite: 200-level course in philosophy or consent of instructor. (3 cr. hr.) ■

PHI 399: Directed Study in Philosophy

(A) An independent directed study in social philosophy. May be repeated once for credit. Prerequisite: Permission of department. (3 cr. hr.)

PHI 400: Seminar in a Major Philosopher

(O) Detailed study of one philosopher’s works. May be repeated as subtitle changes. Prerequisite: Nine hours of philosophy or consent of instructor. (3 cr. hr.) ■

PHI 401: Topics in Contemporary Social Philosophy

(O) Examination of twentieth-century responses to ethical and social problems. Possible topics include democracy vs. anarchy, justice, rights, liberty, equality, oppression. Course may be taken more than once under different titles. Prerequisite: 300-level philosophy course or consent of instructor. (3 cr. hr.) ■

PHI 499: Independent Studies

(A) Directed research culminating in substantial paper. For majors and minors only. Prerequisite: Consent of department. (3 cr. hr.)

Physical Education

DEPARTMENT

SCHOOL

Professional Studies

FACULTY

Jerry Casciani (Chair), JoEllen Bailey, Colleen Buchanan, Shirley Cahill, Diane Craft, Tim Davis, Maha Ebeid, John Foley, Tom Fuchs, Kath Howarth, Mike Kniffin, Eric Malmberg, Steve Patrick, Tom Quinn, Jeff Walkuski, William Williams, Virginia Wright, Stephen Yang

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

Park Center, Room E-254
(607) 753-5577
www.cortland.edu/physed/

MAJORS OFFERED

Bachelor of Science in Education in Physical Education

CONCENTRATION OFFERED

Adapted Physical Education

DESCRIPTION

The purpose of the B.S.Ed. program is teacher preparation for elementary and secondary schools. Concentrations are available for students who already have an interest in a specific aspect of physical education. The program includes theory, activity courses and student teaching experiences.

SPECIAL FEATURES

- Study abroad, including study in Germany and University of Ballarat in Australia
- Student teaching at The University of the Sunshine Coast, Australia
- Coaching certification for non-physical education majors
New York State coaching certification for non-physical education majors is offered as a Web-based program, non-credit, through the Center for Educational Exchange, Van Hoesen Hall, Room A-11, (607) 753-4214.

Courses offered include:

1. Philosophy, Principles and Organization of Athletics
2. Health Sciences Applied to Coaching (Responding to Emergencies/First Aid)
3. Theory and Techniques of Coaching

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog.
2. Liberal Arts Requirements: 60 credit hours.
3. In order to enter and continue to move through the following professional block sequence, students must have and must maintain at least a 2.5 grade point average in PED 201, 356, EDU 255, 256, 355, 454, 455 and 456.
4. It should be noted that students wishing to change their major to physical education will enter a competitive pool for limited slots.

Major in Physical Education [PEC]

Upon satisfactory completion of the four-year program in physical education and upon submitting evidence of having achieved a level of performance satisfactory to the Commissioner of Education on the New York State Teacher Certificate Examination, graduates receive the Bachelor of Science in Education and initial New York State teaching certification in the special field of physical education for grades K-12.

- A. General Education and Liberal Arts: Minimum of 60 credit hours**
CPN 100 or 102: Academic Writing I
CPN 101 or 103: Academic Writing II
PSY 101: General Psychology
BIO 301: Anatomy and Physiology I
BIO 302: Anatomy and Physiology II
COM 210: Fundamentals of Public Speaking
PSY 332: Educational Psychology
General Education Courses (21 cr. hr.)
Liberal Arts Electives (11 cr. hr.)
- B. Professional Block: 28 credit hours**
(2.5 grade point average required)**
PED 201: Motor Development
EDU 255: Basics of Effective Instruction in Physical Education
EDU 256: Seminar for Field Experience
EDU 355: The Physical Education Curriculum: Planning and Practice
PED 356: Adapted Physical Education and Sport
EDU 454: Pre-Student Teaching Conference in Physical Education
EDU 455: Student Teaching Seminar in Physical Education
EDU 456: Student Teaching in Physical Education
- C. Professional Education: Eight credit hours**
HLH 110: Personal and Community Health
HLH 120: Responding to Emergencies
EDU 470: Foundations and Organization of Modern Education

- D. Physical Education Theory: 21 credit hours**
EXS 197: History and Philosophy of Physical Education +
EXS 287: Social Psychological Aspects of Physical Activity + *or*
EXS 290: Social Problems and Issues in Sport and Exercise + *or*
EXS 345: Sport and Society + *or*
EXS 346: Sport and Exercise Psychology + *or*
EXS 410: Ethics in Sport + *or*
EXS 420: Sport in American Culture +
EXS 297: Motor Behavior +
EXS 387: Biomechanics +
EXS 397: Exercise Physiology I +
PED 308: Outdoor Adventure Education for Teachers
PED 434: Statistics and Assessment in Physical Education

- E. Physical Education Activities: 13 credit hours required,**
15 credit-hour maximum
PED 181: Adventure Activities
PED 182: Health-Related Physical Fitness
PED 187: Track and Field
PED 189: Aquatics
PED 283: Racquet Activities
PED 284: Self-Defense and Martial Arts
PED 285: Gymnastics Activities
PED 288: Rhythms and Dance
PED 366: Basketball
PED 368: Football
PED 371: Soccer
PED 372: Softball
PED 380: Skill Acquisition Concepts of Team Sports
PED 381: Tactical Concepts of Team Sports
Activity Electives (1 cr. hr.)

- F. Free Electives: 0-9 credit hours**

A minimum of 36 hours of PED/EXS prefixes are required for graduation.

Note: Specific information regarding requirements (state examinations, identification and reporting of child abuse and maltreatment, alcohol and drug abuse education, school antiviolence education and foreign language requirements) for New York State teaching certification can be found on pages 49-50 of this catalog.

+ Counts toward liberal arts hours.

** To be accepted into the B.S.Ed. program, students must process an application portfolio and maintain a 2.5 grade point average.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

Major in Physical Education with a concentration in Adapted Physical Education [PEC_ADPE]

The adapted physical education concentration is designed to provide physical education majors with an opportunity to gain experience and knowledge working with children and adults with disabilities. This program prepares students in both leadership and practical skills needed to provide optimal physical education to all students. Practical experiences include but are not limited to sports and games, inclusive outdoor education, dance, aquatics and fitness programs designed specifically for the inclusion of persons with disabilities into existing lifetime fitness, recreation and leisure activity.

CAREER POTENTIAL:

- K-12 public school adapted physical education teacher
- Adapted physical education specialists for hospitals, children's centers and community-based programs
- Program director for disability sport and swim-based recreation programs
- District coordinator for adapted physical education services

- A. Required Theory and Leadership: four credit hours
 Prerequisite PED 356
 PED 447: Adapted Physical Activity and Individual Differences
 PED 444: Lab Assistant in Adapted Physical Education (for PED 447)
- B. Required Activity: two credit hours
 PED 302: Disability Sports and Games
 PED 303: Fitness Across the Lifespan and Disability
 PED 305: Dance and Individuals with Disabilities
 PED 306: Adapted Aquatics
 PED 307: Introduction to Inclusive Outdoor Education
 PED 499: Special Study in Physical Education

- C. Recommended Electives: must select a minimum of six credit hours
 ASL 101: American Sign Language
 PED 321: Movement Education
 PED 499: Special Study in Physical Education
 PSY 331: Psychology of Exceptional Children
 PSY 431: Psychology of Mental Retardation
 PSY 432: Psychology of Learning Disabilities
 PSY 433: Behavioral Disorders In Educational Settings
 REC 330: Introduction to Therapeutic Recreation
 REC 393: Diversity and Inclusive Recreation Services
 SPE 270: Introduction to Special Education
 EXS/SPM 450: Disability and Sport

Example of the B.S.Ed. in Physical Education over four years

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 or 102 EXS 197 PED Activities 181, 182 GE courses</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>CPN 101 or 103 PED Activities 187, 189 PSY 101 GE courses</p> <p>Total credit hours: 17</p>	<p><i>Fall</i></p> <p>BIO 301 EXS 287 HLH 110 PED Activities 283, 284 GE courses</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>BIO 302 COM 210 EXS 297 PED 201 PED Activity 285 GE courses</p> <p>Total credit hours: 16</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>EDU 255 EDU 256 PED 434 PSY 332 PED Activities 288, 380 GE course</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>EDU 355 PED 356 EXS 387 HLH 120 LAS elective PED Activity 381 Elective</p> <p>Total credit hours: 15</p> <p><i>Summer</i></p> <p>PED 308</p> <p>Total credit hours: 3</p>	<p><i>Fall</i></p> <p>EXS 397 PED Activities 366, 368, 371, 372 EDU 470 EDU 454 PED Activity elective Electives</p> <p>Total credit hours: 14</p> <p><i>Spring</i></p> <p>EDU 455 EDU 456</p> <p>Total credit hours: 15</p>

Physical Education

COURSE DESCRIPTIONS

General Courses for Non-Majors

Courses listed hereafter are open to students majoring in subjects other than physical education. Four credits of physical education may be applied toward graduation. Courses usually are quarter courses offered seasonally and carry one-half credit with the exception of those marked with an asterisk(*). Asterisked courses carry one credit. A \$2 fee is charged for all activities using expendable supplies.

- PED 106: Basic Swimming
- PED 137: Skating
- PED 138: Ice Hockey
- * PED 232: Scuba Level I
- * PED 245: Activities for Children
- * PED 300: Lifeguard Training
- ** PED 301: Water Safety Instructors
- PED 332: Scuba Level II

** *This course is two credits.*

Activity Program for Majors

Courses in the following list usually are quarter courses offered seasonally and carry one-half credit except those marked with an asterisk (*). Asterisked courses carry one credit.

- PED 150: Introduction to Archery (1)
- PED 152: Introduction to Bowling (2)
- PED 154: Introduction to Golf
- PED 158: Introduction to Nordic Skiing
- PED 159: Introduction to Squash
- PED 162: Introduction to Wrestling
- PED 163: Introduction to Racquetball
- PED 164: Introduction to Skating
- PED 167: Introduction to Field Hockey
- PED 170: Introduction to Lacrosse
- PED 173: Introduction to Volleyball
- PED 174: Introduction to Ice Hockey
- * PED 181: Adventure Activities
- * PED 182: Health-Related Physical Fitness
- * PED 187: Track and Field
- * PED 189: Aquatics
- PED 191: Aerobic Dance
- * PED 281: Adventure Activities II
- * PED 283: Racquet Activities
- * PED 284: Self Defense and Martial Arts

- * PED 285: Gymnastics Activities
- * PED 288: Rhythms and Dance
- PED 293: Diving
- * PED 295: Lifeguard Training
- * PED 296: Scuba Level I
- * PED 302: Disability Sports and Games
- * PED 303: Fitness Across the Lifespan and Disabilities
- * PED 304: Perceptual-Motor Activities for Individuals with Disabilities
- * PED 305: Dance and Individuals with Disabilities
- * PED 306: Adapted Aquatics
- * PED 307: Introduction to Inclusive Outdoor Education
- PED 366: Basketball
- PED 368: Football
- PED 371: Soccer
- PED 372: Softball
- PED 377: Advanced Gymnastics
- * PED 380: Skill Acquisition Concepts of Team Sports
- * PED 381: Tactical Concepts of Team Sports
- PED 392: Advanced Swimming
- PED 395: Water Safety Instructors (3)
- * PED 396: Scuba Level II

COURSE NOTES

- 1 - Students supply own arrows for PED 150.
- 2 - Bowling costs approximately \$24 for the quarter for PED 152.
- 3 - PED 395 is a two-credit course.

Varsity Team Participation

FALL SPORTS

- PED 202: Intercollegiate Cross Country: Men/Women
- PED 203: Intercollegiate Field Hockey: Women
- PED 204: Intercollegiate Football: Men
- PED 206: Intercollegiate Soccer: Men
- PED 207: Intercollegiate Soccer: Women
- PED 208: Intercollegiate Tennis: Women
- PED 209: Intercollegiate Volleyball: Women

WINTER SPORTS

- PED 210: Intercollegiate Basketball: Men
- PED 211: Intercollegiate Basketball: Women
- PED 212: Intercollegiate Gymnastics: Women
- PED 213: Intercollegiate Ice Hockey: Men
- PED 214: Intercollegiate Ice Hockey: Women
- PED 215: Intercollegiate Swimming: Men/Women
- PED 216: Intercollegiate Indoor Track and Field: Men
- PED 217: Intercollegiate Indoor Track and Field: Women
- PED 218: Intercollegiate Wrestling: Men

SPRING SPORTS

- PED 205: Intercollegiate Golf: Women
- PED 233: Intercollegiate Baseball: Men
- PED 234: Intercollegiate Lacrosse: Men
- PED 235: Intercollegiate Lacrosse: Women
- PED 236: Intercollegiate Softball: Women
- PED 237: Intercollegiate Outdoor Track and Field: Men
- PED 238: Intercollegiate Outdoor Track and Field: Women

Activity Program Clinics

Primarily for teachers requiring knowledge, practical application of recent, advanced teaching techniques, analysis of individual and group activity. See Course Schedule for when clinics are offered. (2 cr. hr.)

- PED 404: Activity Clinic: Baseball
- PED 405: Activity Clinic: Basketball
- PED 406: Activity Clinic: Field Hockey
- PED 407: Activity Clinic: Football
- PED 408: Activity Clinic: Golf
- PED 409: Activity Clinic: Gymnastics
- PED 411: Activity Clinic: Ice Hockey
- PED 412: Activity Clinic: Lacrosse
- PED 413: Activity Clinic: Racquet Sports
- PED 414: Activity Clinic: Soccer
- PED 415: Activity Clinic: Softball
- PED 416: Activity Clinic: Swimming
- PED 417: Activity Clinic: Track and Field
- PED 418: Activity Clinic: Volleyball
- PED 419: Activity Clinic: Wrestling

Physical Education Courses

THEORY COURSES

PED 129, 229, 329, 429, 529: Special Topics in Physical Education
Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

PED 157: Orienteering Activities for Educators

(B) Introduces the broad spectrum of "orienteering" activities which use various navigational tools, map-reading skills, compass and GPS devices as a way to navigate indoor and outdoor spaces. Learning experiences are designed for educators and will cover a range of educational applications from recreational to instructive to sport/competitive. (1 cr. hr.)

PED 201: Motor Development

(A) Learn and apply basic motor development principles as observed in young children and adolescents. Introduce the terminology, principles and concepts common to motor development and introduce the concept of developmentally appropriate practice as applied to young children in physical education. Prerequisite: 2.5 cumulative grade point average. (3 cr. hr.)

PED 230: Foundations of Coaching: Principles and Theories

(B) The purpose of this course is to provide the prospective athletic coach with the basic underlying philosophies, theories and techniques for planning, organizing and managing athletic programs. In addition, knowledge of teaching skills and techniques which influence coaching effectiveness and improve performance will be emphasized. (3 cr. hr.)

PED 308: Outdoor Adventure Education for Teachers

(A) A theory based pedagogy course designed to provide an in-depth outdoor adventure education experience for undergraduate physical education majors seeking teaching certification. Required on-campus meetings, experiences and assignments are followed by a resident outdoor experience at Cortland's Outdoor Education Center at Raquette Lake, N.Y. (3 cr. hr.)

PED 315: Officiating

(O) Rules, mechanics, procedures; practice in officiating required. Prerequisite: Level one activity course or proficiency in specific activity. (2 cr. hr.)

PED 321: Movement Education

(A) Problem-centered approach to effective movement. Practice in developing, structuring problem-solving situations for children. Prerequisite: EDU 300, or EDU 255 and 256. (3 cr. hr.)

PED 349: Physical Education Practicum

(A) Opportunity to assist with managing and/or teaching physical education theory or activity classes. Students must follow suggested guidelines available in chair's office. S, U grades assigned. Prerequisite: Consent of department and instructor. (.5-1 cr. hr.)

PED 356: Adapted Physical Education and Sport

(A) Seeks to provide students with the theoretical and practical knowledge to plan and implement appropriate physical education programs for students with disabilities in integrated settings. Emphasizes the adaptation of physical education to needs of children with physical, intellectual, emotional, or sensory disabilities. Strategies for program planning and implementation include writing IEPs, activity/equipment adaptation and techniques of teaching. Prerequisite: EDU 300 or 255, 256, successful completion of EDU 256 field experience/presentation to faculty, enrollment in EDU 355 (completion or concurrent), and cumulative grade point average of 2.5. (3 cr. hr.)

PED 434: Statistics and Assessment in Physical Education

(A) Course will present statistical concepts, assessment techniques and other evaluation applications to prepare teachers, researchers and physical activity specialists to evaluate student performance in physical education instructional programs and other physical activity programs. Prerequisite: EDU 255, which may be taken concurrently. (3 cr. hr.)

PED 444: Lab Assistant

(A) Student may assist with the lab portion of one of several physical education theory classes. Responsibilities may include attending and assisting with a lab section, holding office hours, assisting with collecting research data and/or completing other tasks as assigned by the instructor. Students will enhance their knowledge and understanding of concepts covered in the associated theory course, learn additional lab techniques as well as gain valuable leadership experience. Prerequisite: Consent of instructor. (1 cr. hr.)

PED 446: Inclusion of Individuals with Disabilities in Physical Education

(B) Overview of adapted physical education as an evolving specialization and service delivery system. Embedded in this course is a presentation of definitions, scope of services, assessment, behavior management, effective teaching techniques, program planning that may affect the discipline. Prerequisite: PED 336 or 356. (3 cr. hr.)

PED 447: Adapted Physical Activity and Individual Differences

(B) Specific types of disabilities that are commonly encountered in public school settings are described in detail. Each condition is defined, characteristics are given, means of testing are suggested, and specific programming and teaching techniques are detailed. Prerequisite: PED 336 or 356. (3 cr. hr.)

PED 460: Physical Education Curriculum

(O) Principles, procedures governing development, conduct, evaluation of physical education program in elementary, secondary schools. Interpretation, articulation of state curricula; adaptations to meet local and pupil needs. Prerequisites: EDU 385, student teaching. (3 cr. hr.)

PED 499: Special Study in Physical Education

(A) Independent study/research on selected topics. Topics may include in-depth study of a particular subject area. Student will work with faculty member (project director) whose own special interests and expertise coincide most closely with chosen topic. Students must follow suggested guidelines available in department chair's office. Prerequisite: Consent of department chair and instructor. (1-3 cr. hr.)

PED 500: Project Adventure Workshop

(O) Project Adventure Workshop designed for individuals interested in developing and implementing innovative program in physical education or recreation. Participants experience such Project Adventure activities as: games, initiatives, low and high ropes course activities. (2 cr. hr.)

PED 530: Introduction to Adapted Physical Education

(F) Designed to aid educators in developing a knowledge base in many issues related to individuals with disabilities, with an emphasis on early intervention and a wellness approach to adapted physical education. Additional topics to be addressed include: laws and collaborating with an interdisciplinary team and families of individuals with disabilities. An overview of the more common disabilities is presented, as are the resource skills to acquire information on rare disabilities. Prerequisite: PED 336 or 356 or permission of instructor. (3 cr. hr.)

PED 531: Inclusive Outdoor Education

(B) This course is designed to address issues, models and strategies pertaining to the development of inclusive outdoor education programs that address all ability levels including those with physical and developmental disabilities. Not open to students who have taken REC 531. Also listed as REC 531. (3 cr. hr.)

Related Education Courses**EDU 255: Basics of Effective Instruction in Physical Education**

(A) This is an introductory course in physical education teaching methodology. The main purpose is for the student to study, practice and acquire basic teaching skills applicable to K-12 physical education instruction. The course prepares the student for required NYS field experiences and also introduces the learner to NYS standards-based instruction, curriculum and assessment. Prerequisites: PED 201 and cumulative 2.5 grade point average. (3 cr. hr.)

EDU 256: Seminar for Field Experience

(A) This course will prepare students for the 10-day post-semester field experience. S, U, grades assigned. Prerequisites: PED 201 and cumulative 2.5 grade point average. Corequisite: EDU 255. (1 cr. hr.)

EDU 355: The Physical Education Curriculum: Planning and Practice

(A) To aid students in gaining understanding, knowledge and experience in the philosophy, principles, teaching strategies and evaluative procedures with K-12 infusion. Prerequisites: EDU 255, 256, successful completion of EDU 256 field experience/presentation to faculty and cumulative grade point average of 2.5. (3 cr. hr.)

EDU 454: Pre-Student Teaching Conference in Physical Education

(A) Conducted during the semester prior to student teaching in physical education. Students will initiate the process of being placed to student teach at the elementary and secondary levels of education and receive specific information regarding the cooperating school district and teachers. Prerequisites: EDU 255 and 256; EDU 355 and PED 356, which may be taken concurrently with EDU 454; a cumulative grade point average of 2.5; and portfolio acceptance. (.5 cr. hr.)

EDU 455: Student Teaching Seminar in Physical Education

(A) Current debates relevant to national, district and specific school issues will form the basis of each meeting. Information about student teaching, professional portfolio preparation and career planning will be provided. Prerequisites: EDU 255, 256, 355, 454, PED 308 and 356; cumulative grade point average of 2.5 and portfolio acceptance. Must be taken concurrently with EDU 456. (.5 cr. hr.)

EDU 456: Student Teaching in Physical Education

(A) Full semester of supervised teaching in grades K-12. Prerequisites: EDU 255, 256, 355, 454, PED 308 and 356, cumulative grade point average of 2.5 and portfolio acceptance. Must be taken concurrently with EDU 455. (14 cr. hr.)

EDU 470: Foundations and Organization of Modern Education

(A) Principles, practices in education, physical education viewed from historical and philosophical point of view. Administration, organization of schools at federal, state, local levels; teacher rights and responsibilities. Prerequisite: EDU 300 or 255 and 256. (3 cr. hr.) ■

Physics

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Richard M. Wheeler (Chair), Yolanda J. Kime, Evelyn Monsay, Brice Smith

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Physics
 Bachelor of Science in Physics
 Bachelor of Science in Adolescence Education: Physics (7-12)
 Bachelor of Science in Adolescence Education: Physics and Mathematics (7-12)

MAJORS OFFERED

Physics
 Physics leading to the 3+2 Engineering Program
 Adolescence Education: Physics (7-12)
 Adolescence Education: Physics and Mathematics (7-12)

CONCENTRATIONS OFFERED

Environmental Science
 Geophysics

MINOR OFFERED

Physics

DESCRIPTION

Physics programs at SUNY Cortland provide a versatile background in the principles of physics, applied mathematics, computer skills and electronic equipment. This background is useful in many areas of technology, engineering, business, industry, government and the teaching of physics at all levels. The laws of physics are central to all branches of science, and students with physics training may readily enter such related fields as astronomy, biophysics, chemical physics, engineering, geophysics, medicine, meteorology, molecular biology and radiology.

SPECIAL FEATURES

- Physics and Engineering Club
- Undergraduate teaching experiences
- Internships
- Physics Honor Society – Sigma Pi Sigma

Bowers Hall, Room 147
(607) 753-2821
E-mail: wheeler@cortland.edu
www.cortland.edu/physics/

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: B.A. – 90 credit hours;
 B.S. – 75 credit hours
3. Physics majors may not take additional physics course work unless they earn a 2.0 grade point average in PHY 201 and PHY 202.

Major in Physics [PHY]

The concentration in physics is the traditional physics major found at institutions worldwide. Study includes a wide range of courses in physics and mathematics plus chemistry. This degree is necessary for those wishing to go on to graduate school and is also useful for those wishing to do technical work in a variety of disciplines.

CAREER POTENTIAL

- Graduate study in physics
- Industrial or governmental research
- Scientific advisor
- Technical support services

A. Required Courses in Physics: 39 credit hours

PHY 186: Introductory Programming
 PHY 201, 202, 203: Principles of Physics I, II and III
 PHY 357: Intermediate Physics Laboratory
 PHY 410: Modern Physics
 PHY 420: Classical Mechanics
 PHY 440: Electronics
 PHY 450: Electricity and Magnetism
 Three Physics electives taken at the 400 level or above

B. Required Related Courses: 29 credit hours

CHE 221-222: General Chemistry I and II
 MAT 135, 236, and 237: Calculus I, II and III
 MAT 425: Methods of Applied Mathematics
 MAT 430: Differential Equations
 MAT 272: Linear Algebra *or*
 MAT 446: Probability and Statistics

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Physics with a concentration in Environmental Science [PHY/ENVS]

This concentration provides depth and a diversity of study in the sciences for students with a special interest in the environment. Cortland's resources for teaching and research in this area are extensive. Special facilities at Hoxie Gorge, the Outdoor Education Center and Brauer Field Station play a role in the program.

CAREER POTENTIAL

- Environmental research
- Graduate study in environmental science
- Environmental science policy analyst
- Environmental protection specialist

A. Required Courses in Physics: 30 credit hours

PHY 186: Introductory Programming
 PHY 201, 202, 203: Principles of Physics I, II and III
 PHY 357: Intermediate Physics Laboratory
 PHY 410: Modern Physics
 PHY 420: Classical Mechanics
 PHY 440: Electronics
 PHY 450: Electricity and Magnetism

B. Required Related Courses: 54 credit hours

BIO 201-202: Biological Science I and II
 BIO 412: General Ecology
 CHE 221-222: General Chemistry I and II
 ENS 486: Seminar in Environmental Science
 ENS 487: Environmental Science Internship
 EST 100: Introduction to Environmental Studies
 GLY 261: Physical Geology
 GLY 367: Geomorphology
 GLY 371: Meteorology
 MAT 135, 236, and 237: Calculus I, II and III
 MAT 430: Differential Equations

C. Required Elective Courses: Six credit hours (may also fulfill General Education requirements). Two courses from the same department are not permitted.

ECO 105: Political Economy and Social Thought
 ECO 110: Principles of Macroeconomics
 GRY 120: Cultural Geography
 GRY 221: Social Geography
 POL 100: Introduction to American Government and Politics
 SOC 150: Introduction to Sociology

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Physics leading to the 3+2 Engineering Program [PEN]

This concentration is designed for those students wishing to go on in an engineering discipline. The student spends three years at Cortland taking all requirements for the degree in physics, then transfers to an engineering school for two years to complete the requirements for a degree in engineering. Students have transferred to such schools as SUNY College of Ceramics at Alfred,* Binghamton University, SUNY Buffalo, Clarkson University and SUNY Stony Brook.**

CAREER POTENTIAL

- Graduate work in engineering
- Professional engineer
- Technical specialist
- Construction industry

A. Required Courses in Physics: 36 credit hours

PHY 186: Introductory Programming
 PHY 201, 202, 203: Principles of Physics I, II and III

PHY 410: Modern Physics
 PHY 420: Classical Mechanics
 PHY 422: Applied Mechanics
 PHY 440: Electronics*
 PHY 450: Electricity and Magnetism
 Two Physics electives taken at the 400 level or above*

B. Required Related Courses: 26 credit hours

CHE 221-222: General Chemistry I and II
 MAT 135, 236, and 237: Calculus I, II and III
 MAT 425: Methods of Applied Mathematics
 MAT 430: Differential Equations

C. Transfer courses approved by Cortland: Typically 30 credit hours

* For those interested in the program at SUNY College of Ceramics at Alfred the two physics electives should be PHY 431 and 432: *Physical Chemistry I and II.*

** The program with SUNY Stony Brook stipulates that at least three courses be taken in a single department or area, constituting a sequence of courses developing a central theme, with the condition that at least two of these be at the 200 level or above.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Physics with a concentration in Geophysics [PHY/GEOP]

The study of geophysics includes a knowledge of the physical laws that govern the earth and a range of geology topics such as the earth's interior, crustal movements, soil composition, mineral and fossil fuel resources. Crucial to these topics are the mathematical tools needed to describe them.

CAREER POTENTIAL

- Graduate work in geophysics
- Energy exploration
- Technical specialist
- Government

A. Required Courses in Physics and Geology: 42 credit hours

GLY 261: Physical Geology
 GLY 262: Historical Geology
 GLY 301: Descriptive and Optical Mineralogy
 GLY 302: Petrology
 GLY 469: Structural Geology
 PHY 186: Introductory Programming
 PHY 201, 202, 203: Principles of Physics I, II and III
 PHY 410: Modern Physics
 PHY 420: Classical Mechanics
 PHY 450: Electricity and Magnetism

B. Required Related Courses: 26 credit hours

CHE 221-222: General Chemistry I and II
 MAT 135, 236, and 237: Calculus I, II and III
 MAT 425: Methods of Applied Mathematics
 MAT 430: Differential Equations

C. Required Elective Courses: 12 credit hours — six in physics and six in geology from the following:

GLY 367: Geomorphology
 GLY 371: Meteorology
 GLY 396: Aqueous Geochemistry
 PHY 422: Applied Mechanics
 PHY 440: Electronics
 PHY 565: Solid State Physics
 PHY 595: Geophysical Methods

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: Physics (7-12) [APH]

This major leads to New York State certification to teach physics in grades 7-12.

CAREER POTENTIAL

- High school teacher
- Graduate study in higher education
- Public school administration
- Technical specialist

ACCEPTANCE TO THE PROGRAM

Students will be accepted to the program after 45 credit hours have been completed. At that time students must have an overall grade point average of 2.5 and a grade point average of 2.5 in physics, in related areas, and in the professional core courses.

A. Required Courses in Physics: 30 credit hours

- PHY 150: Astronomy
- PHY 186: Introductory Programming
- PHY 201, 202, 203: Principles of Physics I, II and III
- PHY 357: Intermediate Physics Laboratory
- PHY 410: Modern Physics
- PHY 420: Classical Mechanics
- PHY 450: Electricity and Magnetism

B. Required Courses in Related Areas of Science and Mathematics:

- 30-31 credit hours
- MAT 135, 236, and 237: Calculus I, II and III
- MAT 430: Differential Equations
- CHE 221-222: General Chemistry I and II
- BIO 201-202: Biological Sciences I and II *or*
- GLY 261-262: Physical Geology and Historical Geology

C. Required Professional Courses: 38 credit hours

- PSY 101: General Psychology I
- PSY 232: Adolescent Psychology
- AED 391: Introduction to Adolescence Education
- AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools
- AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
- AED 444: Laboratory Practicum
- AED 445: Student Teaching: Adolescence Education — Science
- HLH 199: Critical School Health Issues
- SHH 300: Normal Language Development *or*
- PSY 350: Psychology of Language
- LIT 449: Literacy in the Middle and Secondary School

D. Additional Requirements 27-34 credit hours

- Composition and General Education Courses: 27 credit hours
- Foreign Language Courses: 0-6 credit hours

E. Admission to the Major

Completion of 45 credit hours with at least a 2.5 grade point average overall and at least a 2.5 grade point average in each of areas A, B and C above. Students enrolled in an adolescence education science program will not be allowed to progress through courses in the pedagogical sequence if they have not met all the criteria for admission to teacher education by the time they have completed AED 391: Introduction to Adolescence Education. The pedagogical sequence is designated by AED 391, AED 442, AED 443, AED 444 and AED 445.

F. Eligibility for Student Teaching

To be eligible for AED 445: Student Teaching: Adolescence Education - Science, a minimum overall grade point average of 2.5 is required. Additionally, a minimum grade point average of 2.5 is required in each of areas A, B and C above. A student must complete all program requirements before student teaching can begin with the exception of those courses allowed by the Physics Department and the adolescence education-science coordinator. Additionally, each teacher candidate will be required to submit a professional portfolio.

G. Other Requirements

Specific information regarding requirements (for example, state examinations and reporting of child abuse and maltreatment) for New York State teaching certification can be found on pages 45-46 of this catalog.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:

B.A.: 131-139; B.S.: 125-133

Major in Adolescence Education: Physics and Mathematics (7-12) [APM]

This major leads to New York State certification to teach both physics and mathematics in grades 7-12.

CAREER POTENTIAL

- High school teacher
- Technical specialist
- Public school administration
- Graduate study in higher education

ACCEPTANCE TO THE PROGRAM

Students will be accepted to the program after 45 credit hours have been completed. At that time students must have an overall grade point average of 2.5 and a grade point average of 2.5 in physics, in related areas, and in the professional core courses.

A. Required Courses in Physics: 30 credit hours

- PHY 150: Astronomy
- PHY/MCS 186: Introductory Programming
- PHY 201, 202, 203: Principles of Physics I, II and III
- PHY 357: Intermediate Physics Laboratory
- PHY 410: Modern Physics
- PHY 420: Classical Mechanics
- PHY 450: Electricity and Magnetism

B. Required Courses in Mathematics: 33 credit hours

- MAT 135, 236, and 237: Calculus I, II and III
- MAT 224: Discrete Mathematics
- MAT 272: Linear Algebra
- MAT 370: Algebraic Structures I
- MAT 375: Geometry I
- MAT 430: Differential Equations
- MAT 446: Introduction to Probability and Statistics
- MAT 480: History of Mathematics

C. Required Courses in Related Areas of Science: Eight credit hours

- CHE 221-222: General Chemistry I and II

D. Required Professional Courses: 38 credit hours

- AED 391: Introduction to Adolescence Education
- AED 392: Methods I: Teaching Adolescence Mathematics
- AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
- AED 444: Laboratory Practicum
- AED 445: Student Teaching: Adolescence Education — Science*
- HLH 199: Critical School Health Issues

- LIT 449: Literacy in the Middle and Secondary School
- PSY 101: General Psychology
- PSY 232: Adolescent Psychology
- PSY 350: Psychology of Language *or*
- SHH 300: Normal Language Development

- E. Additional Requirements: 27-34 credit hours
 Composition and General Elective Courses: 27 credit hours
 Foreign Language: 0-6 credit hours
- F. Admission to the Major
 Completion of 45 credit hours with at least a 2.5 grade point average overall and at least a 2.5 grade point average in each of areas A, B and D above. Students enrolled in an adolescence education science program will not be allowed to progress through courses in the pedagogical sequence if they have not met all the criteria for admission to teacher education by the time they have completed AED 391: Introduction to Adolescence Education. The pedagogical sequence is designated by AED 391, AED 392, AED 443, AED 444 and AED 445.
- G. Eligibility for Student Teaching
 To be eligible for AED 445: Student Teaching: Adolescence Education – Science, a minimum overall grade point average of 2.5 is required. Additionally, a minimum grade point average of 2.5 is required in each of areas A, B and D above. A student must complete all program requirements before student teaching can begin with the exception of those courses allowed by the Physics Department and the adolescence education: science coordinator. Additionally, each teacher candidate will be required to submit a professional portfolio.
- H. Other Requirements
 Specific information regarding requirements (for example, state examinations and reporting of child abuse and maltreatment) for New York State teaching certification can be found on pages 49-50 of this catalog.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:
 B.A.: 136-149; B.S.: 136-143

Minor in Physics [PHY]

- A. Required courses:
 PHY 201, 202, 203: Principles of Physics I, II and III
 PHY 410: Modern Physics
 PHY 420: Classical Mechanics
 PHY 450: Electricity and Magnetism

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 22

Physics

COURSE DESCRIPTIONS

- PHY 100: Conceptual Foundations of Physics**
 (O) A non-laboratory examination of the physical and philosophical assumptions which undergird physics, their historical evolution, limitations, and relevance to current issues. (3 cr. hr.) ■
- PHY 105: Elementary Mechanics and Heat**
 (F) An algebra-based introduction to mechanics and heat. The methods of science and applications to diverse fields are stressed. Three lectures and one two-hour laboratory. (4 cr. hr.) ■

Example of the bachelor's degree in Physics over four years

First Year	Second Year
<p><i>Fall</i></p> <ul style="list-style-type: none"> CHE 221 CHE 224 MAT 135 COR 101 CPN 100 or 102 GE course <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <ul style="list-style-type: none"> PHY 201 CHE 222 MAT 236 CPN 101 or 103 <p>Total credit hours: 15-16</p>	<p><i>Fall</i></p> <ul style="list-style-type: none"> PHY 202 PHY 186 MAT 237 GE course GE course <p>Total credit hours: 17</p> <p><i>Spring</i></p> <ul style="list-style-type: none"> PHY 203 MAT 430 GE course GE course Foreign language requirement <p>Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <ul style="list-style-type: none"> PHY 420 MAT 272 GE course GE course Elective <p>Total credit hours: 15</p> <p><i>Spring</i></p> <ul style="list-style-type: none"> PHY 357 PHY 450 MAT 425 Elective Elective <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <ul style="list-style-type: none"> PHY 410 PHY 440 Physics elective Elective Elective <p>Total credit hours: 15</p> <p><i>Spring</i></p> <ul style="list-style-type: none"> Physics elective Physics elective Elective Elective Elective <p>Total credit hours: 15</p>

- PHY 106: Elementary Electricity, Light and Sound**
 (S) An algebra-based introduction to electricity, light and sound. The methods of science and applications to diverse fields are stressed. Prerequisite: PHY 105. Three lectures and one two-hour laboratory. (4 cr. hr.) ■
- PHY 129, 229, 329, 429, 529: Special Topics In Physics**
 A selected topics course which may be taken more than once as the subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)
- PHY 150: Astronomy**
 (C) A survey of modern astronomy. Topics include the moon and planets, the sun and other stars, stellar structure and evolution, neutron stars, pulsars, black holes, galaxies, quasars and cosmology. Some elementary algebra is used. Several evening observing sessions using telescopes may be scheduled depending on seeing conditions. (3 cr. hr.) ■

PHY 186: Introductory Programming

(A) Simple data types, arithmetic statements, input/output statements, simple control structures and one-dimensional arrays. Also listed as MCS 186. (3 cr. hr.) ■

PHY 201: Principles of Physics I

(S) Fundamental principles of motion and dynamics using methods of calculus. Topics include motion in one, two, and three dimensions, mechanical equilibrium, momentum, energy, rotational motion and dynamics, periodic motion, gravitation, and conservation laws. Three lectures, one two-hour laboratory, and one recitation. Prerequisite: MAT 121 or 135, which may be taken concurrently. (4 cr. hr.) ■

PHY 202: Principles of Physics II

(F) Fundamental principles of electricity and magnetism using methods of calculus. Topics include static electricity, currents and simple circuits, electric and magnetic fields, energy, and magnetic materials. Three lectures, one two-hour laboratory, and one recitation. Prerequisites: PHY 201 and MAT 122 or 126 or 236 which may be taken concurrently. (4 cr. hr.) ■

PHY 203: Principles of Physics III

(S) Fundamental principles of thermodynamics, optics, and sound using methods of calculus. Topics include heat, work, and energy of thermodynamics systems, wave motion, geometrical and physical optics, and sound. Three lectures. Prerequisite: PHY 202. (3 cr. hr.) ■

PHY 357: Intermediate Physics Laboratory

(S) A laboratory experience stressing precise experimental measurement using a variety of instruments and covering various branches of physics. Two three-hour laboratories. Prerequisite: Consent of department. (3 cr. hr.) ■

PHY 410: Modern Physics

(F) A study of modern theories of the atom and their experimental bases. Topics include the special theory of relativity, origins of quantum theory, the nuclear atom of Rutherford and Bohr, the electron as a fundamental particle, quantum aspects of radiation, the wave-particle duality, atomic spectra, and x-rays. Prerequisite: PHY 202. (3 cr. hr.)

PHY 420: Classical Mechanics

(F) The study of the motion of physical bodies at the macroscopic level. Topics include the dynamics of a particle, the harmonic oscillator, motion in three dimensions, central forces, systems of particles, and rigid bodies. Prerequisites: PHY 202, MAT 430. (3 cr. hr.) ■

PHY 422: Applied Mechanics

(S-C) The study of statics and dynamics of rigid bodies. Topics include simple equilibrium, structural analysis, inertia tensors, centroids, energy and momentum, and strength of materials. Prerequisites: PHY 201 and MAT 227 or 327, which may be taken concurrently. (3 cr. hr.) ■

PHY 425: Methods of Applied Mathematics

(S-C) Mathematics needed for the study of the sciences. Topics include vector analysis, matrix operations, differential equations, functions of a complex variable, Fourier series, and integral transforms. Prerequisites: MAT 227, PHY 202. Also listed as MAT 425. (3 cr. hr.) ■

PHY 440: Electronics

(S-C) A survey of D.C. and A.C. circuits, semiconductor devices, and electronic test equipment. Two lectures, one three-hour laboratory. Prerequisite: PHY 202. Not open to students with credit for PHY 540. (3 cr. hr.) ■

PHY 450: Electricity and Magnetism

(S) A study of electromagnetic theory leading to Maxwell's equations. Topics include electrostatics and Gauss' Law, magnetostatics and Ampere's Law, fields in material media, time-dependent phenomena and Faraday's Law, and Maxwell's equations. Prerequisites: PHY 202, MAT 227 or 237. (4 cr. hr.) ■

PHY 458: Digital Logic Systems

(O) The design of digital logic circuits using small- and medium-scale logic elements. Topics include integrated circuitry, Boolean algebra, Karnaugh mapping, flip-flops, shift registers and memory elements. Two three-hour laboratories. Not open to students with credit for PHY 558. (3 cr. hr.) ■

PHY 460: Optics

(O) A study of geometrical and physical optics. Topics include the propagation and vectorial nature of light, reflection and diffraction, lenses and aberration, coherence and interference phenomena, polarization, dispersion, the optics of solids, and lasers. Prerequisite: PHY 450. (3 cr. hr.) ■

PHY 495: Independent Study in Physics

(A) Directed study or independent research in a special topic. Prerequisites: PHY 202 or consent of department. (1-3 cr. hr.)

PHY 530: Statistical and Thermal Physics

(F) A study of the thermal properties of matter from macroscopic and molecular points of view. Topics include heat, temperature, entropy, the laws of thermodynamics, kinetic theory, ensembles and distribution functions, and classical and quantum statistics. Prerequisites: MAT 227, PHY 420. PHY 420 may be taken concurrently. (3 cr. hr.) ■

PHY 531: Physical Chemistry I

(F) Kinetic theory of gases, thermodynamics, introductory quantum chemistry, chemical bonding. Molecular spectroscopy. Prerequisites: CHE 222, and MAT 126 or 236, and PHY 202. Not open to students with credit for CHE 431. (3 cr. hr.) ■

PHY 532: Physical Chemistry II

(S) chemical kinetics, solid and liquid states, phase equilibria, properties of solutions and surface chemistry. Prerequisite: PHY 531. Not open to students with credit for CHE 432. (3 cr. hr.) ■

PHY 559: Advanced Physics Laboratory

(A) The development of additional techniques and skills in a special area of physics. May be repeated to perform different experiments. Prerequisites: PHY 202 or consent of department. (3 cr. hr.)

PHY 565: Solid State Physics

(S-C) The properties of solids. Topics include crystal structure, electronic and structural properties, the free-electron model, band theory, metals, semiconductors, superconductivity, and magnetism. Prerequisites: PHY 410, MAT 430. MAT 430 may be taken concurrently. (3 cr. hr.) ■

PHY 570: Nuclear Physics

(O) A study of elementary nuclear theory. Topics include the properties of nuclei, radioactivity, and transmutation. Prerequisite: PHY 410 and 450. (3 cr. hr.) ■

PHY 575: Introduction to Quantum Mechanics

(S-C) The study of the physical laws underlying microscopic systems. Topics include the wavelike properties of matter, the motion of wave packets, Schrodinger's equation, the solution of Schrodinger's equation in one and three dimensions, operators, expectation values, the Heisenberg uncertainty principle, the quantum harmonic oscillator, the hydrogen atom, and approximation methods. Prerequisite: MAT 430 and PHY 420. (3 cr. hr.) ■

PHY 595: Geophysical Methods

(O) Principles and instrumentation of geophysical methods used to collect and interpret data from the Earth's interior. Two lectures, one three-hour laboratory. Prerequisites: GLY 261 and either PHY 105 and 106 or 201 and 202. Also listed as GLY 595. (3 cr. hr.)

Related Education Courses**AED 391: Introduction to Adolescence Education**

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools

(S) The course examines history and foundations of education, especially science education; explores disciplinary models and their application to classroom management; examines tools for measurement and evaluation of performance and achievement of diverse learners; develops criteria for curriculum development and lesson planning aligned with state and national standards; examines federal and state laws governing education of students with disabilities; develops strategies for collaborating with administrators, faculty, staff, parents/guardians, and community members. Includes 25 hours of field experience in middle or secondary schools. Open only to majors who have been formally admitted to adolescence education: biology; chemistry; earth science; or physics. Prerequisites: PSY 232 and AED 391. (3 cr. hr.)

AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools

(F) Introduction to aspects of teaching laboratory-based science to a diverse population of students through the development of a course syllabus, a comprehensive plan for laboratory safety, and lesson plans aligned with state and national learning standards and state science core curriculum guides. Twenty-five hours of field experience in middle and secondary schools. Prerequisite: AED 442. Corequisite: AED 444. (3 cr. hr.)

AED 444: Laboratory Practicum

(F) Opportunity to work with an experienced teacher in the planning, preparation, and implementation of laboratory exercises in an introductory, college-level lab course through one-on-one and small group activities. Fulfills 25 hours of field experience requirement. Corequisite: AED 443. (1 cr. hr.)

AED 445: Student Teaching: Adolescence Education — Science

(A) Full-time supervised student teaching in two public school placements: one, eight-week placement at the seventh or eighth grade level and one, eight-week placement at the ninth, tenth, eleventh, or twelfth grade level. A discipline-specific student teaching seminar is held on campus once during the semester. Prerequisites: PSY 232; AED 443 and 444. See major department for eligibility criteria. S, U grades are assigned. (14 cr. hr.)

LIT 449: Literacy in the Middle and Secondary School

(A) Methods, materials and assessment for fostering literacy at the middle and secondary levels. (3 cr. hr.)

Political Science

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Tom Pasquarello (Chair), Seth Asumah, Judith Best, Adrian Hull, Christopher Latimer, Mary McGuire, Robert Spitzer, Henry Steck

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Political Science
 Bachelor of Arts in Adolescence Education: Social Studies and Political Science (7-12)

MAJORS OFFERED

Political Science
 Adolescence Education: Social Studies and Political Science (7-12)

CONCENTRATIONS OFFERED

Law and Justice
 Public Administration and Public Policy

Old Main, Room 207
 (607) 753-4105
 E-mail: poldept@cortland.edu
www.cortland.edu/polsci/

MINORS OFFERED

Political Science
 Public Administration and Public Policy
 Comparative Politics and International Relations

DESCRIPTION

The Political Science Department offers a wide range of programs for students interested in understanding the political world, pursuing careers, and seeking graduate education in politics, law, policy or public administration. A political science background leads to careers in law, business, government, politics, teaching and journalism. Majors participate in special and individualized programs, including a semester in Albany or Washington, D.C. Prelaw and public administration internships are offered in cooperation with nonprofit organizations, and various state and local government offices. Majors also pursue careers in elementary or adolescence education.

SPECIAL FEATURES

- Prelaw Advising – advice on LSAT, law school selection, academic preparation and alumni speakers from the legal profession
- Internships – local and distant, e.g., Washington, Albany, London, Belize
- International opportunities – Europe with the Model European Union, or study of politics/government/policy abroad, e.g., the British Parliament, the Irish Parliament, Belize
- Advance to an M.P.A. at Binghamton University – by special arrangement with BU's Public Administration Department
- Campus Practicum Experience, e.g., participation in the Judicial Review Board, or Student Government Association
- Adolescence Education: Social Studies – a degree in political science can be the beginning of a career in high school teaching
- Distinguished, award-winning faculty

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 90 credit hours

Major in Political Science [POL]

This major examines the broad range of concerns surrounding people and the power of government; it provides a strong grounding in American government, comparative/international politics and political theory.

CAREER POTENTIAL

- State or federal legislative aide
- Campaign manager
- Local, state or federal elected representative
- Journalist/reporter

A. Required Courses: Nine credit hours

- POL 100: Introduction to American Government and Politics (GE 1)
- POL 101: Introduction to World Politics (GE 3)
- POL 270: Introduction to Political Theory (GE 5)

B. Other: 27 credit hours

- Three credit hours of comparative politics *or* international relations
- Three credit hours of American government *or* political theory

21 credit hours of political science courses

At least 15 credit hours of political science credit must be numbered 300 or above.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Political Science with a concentration in Law and Justice [POL/LAJU]

This concentration examines the place of law and justice in government, with a focus on the American system. An ideal beginning for a career in law.

CAREER POTENTIAL

- Attorney
- Law enforcement
- Judge
- Representative (federal, state or local)

- A. Required Courses (political science base): Nine credit hours
 - POL 100: Introduction to American Government and Politics (GE 1)
 - POL 101: Introduction to World Politics (GE 3)
 - POL 270: Introduction to Political Theory (GE 5)

- B. Core in Law and Justice: Nine credit hours from
 - POL 202: Introduction to Law and the Judicial Process
 - POL 304: Constitutional Law
 - POL 404: Civil Liberties
 - POL 450: International Law
 - POL 470: Justice and Society: Theory and Practice

- C. Elective Courses (POL): 12 credit hours from
 - POL 120: Student Government Practicum (up to four credit hours)
 - POL 302: Law and Politics
 - POL 303: The Criminal Justice System
 - POL 308: Environmental Law
 - POL 312: Methods of Political Analysis
 - POL 320: The Legislative Process
 - POL 348: Gun Control: Crime, Law, Policy
 - POL 372: American Political Thought
 - POL 405: Discrimination Law
 - POL 440: Law and Politics in the Administrative Process
 - POL 471: Legal Theory
 - POL 484: Prelaw Internship*

* *With consent of department*

Any course taken from Group B above the nine-hour requirement for that group can be applied to Group C.

- D. Any six credit hours in political science, outside of categories A, B and C.

- E. Related Areas: Nine credit hours of appropriate courses from the following areas by advisement: American history, literature, philosophy and sociology. These nine hours may not include courses taken for GE credit.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Political Science with a concentration in Public Administration and Public Policy [POL/PADM]

This concentration focuses on public agencies (their character, organization, role) and public policies (their development, implementation and evaluation). An ideal start for anyone interested in graduate school or civil service work.

CAREER POTENTIAL

- City manager
- Administrator for nonprofit organization
- Government official
- Pollster

A. Required Courses: 18 credit hours

- POL 100: Introduction to American Government and Politics
- POL 112: Introduction to Political Research
- POL 240: Introduction to Public Administration and Public Policy
- POL 270: Introduction to Political Theory
- POL 312: Methods of Political Analysis
- POL 341: Current Issues in Public Policy

- B. Internships: 3 credit hours from
 POL 480: Washington Semester
 POL 482: New York State Legislative Internship
 POL 483: Public Administration and Policy Internship
 POL 485: Field Study in Political Science
- C. Elective Courses: 15 credit hours from
 POL 242: Environmental Policy
 POL 304: Constitutional Law
 POL 308: Environmental Law
 POL 315: Evaluation Research
 POL 320: The Legislative Process
 POL 326: State and Local Government
 POL 29: Special Topics in Political Science (by advisement)
 POL 372: American Political Thought
 POL 405: Discrimination Law
 POL 420: The American Presidency
 POL 441: Comparative Public Policy
 POL 480: Washington Semester *
 POL 482: New York State Legislative Internship *
 POL 483: Public Administration and Policy Internship *
 POL 485: Field Study in Political Science

* For additional three hours beyond requirement, by advisement only with consent of the department.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual major in Adolescence Education: Social Studies and Political Science (7-12) [SST and POL]

This program allows students who major in political science to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in political science with 47-68 credit hours in additional course work and professional teacher preparation.

- A. Requirements for the political science major: 36 credit hours
 See page 244.
- B. Professional Preparation: 44-68 credit hours
 (Including additional social science courses)
 HLH 199: Critical School Health Issues
 PSY 101: General Psychology I
 PSY 232: Adolescent Psychology *or*
 PSY 332: Educational Psychology
 ECO 105: Political Economy and Social Thought
 GRY 425: Geography in the Classroom *or*
 GRY 482: Central America and the Caribbean *or*
 GRY 484: Geography of Europe *or*
 GRY 486: Monsoon Asia
 GRY 480: United States *or*
 GRY 481: Geography of New York State
 POL 100: Introduction to American Government and Politics
 HIS 100: The World to 1500 *and*
 HIS 101: The World since 1500 *or*
 HIS 110: Western Civilization to 1715 *and*
 HIS 111: Western Civilization since 1715
 HIS 200: The United States to 1877 *and*
 HIS 201: The United States from 1877 *and*
 Three additional hours of history at the 300 level or above
 AED 310: Grammar and the Writing Process *or*
 LIT 449: Literacy in the Middle and Secondary School *or*
 LIT 549: Literacy in the Middle and Secondary School
 SHH 300: Normal Language Development *or*
 PSY 350: Psychology of Language

- C. Professional Sequence: Junior year, four credit hours
 AED 391: Introduction to Adolescence Education
 Fall semester only. A 25-hour field requirement is attached to this course.
 AED 300: Introduction to Secondary Social Studies
 Spring semester only. A 35-hour field requirement is attached to this course. Requires acceptance into the adolescence education: social studies (SST) major.
- D. Professional Sequence: Senior year, 21 credit hours*
 AED 301: Pre-practice Teaching Seminar
 Fall semester only. A 40-hour field requirement is attached to this course and must be completed in the preceding spring semester.
 Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.
 AED 400: Student Teaching I
 AED 401: Student Teaching II
 AED 402; Student Teaching Seminar

* To be eligible for student teaching, a student must have declared adolescence education: social studies (7-12) as a major by the beginning of the second semester of the junior year and must have senior status, at or near 90 credit hours, with 24 credit hours in the academic social science major, which must be officially declared. A student must also have an overall grade point average of 2.5, a grade point average of 2.7 in the academic social science major, and a C or better in AED 300. No student who receives a grade below a C- in any introductory course in the academic social science major will be allowed to enter student teaching until the course has been retaken and a higher grade earned. Student teaching is a capstone experience. Students who cannot graduate by the December following student teaching may not register for the AED 400, 401, 402 sequence.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in Political Science [POL]

An opportunity to develop some fundamental knowledge in the areas of American government, comparative /international politics and political theory.

CAREER POTENTIAL

The minor is ideal for students interested in learning more about the nations of the world and excellent for those teaching in public schools, seeking careers abroad, or to simply better understand the world outside of America's borders.

- Campaign manager
- Journalist/reporter
- Elected representative
- Legislative aide (state or federal)

- A. Required Courses: 18 credit hours
 POL 100: Introduction to American Government and Politics
 POL 101: Introduction to World Politics

Twelve additional hours of POL courses to be decided upon with the advice of the student's advisor and with the consent of the department.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in Political Science with an emphasis in Comparative Politics and International Relations [POL/CPIR]

An ideal minor for students interested in learning more about the nations of the world. Excellent for those teaching in public schools, seeking careers abroad, or to simply better understand the world outside of America's borders.

CAREER POTENTIAL

- Teacher
- Foreign service officer
- International business representative
- Journalist
- National security

A. Required Courses: Six credit hours

- POL 101: World Politics
- POL 250: International Relations

B. Courses in Comparative and International Politics:

- 12 credit hours
- POL 162: Soccer: Politics, Law and Culture
 - POL 260: Comparative Politics: Europe
 - POL 262: Comparative Politics: Asia
 - POL 264: Comparative Politics: Latin America
 - POL 290: Introduction to African Politics and Society
 - POL 350: American Foreign Policy
 - POL 362: Politics of Developing Nation States
 - POL 365: Irish Politics
 - POL 376: Asian Political Thought
 - POL 441: Comparative Public Policy
 - POL 450: International Law
 - POL 454: International Politics in Asia
 - POL 455: International Politics in Latin America
 - POL 456: International Politics in the Middle East
 - POL 461: Europe Today: People and Politics
 - POL 462: Political Culture and Behavior in Asian Societies
 - POL 463: Political Culture and Behavior in Latin American Societies
 - POL 465: Contemporary British Politics and Government

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in Political Science with an emphasis in Public Administration and Public Policy [POL/PADM]

This minor offers an opportunity to develop fundamental skills in the analysis of public agencies and public policies and is a key start for students interested in graduate school.

CAREER POTENTIAL

- Press secretary
- Lobbyist
- Government official
- Policy researcher

A. Required Courses: 15 credit hours

- POL 100: Introduction to American Government and Politics
- POL 112: Introduction to Political Research
- POL 240: Introduction to Public Administration and Policy
- POL 312: Methods of Political Analysis
- POL 341: Current Issues in Public Policy

B. Elective Courses: Six credit hours from

- POL 242: Environmental Policy
- POL 270: Introduction to Political Theory
- POL 304: Constitutional Law
- POL 308: Environmental Law
- POL 315: Evaluation Research

- POL 320: The Legislative Process
- POL 326: State and Local Government
- POL -29: Special Topics in Political Science (by advisement)
- POL 372: American Political Thought
- POL 405: Discrimination Law
- POL 420: The American Presidency
- POL 480: Washington Semester*
- POL 482: New York State Legislative Internship *
- POL 483: Public Administration and Policy Internship *
- POL 485: Field Study in Political Science *

* For additional three hours beyond requirement, by advisement only

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 21

Example of the B.A. in Political Science over four years

This chart is simply a model and does not reflect the expectations for all political science programs.

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 POL 100 (GE 1) POL 101 (GE 3) COR 101 Foreign language 101 Quantitative Skills (e.g. POL 112)</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 Foreign language 102 POL elective/concentration GE elective GE elective</p> <p>Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>Foreign language 201 POL elective/concentration GE elective GE elective GE elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>Foreign language 202 GE elective GE elective POL elective/concentration POL elective/concentration Free elective/minor</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>POL 270 POL elective/concentration Free elective/minor Free elective/minor Free elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>POL elective/concentration (WI) POL elective/concentration Free elective/minor Free elective/minor Free elective</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>POL elective/concentration POL elective/concentration Free elective/minor Free elective Free elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>POL elective/concentration (WI) POL elective/concentration Free elective Free elective Free elective</p> <p>Total credit hours: 15</p>

See major and concentration listings above for specific requirements.

Political Science

COURSE DESCRIPTIONS

POL 100: Introduction to American Government and Politics

(A) Basic structures and functions of the American political system, including the Constitution, Presidency, Congress, courts, bureaucracy, political parties, public opinion, elections, interest groups, media and public policy. Also examines who has power. (3 cr. hr.) ■

POL 101: Introduction to World Politics

(A) Study of political systems of world by comparing and contrasting them with the U.S. and other countries. Focus includes ideologies, developed and developing nations, and contemporary problems affecting interactions of these systems. (3 cr. hr.) ■

POL 102: Foundations of Democracy

(O) Theory and practice of democratic government from ancient Greece to the present. Topics include democratic institutions, rights and liberties, and the scope and limits of democratic governance in modern nation-states. (3 cr. hr.)

POL 110: Politics and Multiculturalism

(S) Introduce students to how and why general democratic theory, key political institutions, patterns of political interaction, and sociopolitical attitudes in the American polity and throughout the world generate or attempt to eliminate injustice, prejudice and discrimination. Problems of racism, sexism, classism, ageism, ableism, religio-ethnic conflicts and prospects for a “just” society will be examined through the lens of post-modernist political theory. Also listed as AAS 120. (3 cr. hr.) ■

POL 111: Politics and Film

(O) Introduces students to the connection between art and politics. Course examines overtly political films and will reveal how films which appear nonpolitical often have significant political messages. Course will use documentaries, feature films, propaganda films and explore cinematic approaches and political themes. (3 cr. hr.)

POL 112: Introduction to Political Research

(F) Introduction to basic methods of political research including literature reviews, generating and testing political hypotheses, and report writing. Material on time management, research skills and computer applications included. (3 cr. hr.)

POL 120: Student Government Practicum

(A) Participation credit. Participation in work of student government. Focus on process, issues and policy, and role of student government in a university community. May be taken up to four credit hours. Permission of instructor is required. (1 cr. hr.)

POL 121: Participation in Politics and Government

(O) Selected participation in activities related to governance and politics. Activities may be undertaken on or off campus. Permission of supervising faculty member and advisor are required. Open to all students, but majors should note restriction on number of credit hours that may be offered for the major. May be repeated. (1-3 cr. hr.)

POL 129, 229, 329, 429, 529: Special Topics in Political Science

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

POL 160: Model European Union

(O) Participation in simulation of Model European Union Study. Focus on process, issues, development of the European Union. May be taken two times only (four credit hours) toward the major and another two credit hours for elective credit. May also be taken for elective credit up to three times by majors and non-majors (six credit hours). Permission of instructor is required. (1-2 cr. hr.)

POL 162: Soccer: Politics, Law and Culture

(C) This course examines the sociopolitical and cultural developments of soccer. The connection between the world's most popular sport — soccer — and international politics will be emphasized. Through critical political theory, the role and impact of the nation state, the United States Soccer Federation (USSF), Federation Internationale de Football Association (FIFA), transnational corporations, race, gender and class will be discussed and analyzed from cross-cultural perspectives. Two field trips required for the course. Also listed as EXS 162. (3 cr. hr.)

POL 202: Introduction to Law and the Judicial Process

(B) Analysis, evaluation of main institutions, procedures affecting administration of justice under law. Course recommended for students who plan to enroll in upper division law classes (e.g. Constitutional Law, Civil Liberties.) (3 cr. hr.) ■

POL 240: Introduction to Public Administration and Public Policy

(B) Examines the formulation, administration and evaluation of public policy and programs. Includes survey of policy-making models and the politics of bureaucracy, principles of public finance and budgeting, personnel management, and organization theory. (3 cr. hr.) ■

POL 242: Environmental Policy

(O) An introduction to environmental policy in the United States. The course explores the relations between politics and the environment. Topics to be addressed include the origin and influence of grassroots public interest groups, the role of government in setting environmental agendas, and the effect of various actors on public policy. The course will include case studies of important issues such as global warming, overpopulation, ozone depletion, deforestation and water pollution. Prerequisite: POL 100 recommended. (3 cr. hr.) ■

POL 250: International Relations

(C) Basic factors underlying international relations, policy formulation, administration. Conduct of diplomacy, problems in world politics. (3 cr. hr.) ■

POL 260: Comparative Politics: Europe

(C) Introduction to constitutional structure, central political institutions, dynamics of political process of selected European nations with emphasis on contemporary period. (3 cr. hr.) ■

POL 262: Comparative Politics: Asia

(C) Comparative analysis of issues, problems of politics and institutions in Asian societies. Attention directed to political dynamics, processes in selected political systems with emphasis on contemporary period. (3 cr. hr.) ■

POL 264: Comparative Politics: Latin America

(C) Comparative analysis of issues, problems of politics and institutions in Latin America. Attention directed to political dynamics, processes in selected political systems with emphasis on contemporary period. (3 cr. hr.) ■

POL 270: Introduction to Political Theory

(F) Concepts of leading theorists from Plato to Nietzsche: development of political thought out of quarrel between the ancients and the moderns on nature of man and role of government. (3 cr. hr.) ■

POL 290: Introduction to African Politics And Society

(O) Insight and background to traditional, contemporary African society; orientation into aspects of African colonial administration, post independence politics. Also listed as AAS 290. (3 cr. hr.) ■

POL 292: Race and Politics in America

(O) Analysis toward understanding factors, impact of race on American politics. Focus on American racial minorities, their role as pressure group, functional approach to problem of racism in this country. Also listed as AAS 292. (3 cr. hr.) ■

POL 302: Law and Politics

(C) Survey of law in the U.S., looking to different types of law, their sources and their influence on social practices. Examines a critique of law in practice, topics such as power of wealth under law, feminist views of law, legal education, legal reasoning and community participation in legal process. (3 cr. hr.) ■

POL 303: The Criminal Justice System

(C) Introduction to structure, operation and politics of criminal justice system (CJS). Basic operational details of CJS, including roles played by police, prosecutors, defense attorney, judges and community. Political dimension to definition of crime, race and sex bias in CJS, and contemporary problems in application of capital punishment. Look into white collar crime to see relationship between economics and criminal law. Also listed as CRM 303. (3 cr. hr.) ■

POL 304: Constitutional Law

(B) Principles, functions of judiciary as forum where great public issues are explored, debated, tentatively resolved. Supreme Court decisions reflecting social, political, economic conflicts in society explored in context of current controversies. (3 cr. hr.) ■

POL 308: Environmental Law

(C) Contemporary environmental law, beginning with common law doctrine on property rights, continuing on to the policies adopted by Congress and the federal judiciary since the 1960s. Further topics include the political and social contexts of environmental reform and the limits of legal innovations designed to protect the environment. (3 cr. hr.)

POL 312: Methods of Political Analysis

(S) Intermediate and advanced quantitative research methods, including exploratory data analysis, parametric tests, correlation, regression, and statistical modeling. Not open to students with credit for PSY 201, COM 201, MAT 201, ECO 221. Prerequisite: POL 112 or permission of instructor. (3 cr. hr.) ■

POL 315: Evaluation Research

(O) Research design and measurement for evaluation research. Covers statistical and computer applications as needed for class research project. (3 cr. hr.)

POL 320: The Legislative Process

(C) Structure, behavior, lawmaking process and representativeness of legislative bodies, focusing primarily on the U.S. Congress, examined. Impact of lobbying, money and other outside pressures on legislative process and policy making also examined. (3 cr. hr.) ■

POL 326: State and Local Government

(O) Structure function of state, county, municipal, special government units. (3 cr. hr.) ■

POL 330: Political Parties and Social Movements

(O) Relation between citizen and government via political parties and interest/pressure groups examined. Focus will be on electoral and group behavior, such as elections, parties, interest groups, Political Action Committees, single issue movements, etc. — to assess the realities of “popular control.” (3 cr. hr.) ■

POL 332: Elections In America

(O) Focus on electoral process, campaigns, voting behavior, election outcomes, electoral system. (3 cr. hr.) ■

POL 338: Media and Politics

(B) Focus on political interactions of electronic and print media with political system in America and elsewhere. How “Fourth Estate” shapes political images and how government manipulates the media examined. Analysis of contemporary news coverage included. Also listed as COM 338. (3 cr. hr.) ■

POL 341: Current Issues in Public Policy

(C) Analysis of current public policy issues in United States. Theories which purport to define or prescribe what public policy should be; political-administrative process by which policies are made; substantive content of policies; policy problems confronting the country. Prerequisites: POL 100, 240. (3 cr. hr.) ■

POL 342: Environmental Policy and Biodiversity

(M) Examines policies needed to protect biodiversity in the modern world, including: legal protections such as the endangered species act, ex situ conservation methods such as zoos, botanical gardens and seed banks, and parks and preserves designed to protect natural ecosystems. Combines directed independent study with field studies conducted in residence at Huntington Memorial Camp. (3 cr. hr.)

POL 345: Adirondack Park Policies and Issues

(O) Analysis of environmental and land-use policies in the largest park in the contiguous United States. Often taught at Cortland's Outdoor Education Center at Raquette Lake in the Adirondack Park. When taught at the Outdoor Education Center, students are assessed a fee for room and board. Prerequisite: Consent of department. Also listed as REC 345. (3 cr. hr.) ■

POL 347: The Politics of Education Policy

(C) An introduction to U.S. Education Policy; analyzes interaction between policy makers and education activists; examines the influence that political goals have exercised over American education development, and explores the ideology, data and goals that guide current public discourse on education policy. Prerequisite: POL 100 or POL 240. (3 cr. hr.)

POL 348: Gun Control: Crime, Law, Policy

(O) Criminological, legal, historical, policy, and political consequences of the gun issue in America. Historical and contemporary gun habits, the crime and self-defense debates, the role of the Second Amendment's “right to bear arms,” the gun culture, public attitudes, interest groups, federal gun laws, contemporary political controversies and the effectiveness of gun control measures. Also listed as CRM 348. (3 cr. hr.) ■

POL 350: American Foreign Policy

(O) Foreign policies of selected nations: analysis of national interest, international objectives of each; their successes, failures, impact on other members of international community. (3 cr. hr.) ■

POL 362: Politics of Developing Nation States

(C) Politics of development and nation building; political structures and forces examined with special attention to developing political systems of Third World including Asia, Africa, Latin America, Middle East. (3 cr. hr.) ■

POL 365: Irish Politics

(O) Development of 20th century's first successful revolution through guerrilla warfare and political action. Development of a modern political system from Civil War through continuing conflict in Northern Ireland traced. (3 cr. hr.) ■

POL 372: American Political Thought

(C) American political, social thought from European antecedents to present. Emphasis on political statesmanship: Jefferson, Lincoln, Franklin Roosevelt. (3 cr. hr.) ■

POL 376: Asian Political Thought

(O) Asian political, social thought from ancient to present. Analysis of selected philosophies, ideas on nature, man, society and state. (3 cr. hr.) ■

POL 404: Civil Liberties

(B) Selected problems in struggle for protection of persons, opinions, property from arbitrary governmental, private interference. Prerequisite: POL 100. (3 cr. hr.) ■

POL 405: Discrimination Law

(O) Current status of national and state law on discrimination, with particular emphasis on racial and gender inequalities. Topics include affirmative action, comparable worth and equal protection. Great Britain's public policies on discrimination are considered for purposes of comparison and contrast. (3 cr. hr.) ■

POL 420: The American Presidency

(C) Course focuses on dilemmas of the modern presidency: its power vs. its responsibility, the person vs. the institution, the simultaneous drives toward activism and restraint. Also the president's interaction with the rest of the government, the media, the people. Current presidential politics and policy making included. (3 cr. hr.) ■

POL 440: Law and Politics in the Administrative Process

(C) Powers, procedures, roles, techniques utilized by public officials and bureaucracies. Includes delegation of powers, nature of administrative adjudication and rule-making, judicial control over administrative determination, all enforcement processes of independent regulatory agencies, analysis of general problem of adjusting administrative process to traditional constitutional principles. Prerequisites: POL 100, 240. (3 cr. hr.) ■

POL 441: Comparative Public Policy

(O) Course will compare and contrast the way public policy issues are handled in United States and other countries, such as United Kingdom, Sweden, Cuba. Problems such countries confront frequently are similar but approaches taken to dealing with them are often distinctive. Among areas considered are economic policy, human rights policy and social welfare policy. Prerequisite: POL 240. (3 cr. hr.) ■

POL 450: International Law

(C) Principles governing relations of states: jurisdiction over land, water, airspace, outer space, persons; adjudicatory agencies; treaties, executive agreements; pacific settlements; laws of war, neutrality. Prerequisite: POL 101. (3 cr. hr.) ■

POL 454: International Politics in Asia

(O) Analysis of politics among Asian countries including war, revolutionary movements, patterns of diplomacy and relationships with non-Asian world. Prerequisite: POL 101. (3 cr. hr.) ■

POL 455: International Politics in Latin America

(C) Analysis of Latin America's international role and behavior. The inter-American system and impact of revolutionary movements. Prerequisite: POL 101. (3 cr. hr.) ■

POL 456: International Politics in the Middle East

(C) Analysis of Middle East as point of conflict between Arab and Israeli, east and west powers, oil producers and oil consumers. Prerequisite: POL 101. (3 cr. hr.) ■

POL 461: Europe Today: People and Politics

(O) Selected topics may include social and political change, parties and voting, decision-making, processes, political cleavages and institutions. May be repeated with change of topic. Prerequisite: POL 101. (3 cr. hr.) ■

POL 462: Political Culture and Behavior in Asian Societies

(O) Factors which condition patterns of orientation toward political action in Asian societies. Special attention may be given to individual Asian systems. Prerequisite: POL 101. (3 cr. hr.) ■

POL 463: Political Culture and Behavior in Latin American Societies

(C) Variables in Latin American political culture which comprise and affect political behavior and development. Prerequisite: POL 101. (3 cr. hr.) ■

POL 465: Contemporary British Politics and Government

(O) Contemporary British politics and government from 1945 to present, including Parliament, Cabinet, Constitution, party system, interest articulation, as well as the welfare state, ideological shifts, industrial relations, class and society, etc. (3 cr. hr.) ■

POL 470: Justice and Society: Theory and Practice

(C) Tensions between theory and practice; analysis of nature of justice and its implementation in society. Prerequisite: POL 270. (3 cr. hr.) ■

POL 471: Legal Theory

(C) Theoretical origins of legal justice and relation between law and politics with particular emphasis on natural law theory and positivist theory. Prerequisite: POL 270. (3 cr. hr.) ■

POL 480: Washington Semester

(A) Program for selected students conducted in Washington, D.C. involving on-the-job work experience, independent study, seminars. Prerequisite: Consent of department. (16 cr. hr.) ■

POL 482: New York State Legislative Internship

(S) Spring semester program for selected students to live and work in Albany as interns with State Legislature (Assembly and Senate). Students receive stipend of approximately \$3,000. Prerequisite: Consent of department. (15 cr. hr.) ■

POL 483: Public Administration And Policy Internship

(A) Students intern in a variety of state and local government departments and agencies. Practical field experience combined with instructor-led seminars and workshops. May be repeated once with the consent of the department. Prerequisite: junior or senior standing; previous political science course work; consent of department. Letter grading. (3 cr. hr.) ■

POL 484: Prelaw Internship

(A) Students intern in a law-related department or agency, including the Office of the District Attorney, Public Defender, County Attorney, Police or Sheriff's Department. Fieldwork experience combined with instructor-led seminars. Prerequisite: junior or senior standing; consent of the department. Letter grading. (3 cr. hr.)

POL 485: Field Study in Political Science

(A) Field study program covering off-campus experience. Prerequisite: Consent of department. H, S, U grades assigned. (1-16 cr. hr.)

POL 491: Readings in Political Science

(A) Individual readings in selected topics. May be repeated for credit with change in topic. Prerequisites: Nine hours of social science, consent of department. (3 cr. hr.)

POL 492: Seminar in Political Science

(C) Studies in depth on selected topics. May be repeated with change of subtitle. Prerequisite: Consent of department. (3 cr. hr.)

POL 500: Seminar in American Government and Politics

(O) Selected legislative, administrative, judicial aspects of public policy. May be repeated for credit when topic changes. Prerequisite: Nine hours of social science. (3 cr. hr.)

POL 523: The United States Constitution and Its Interpretation

(O) Structure, historical development of United States Constitution; currently discussed constitutional interpretations, controversies arising from such discussion. Prerequisite: Nine hours of social science. (3 cr. hr.)

POL 524: Courts, Judges and Politics

(O) Judicial interpretation as policy formulation in context of political process. Prerequisite: Nine hours of social science. (3 cr. hr.)

POL 526: Seminar in State and Local Government

(O) Selected topics, problems in state and local government. May be repeated with change of subtitle. Prerequisites: Nine hours of social science, consent of department. (3 cr. hr.)

POL 530: American Political Parties and Pressure Groups

(O) Organization, tactics, dynamics and roles. Prerequisite: Nine hours of social science. (3 cr. hr.)

POL 550: Seminar in International Relations

(O) Selected problems in international relations. May be repeated for credit when topic changes. Prerequisite: Nine hours of social science. (3 cr. hr.)

POL 560: Seminar in Comparative Politics

(O) Selected problems of comparative politics. May be repeated for credit when topic changes. Prerequisite: Nine hours of social science. (3 cr. hr.)

POL 570: Seminar in Political Theory

(O) Selected topics in political science. May be repeated for credit when topic changes. Prerequisite: Nine hours of social science. (3 cr. hr.)

POL 592: Seminar in Politics

(O) Selected problems in politics. May be repeated for credit with change of subtitle. Prerequisite: Nine hours of social science. (3 cr. hr.)

POL 593: Readings in Political Science

(O) Individual readings in selected topics. May be repeated for credit with change in topic. Prerequisites: Nine hours of social science, consent of department. (3 cr. hr.)

Related Education Courses**AED 300: Introduction to Secondary Social Studies**

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Open only to junior SST majors meeting all departmental requirements. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar

(F) Integrated study of: a) introduction to methods of teaching secondary social studies; b) introduction to contemporary issues in the teaching of secondary social studies; c) preparation for specific practice teaching assignment; d) 40-hours of field experience. Open only to senior SST majors meeting all departmental requirements. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SST majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

AED 402: Student Teaching Seminar

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

Pre-Engineering

COOPERATIVE DEGREE PROGRAM FOR CHEMISTRY AND PHYSICS MAJORS

Bowers Hall, Room 133
(607) 753-2919

FACULTY

Yolanda Kime (Coordinator)

PROGRAMS OFFERED

Bachelor of Science in Chemistry and Engineering

Bachelor of Science in Physics and Engineering

MAJORS OFFERED

Chemistry/Engineering (3+2) [CEN]

Physics/Engineering (3+2) [PEN]

DESCRIPTION

SUNY Cortland participates in 3+2 engineering programs in which students spend three years on the Cortland campus majoring in chemistry or physics and then spend two years on a cooperating campus majoring in engineering. Those who complete this program receive two degrees, a Bachelor of Science in Chemistry or Physics, and a bachelor of science in a field of engineering. Schools that our students have attended include:

State University College of Ceramics at Alfred University

Ceramic Engineering

State University of New York at Binghamton

Electrical Engineering

Mechanical Engineering

State University of New York at Buffalo

Aerospace Engineering

Chemical Engineering

Civil Engineering

Electrical and Computer Engineering

Mechanical Engineering

Industrial Engineering

Case Institute of Technology, Case Western Reserve University

Engineering (Biomedical, Chemical, Civil, Computer, Electrical, Fluid and Thermal Sciences, Industrial, Mechanical and Aerospace, Metallurgy and Materials Science, Polymer Science, Systems and Control, and undesignated)

Clarkson University

Chemical Engineering (Biomedical Engineering Science, Energy Engineering, Environmental Engineering, Nuclear Engineering)

Civil and Environmental Engineering (Environmental, Surveying and Construction, Geotechnical, Structural, Transportation, Water Resources, Engineering Science)

Electrical and Computer Engineering (Communication Systems, Control Systems, Power Systems, Electronic Devices and Circuits, Engineering Science, Biomedical and Environmental Systems)

Mechanical-Industrial Engineering (Aviation, Biomechanical Engineering, Medicine and Dentistry, Engineering Science, Industrial Engineering, Environmental Engineering, Power, Urban Transportation, Manufacturing Technology)

State University of New York at Stony Brook

Electrical Engineering

Engineering Science

Mechanical Engineering

A decision to enter the 3+2 program should be made upon admission to SUNY Cortland as a freshman. Transfer students generally cannot complete the Cortland phase of the program in three years.

Pre-Environmental Science and Forestry

2+2 PROGRAM WITH SUNY COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY

Bowers Hall, Room 352
(607) 753-2725
E-mail: baronitj@cortland.edu

SCHOOL

Arts and Sciences

FACULTY

Timothy J. Baroni (pre-ESF Advisor)

DESCRIPTION

This program is designed for students who ultimately desire a bachelor of science in one of several different areas of environmental sciences and/or forestry, wood products engineering, paper science engineering or landscape architecture from the SUNY College of Environmental Science and Forestry (ESF) in Syracuse. After the first two years of study at SUNY Cortland, transfers to ESF may apply to a variety of ESF degree programs.

SPECIAL FEATURES

B.S. programs at SUNY College of Environmental Science and Forestry are offered in:

- Environmental and Forest Biology
- Forest Resources Management and Forest Engineering
- Chemistry
- Environmental Studies
- Landscape Architecture
- Wood Products Engineering
- Paper Science and Engineering

REQUIREMENTS

Students planning to transfer to the SUNY College of Environmental Science and Forestry should consult Cortland's pre-ESF advisor for program requirements and assistance in selecting electives, which vary according to the curriculum to be followed for the major at ESF. Students who complete the first two years in Cortland's Pre-Environmental Science and Forestry Program generally gain admission to SUNY ESF with full junior class status.

Psychology

DEPARTMENT

Old Main, Room 132
(607) 753-4219
E-mail: andersmd@cortland.edu
www.cortland.edu/psych/

SCHOOL

Arts and Sciences

FACULTY

Melvyn B. King (Chair), Margaret Anderson, David F. Berger, Michael D. Berzonsky, Raymond D. Collings, Leslie G. Eaton, David Kilpatrick, Kimberly S. Kraebel, Linda O. Lavine, John P. Lombardo, Paul D. Luyben, Michie Odle, Judith Ouellette, James Starzec, Jeffery Swartwood, Michael P. Toglia

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Psychology
Bachelor of Science in Psychology

MAJORS OFFERED

Psychology

MINORS OFFERED

Psychology
Psychology of the Exceptional Child

DESCRIPTION

The Psychology Department focuses on preprofessional preparation for a combination of research and applied work. In addition to providing a strong liberal arts focus for majors not going beyond the bachelor's degree, the program is designed to provide a solid foundation for graduate school training in psychology. Successful students graduate ready for entry-level positions helping others or to pursue master's and doctorate degrees.

Psychology majors have opportunities to work with faculty on research projects and/or develop their skills in the field, working with psychologists and agencies dedicated to helping others. The aim is to help majors attain skills that prepare them for college-level teaching, research and therapeutic intervention.

SPECIAL FEATURES

- Internships
- Exceptional Child Club
- National Honor Society: Psi Chi
- Research with faculty/conferences and publications
- Field Study
- Psychology Club
- Study abroad

PSYCHOLOGY HONORS PROGRAM

Students who have a 3.0 cumulative average and a 3.2 average in psychology courses are eligible to apply for admission to the Psychology Honors Program for those desiring to study in a particular field of psychology or who elect to pursue courses in psychology beyond those normally required for the major. With prior approval, such students may include as part of their programs 500-level graduate courses, special seminars, fieldwork, research and other independent studies.

Admission to the program normally occurs at the beginning of the junior year but may be granted at the beginning of the senior year.

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements:
 - B.A. – 90 credit hours
 - B.S. – 75 credit hours

Major in Psychology (B.A.) * [PSY]

The major provides a broad base of understanding of psychology as a science — the methodology of the discipline, the principles and concepts in major areas, and selected areas of application. Major areas include research methods, as well as a broad range of areas represented in the four-group distribution.

* *The B.A. requires 0-12 credit hours of foreign language.*

CAREER POTENTIAL

- Academics
- Industrial psychologist
- Research
- Counselor/therapist
- School psychologist
- Human services

A. Required Courses: 15 credit hours

- PSY 101: General Psychology I
- PSY 201: Statistical Methods
- PSY 202: Experimental Psychology
- PSY 401: Research Methods in Psychology
- PSY 482: Senior Seminar in Psychology

B. Other: 18 credit hours

One course from two of the following groups and two courses from the other two groups.

Group I: Experimental Psychology

- PSY 311: Motivation *
- PSY 312: Learning and Memory *
- PSY 313: Cognitive Psychology *
- PSY 410: Psychology of Human Emotion*
- PSY 411: Behavioral Neuroscience*
- PSY 412: Sensory and Perceptual Processes *

Group II: Developmental Psychology

- PSY 231: Child Psychology
- PSY 232: Adolescent Psychology
- PSY 331: Psychology of Exceptional Children
- PSY 333: Developmental Psychology
- PSY 334: Psychology of Adulthood and Aging

Group III: Personality Psychology

- PSY 322: Theories of Personality
- PSY 421: Abnormal Psychology
- PSY 422: Social Psychology

Group IV: Applied Psychology

- PSY 341: Psychological Tests and Measurements
- PSY 342: Psychology in Organizations
- PSY 360: Applied Behavior Analysis
- PSY 420/520: Psychopharmacology
- PSY 441: Human Factors and Ergonomics
- PSY 486: Counseling Psychology
- PSY 535: Health Psychology

* *Lab course*

C. Courses in Related Areas for the Bachelor of Arts:

Six credit hours in biology from:

- BIO 110: Principles of Biology I
- BIO 111: Principles of Biology II
- BIO 201: Biological Sciences I
- BIO 202: Biological Sciences II
- BIO 210: Cellular Biology
- BIO 301: Human Anatomy and Physiology I
- BIO 302: Human Anatomy and Physiology II
- BIO 303: Microbiology and Human Disease
- BIO 304: Microbiology
- BIO 306: Human Genetics
- BIO 312: Genetics
- BIO 401: Invertebrate Zoology
- BIO 402: Biology of Vertebrates
- BIO 408: Biology of Insects
- BIO 409: Animal Behavior
- BIO 411: Ornithology
- BIO 412: General Ecology
- BIO 422: Biological Evolution
- BIO 514: Mammalian Physiology
- BIO 524: Physiological Ecology
- BIO 525: Developmental Biology
- SCI 325: Biotechnology and Human Aging

Three credit hours in sociology and three credit hours in anthropology from:

- ANT 102: Introduction to Cultural Anthropology
 - ANT 300: Human Evolution and Survival
 - SOC 150: Introduction to Sociology
- or any other undergraduate sociology/anthropology courses that have these as prerequisites.

Three credit hours in philosophy from:

- PHI 100: Introduction to Philosophy
 - PHI 375: Science, Truth and Bias
- Other philosophy courses may be substituted with the approval of the Psychology Department.

Three credit hours in mathematics from:

- MAT 111: Algebra for College Students
 - MAT 115: Elementary Functions
 - MAT 121: Calculus A
 - MAT 122: Calculus B
 - MAT 224: Discrete Mathematics
- Or any other undergraduate mathematics course that has any of these as a prerequisite

Three credit hours in computer applications:

- CAP 100: Introduction to Computer Applications

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Psychology (B.S.) * [PSY]

B.S. candidates must take an additional lab course in psychology as well as six additional units of biology, chemistry, physics or mathematics.

Acceptable related courses for the B.S. requirement include:

Biology: Choose from list of biology courses on page 247.

Chemistry: 121, 122, 221, or any other undergraduate chemistry course that has any one of the above as a prerequisite

Mathematics: Choose from MAT 111, 115, 121, 122, 224 or MCS/PHY 186 or any undergraduate course that has any of the above as a prerequisite.

Physics: 100, 105, 106, 150, 201 or any undergraduate course that has any of the above as a prerequisite

* *The B.S. requires 0-3 credit hours of foreign language*

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in Psychology [PSY]

A. Required Courses

PSY 101: General Psychology I

PSY 201: Statistical Methods

PSY 202: Experimental Psychology or

PSY 203: General Psychology II: Experimental Methods

B. Three credit hours selected from each of the four groups listed under the requirements for the psychology major with a B.A.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 21

Minor in Psychology of the Exceptional Child [PSYX]

This program is open to all majors of the College.

A. Required Core Courses:

PSY 231: Child Psychology

PSY 331: Psychology of Exceptional Children

PSY 332: Educational Psychology

PSY 360: Applied Behavior Analysis I

B. Elective Courses:

PED 356: Physical Education for the Exceptional Child

PED 446: Inclusion of Individuals with Disabilities in Physical Education

PED 447: Adapted Physical Activity and Individual Differences

PSY 250: Psychological Perspectives on the History of Special Education

PSY 431: The Psychology of Mental Retardation

PSY 432: Psychology of Learning Disabilities

PSY 433: Behavior Disorders in Educational Settings

REC 330: Introduction to Therapeutic Recreation

SHH 270: Introduction to Communication Disorders

SHH 370: Articulation and Language Disorders

SHH 473: Neuropathologies of Language and Speech

PSY 400: Field Study in Psychology or other courses may be accepted for credit in the exceptional child minor with the consent of the department following the recommendation of the Exceptionality Committee.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 21

Example of the bachelor's degree in Psychology over four years

First Year	Second Year
<p><i>Fall</i></p> <p>PSY 101 CPN 100 or 102 COR 101 SOC 150 or ANT (GE) Foreign language* or GE CAP 100</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>PSY (Group II) CPN 101 or 103 MAT 111 or higher SOC 150 or ANT (GE) Foreign language* or elective</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>PSY (Group III) PSY 201 BIO 110 (GE) GE course Foreign language* or elective</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>PSY 202 BIO 111 GE course GE course Foreign language* or elective</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>PSY 401 PSY (Group IV) PHI elective Elective Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>PSY elective PSY Lab** Elective Elective Elective</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>PSY Lab** PSY elective B.S. science/math req.*** Elective Elective Elective</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>PSY 482 B.S. science/math req. Elective Elective Elective</p> <p>Total credit hours: 15</p>

* *Foreign language required at intermediate level for a B.A.*

** *The B.A. requires one PSY lab; the B.S. requires two PSY labs.*

*** *The B.S. requires two science and/or math courses in addition to biology requirement in related areas.*

Psychology

COURSE DESCRIPTIONS

PSY 101: General Psychology I

(A) Introduction to scientific study of behavior emphasizing motivation, emotion, perception, learning, thinking, personality, individual differences. (3 cr. hr.) ■

PSY 129, 229, 329, 429, 529: Special Topics In Psychology

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

PSY 201: Statistical Methods

(A) Basic concepts of probability, descriptive and inferential statistics including central tendency, variability, correlation; analysis of variance and parametric tests. Mathematics majors may take course only as free elective. Also listed as MAT 201, COM 230, ECO 221. (3 cr. hr.) ■

PSY 202: Experimental Psychology

(A) Lectures, coordinated laboratory in learning, sensation and perception, cognition, psychophysiology, motivation and other related areas. Coordinated laboratory work includes literature search, experimental design, data analysis, preparation of scientific reports. Prerequisites: PSY 101, 201. (3 cr. hr.) ■

PSY 203: General Psychology II: Experimental Methods

(A) Introductory laboratory course; experimental work in selected areas to illustrate basic research techniques. Coordinated laboratory work. Not open to psychology majors. Prerequisites: PSY 101, 201. (3 cr. hr.)

PSY 204: Research Methods I

(A) Introduction to concepts underlying scientific research. Course includes topics such as theory selection, hypothesis testing, reliability, validity, measurement and ethics in human and animal research. Prerequisites: PSY 101, 201. (3 cr. hr.)

PSY 210: Racial and Gender Role Stereotypes

(A) Focus on racial and gender role awareness and attitudes in individuals. Prejudice and discrimination against ethnic minorities and women are examined, from both historical and contemporary perspectives. Also, the causes and consequences of prejudice and discrimination are discussed. (3 cr. hr.) ■

PSY 231: Child Psychology

(A) Basic principles of child behavior, development. Prerequisite: PSY 101. (3 cr. hr.) ■

PSY 232: Adolescent Psychology

(A) Physical, intellectual, emotional, social aspects of adolescent development, adjustment. Prerequisite: PSY 101. (3 cr. hr.) ■

PSY 250: Psychological Perspectives on the History of Special Education

(O) Psychological, social, political origins of present views on care, treatment, education of people with handicapping conditions. Emphasis on people with mental retardation. Prerequisite: PSY 101. (3 cr. hr.) ■

PSY 304: Research Methods II

(A) Course consists of lectures with coordinated laboratory. Lectures include experimental and non-experimental methods in psychology. Laboratory is designed to address skills in evaluating, conducting and writing scientific reports. Prerequisites: PSY 101, 201 and 204. (3 cr. hr.)

PSY 311: Motivation

(B) Factors controlling initiation, direction, intensity of goal-directed behavior in man and animals. Selected theories, current research, coordinated laboratory work. Prerequisite: PSY 202 or 203. (3 cr. hr.) ■

PSY 312: Learning and Memory

(B) Conditions, principles of learning in man and animals. Learning theories, current research; coordinated laboratory work. Prerequisite: PSY 202 or 203. (3 cr. hr.) ■

PSY 313: Cognitive Psychology

(B) Models and theories used in the field of cognitive psychology, and research in many aspects of cognition including memory, knowledge acquisition and use, language, reasoning and problem solving, and metacognition. Prerequisite: PSY 202 or 203. (3 cr. hr.) ■

PSY 322: Theories of Personality

(B) Theories of organization, development of personality. Prerequisites: PSY 101, three additional hours in psychology. (3 cr. hr.) ■

PSY 330: Psychology of Gender Roles

(O) Survey and critical analysis of research and theory regarding behavioral and cognitive differences between the sexes. Emphasis will be placed on biological, social and cultural determinants of sex roles and their consequences. Prerequisite: PSY 101. (3 cr. hr.) ■

PSY 331: Psychology of Exceptional Children

(A) Etiology, diagnosis, facilitation and adjustment of physically handicapped, emotionally disturbed, gifted, mentally retarded children. Prerequisites: PSY 101. Recommended: PSY 231, 232, 332 or 333. (3 cr. hr.) ■

PSY 332: Educational Psychology

(A) Educational implications of psychological facts, principles, theories; human development; learning, evaluation, adjustment. Prerequisite: PSY 101. (3 cr. hr.) ■

PSY 333: Developmental Psychology

(B) Developmental processes from childhood through adulthood. Emphasis on life-span changes in cognitive, personality and social processes. Prerequisite: PSY 101. (3 cr. hr.) ■

PSY 334: Psychology of Adulthood and Aging

(B) Changes (in formal aging) in sensory and perceptual processes, in learning and cognition, in intelligence, in personality, in social relations and other selected issues in aging. Prerequisite: PSY 101 or SOC 220. (3 cr. hr.) ■

PSY 341: Psychological Tests and Measurements

(B) Theory of test construction including evaluation, standardization, interpretation; representative survey of psychological tests, measures. Prerequisites: PSY 101, 201. (3 cr. hr.) ■

PSY 342: Psychology in Organizations

(B) Psychological principles and methods applied to organizational problems. Prerequisites: PSY 101, three additional hours in psychology. (3 cr. hr.) ■

PSY 346: Sport Psychology

(O) Selected psychological, related theoretical factors influencing behavior of individuals participating in sport, physical education. Prerequisite: PSY 101. Also listed as EXS 346. (3 cr. hr.) ■

PSY 350: Psychology of Language

(O) Problems, issues, theories, research related to acquisition of language and language behavior. Not open to those having credit for SHH 300. Prerequisite: PSY 101. (3 cr. hr.) ■

PSY 360: Applied Behavior Analysis I

(B) Principles, techniques of operant conditioning and experimental analysis of behavior. Relationship to selected areas such as hyperactivity, inattentiveness, aggression, acting out and academic deficiencies. Prerequisite: Nine hours of psychology or six hours of psychology and consent of instructor. (3 cr. hr.) ■

PSY 361: Applied Behavior Analysis II

(O) Advanced study and application of the principles and procedures of behavior analysis. Use of behavioral strategies with individuals with exceptional needs concurrent with advanced course work in techniques such as task analysis, functional analysis and positive behavioral support. Prerequisites: PSY 360 and permission of instructor. (3 cr. hr.)

PSY 400: Field Study in Psychology

(A) Supervised field experience in areas or activities of applied psychology. May be repeated with consent of department. Prerequisites: Nine hours required, 15 hours recommended in psychology; consent of department. H, S, U grades assigned. (1-15 cr. hr.)

PSY 401: Research Methods in Psychology

(A) Research methodology in contemporary psychology. Designs, issues and analytic strategies relevant to experimental and nonexperimental research are emphasized. Prerequisites: PSY 101, 201 and 202. (3 cr. hr.) ■

PSY 405: History of Psychology

(O) Studies development of psychology as independent discipline and contemporary science. Begins with Greek views on nature of man, traces evolution of such views to contemporary theories of human behavior; includes interrelationship of psychology and society. Prerequisites: PSY 202 or 203 and six additional hours in psychology. (3 cr. hr.) ■

PSY 410: Psychology of Human Emotion

(B) An interdisciplinary survey of theory and research relevant to the psychological/physiological expression and experience of emotion in humans. The history of the study of emotion will be covered, as well as several theories concerning typical expressions of emotion representing a variety of psychological perspectives. Findings from psychological, sociological, anthropological and evolutionary theory concerning cross-cultural differences in the experience and expression of emotion will also be presented. Coordinated laboratory work. Prerequisite: PSY 202 or PSY 203. (3 cr. hr.)

PSY 411: Behavioral Neuroscience

(B) Nervous, endocrine systems regulating behavior; coordinated laboratory work. Prerequisites: PSY 202 or 203; or PSY 101 and 12 credit hours in biology. (3 cr. hr.)

PSY 412: Sensory and Perceptual Processes

(B) Experimental study of sensory mechanisms and perceptual phenomena; coordinated laboratory work. Prerequisite: PSY 202 or 203. (3 cr. hr.) ■

PSY 420: Psychopharmacology

(O) Biological bases of major psychiatric disorders and the medications used to treat these disorders. Neurochemical and neurological mechanisms involved in the disorders and the neurochemical mechanisms affected by psychopharmacological medications. Open only to juniors and seniors. Prerequisites: Nine hours in psychology preferably to include PSY 421. (3 cr. hr.)

PSY 421: Abnormal Psychology

(A) Characteristics, etiology, treatment of abnormal behavior patterns. Field study may be assigned. Prerequisites: PSY 101, three additional hours in psychology. (3 cr. hr.) ■

PSY 422: Social Psychology

(B) An introduction to the research and theories of social psychology — takes a scientific-based approach to the psychological processes underlying social behavior. Topics to be covered include percep-

tion of self and others, social cognition, interpersonal attraction and group processes. Not open to those having credit for EXS 287. Prerequisite: PSY 101. (3 cr. hr.) ■

PSY 431: The Psychology of Mental Retardation

(B) Broad overview of field of mental retardation with specific emphasis on major areas of research and controversy, including issues in definition, etiology, behavioral characteristics, intervention. Prerequisite: PSY 101; recommended: PSY 231, 232, 331, 332 or 333. (3 cr. hr.) ■

PSY 432: Psychology of Learning Disabilities

(B) An examination of the physical, social-emotional and cognitive characteristics of individuals with learning disabilities. Theory and application of intervention strategies are also studied. Prerequisite: PSY 101; recommended: PSY 231, 232, 331, 332 or 333. (3 cr. hr.) ■

PSY 433: Behavior Disorders in Educational Settings

(B) A study of the cognitive and social-emotional characteristics of children and youth with behavior disorders. Etiology as well as intervention techniques will be discussed. Prerequisite: PSY 101. Recommended: PSY 231, 232, 331, 332 or 333. (3 cr. hr.) ■

PSY 436: Assessment and Instruction of Learners with Special Needs

(O) Study of assessment procedures (formal and informal) typically used with exceptional children and youth as well as relationship of these procedures to educational interventions. Students will learn how to write Individualized Educational Programs, evaluations, and plan daily lessons utilizing commercial and teacher-made materials. Course is divided into four modules — overview, reading, math and conclusions, each of which has a fieldwork component. Also listed as EDU 436. (4 cr. hr.)

PSY 441: Human Factors and Ergonomics

(B) The application of empirical data about human behavior, capabilities and limitations to the design of systems, machines, tools, consumer products, and work and living environments for safe and effective human use. Prerequisite: PSY 202 or 203 and 342. (3 cr. hr.)

PSY 482: Senior Seminar in Psychology

(A) Individual study or projects on selected topics in contemporary psychology — integration, elaboration of previous course work. Open only to senior psychology majors, minors. (3 cr. hr.)

PSY 486: Counseling Psychology

(B) Survey of systems of counseling, psychotherapy; consideration of prevention theory and methods, clinical techniques, professional issues, research in therapeutic effectiveness. Prerequisite: Nine hours of psychology; PSY 421 recommended. (3 cr. hr.) ■

PSY 490: Readings in Psychology

(A) Independent reading on selected topic. Limited to topics for which no formal course is offered. Student is supervised by department member. Course may be taken only once. Prerequisites: Nine hours in psychology, consent of department. (3 cr. hr.)

PSY 491: Special Study in Psychology I

(A) Independent study or research on selected topic. May be taken for honors credit. Prerequisite: Consent of department. (3 cr. hr.)

PSY 492: Special Study in Psychology II

(A) May be taken for honors credit. Prerequisites: PSY 491, consent of department. (3 cr. hr.)

PSY 493: Senior Thesis in Psychology

(A) Investigation, written report of selected problem in major field of psychological research — supervised by a member of

department. Completed thesis to be presented at a colloquium. May be taken for honors credit. Prerequisites: PSY 491, consent of department. (3 cr. hr.)

PSY 500: Advanced Child Psychology

(O) Advanced study of principles of child behavior, development. Prerequisite: Prerequisite: PSY 231, 232, 332 or 333. (3 cr. hr.)

PSY 501: Advanced Educational Psychology

(B) Advanced study of psychological principles, theories related to education. Prerequisite: PSY 231, 232, 332 or 333. (3 cr. hr.)

PSY 505: History and Systems of Psychology

(O) Historical evaluation of theoretical concepts, issues in systematic psychology from 1700 to 1950. Prerequisites: Twelve hours in psychology, consent of department. (3 cr. hr.)

PSY 507: Statistical Designs for Experimentation

(O) Advanced statistical methods, experimental designs appropriate to univariate, multivariate problems. Prerequisite: PSY 201. (3 cr. hr.)

PSY 508: Interpretation of Advanced Statistical Techniques

(O) Interpretation of univariate and multivariate statistical techniques used in applied research; analysis of variance, multivariate analyses, nonparametric tests and test construction statistics included. Prerequisite: PSY 507. (3 cr. hr.)

PSY 509: Advanced Laboratory Methods

(O) Laboratory experience in conducting research; experimental design, apparatus construction, data analysis, reporting of results. Prerequisites: PSY 202 or 203. (3 cr. hr.)

PSY 510: Applied Research Methods

(O) Methods of empirical research for applied settings, including hypothesis formation, data collection, data interpretation and reporting of results. Prerequisite: PSY 202. (3 cr. hr.)

PSY 511: Advanced Motivation

(O) Advanced study of motivation as psychological construct in contemporary theories. Prerequisite: PSY 311. (3 cr. hr.)

PSY 512: Advanced Learning

(O) Advanced study of post-1950 theoretical, methodological approaches to learning emphasizing operant conditioning, mathematical models, hypothetico-deductive systems. Prerequisite: PSY 312. (3 cr. hr.)

PSY 513: Advanced Theories of Sensory and Perceptual Processes

(O) Advanced study of contemporary problems, issues, theories related to sensory, perceptual processes. Prerequisite: PSY 412. (3 cr. hr.)

PSY 514: Advanced Physiological Psychology

(O) Detailed analysis of anatomical, neurophysiological, biochemical correlates of selected behavior. Prerequisite: PSY 411. (3 cr. hr.)

PSY 516: Psychological Foundations of Education

(O) Theories, data, principles of psychology applied to classroom. Open only to graduate students not having child, adolescent, developmental or educational psychology. Prerequisite: Three hours of psychology. (3 cr. hr.)

PSY 520: Psychopharmacology

(O) The study of the biological bases of major psychiatric disorders and the medications used to treat these disorders. Special attention will be paid to neurochemical and neurological mechanisms involved in the disorders and the neurochemical mechanisms affected by psychopharmacological medications. Not open to students with credit for PSY 420. Prerequisite: Nine hours in psychology preferably to include PSY 421. (3 cr. hr.) ■

PSY 529: Special Topics in Psychology

(O) Selected topics. May be taken more than once as subtitle changes. Prerequisite: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

PSY 532: Advanced Adolescent Psychology

(O) Advanced study of adolescent behavior, development. Prerequisite: PSY 231 or 232 or 332 or 333 or 516. (3 cr. hr.)

PSY 533: Advanced Developmental Psychology

(B) Advanced study of the developmental processes from childhood through adulthood. Emphasis on developmental changes in cognitive, personality and social processes. Prerequisites: PSY 101 and at least one of PSY 231, 232, 332, 333 or 334, or permission of the department. (3 cr. hr.)

PSY 535: Health Psychology

(O) An overview of the main topics in health psychology, including an introduction to the research, theory and methods of health psychology. This course addresses the contributions of the field to the understanding of the antecedents of health, illness (e.g., heart disease, cancer, AIDS) and related dysfunctions (e.g., substance abuse), the determinants of health promotion and maintenance, the prevention and treatment of illness, coping and to the psychology of major health problems. Prerequisite: PSY 101 or consent of department. (3 cr. hr.) ■

Recreation and Leisure Studies

DEPARTMENT SCHOOL

Professional Studies

FACULTY

Lynn Anderson (Chair), Dale Anderson, Kenneth Cohen, Wayne Stormann, Sharon Todd, Vicki Wilkins, Susan Wilson, Anderson Young

Park Center, Room E-334
(607) 753-4941
E-mail: rls@cortland.edu
www.cortland.edu/rec/

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Science in Outdoor Recreation
Bachelor of Science in Recreation
Bachelor of Science in Recreation Management
Bachelor of Science in Therapeutic Recreation

MAJORS OFFERED

Outdoor Recreation
Recreation
Recreation Management
Therapeutic Recreation

CONCENTRATIONS OFFERED

With Outdoor Recreation
Camp Management
Environmental and Cultural Interpretation
Natural Resource Recreation Management
Outdoor Leadership
With Recreation
Leisure/Recreation Program Delivery

DESCRIPTION

The Recreation and Leisure Studies Department at SUNY Cortland is the most comprehensive professional preparation program of its kind in New York State. Established in 1948 and fully accredited by the National Recreation and Park Association, the department is also one of the oldest and most highly respected programs in the United States. Many of the most distinguished scholars and professionals in the recreation field began their careers by studying here. The curriculum prepares students for a wide variety of career opportunities in outdoor recreation, therapeutic recreation, recreation management and recreation programming and leadership in a wide variety of settings and agencies. See the department Web page for an in-depth description of degree offerings.

SPECIAL FEATURES

- Very bright job market for recreation graduates, as predicted by the U.S. Department of Labor
- High employment rate (more than 95 percent) of graduates
- Nationally and internationally recognized faculty committed to students
- Internship experience
- The Annual Cortland Recreation Conference — one of the premier recreation conferences in the northeast
- Outdoor Education Center at Raquette Lake
- Opportunities for International Study
- Suggested minors in Environmental and Outdoor Education (see Environmental and Outdoor Education) and Tourism Development (see Geography Department)
- Cortland College Recreation Association and Rho Phi Lambda, the national honorary fraternity for recreation students
- Numerous scholarships for recreation majors

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 60 credit hours

Major in Recreation [REC]

The major in recreation prepares students for a variety of career opportunities. Because all people seek recreation services in a spectrum of agencies and settings, this degree provides a foundation in liberal arts, leadership, human relations and management skills. This degree is accredited by the National Recreation and Park Association Council on Accreditation.

CAREER POTENTIAL

- Parks and recreation director
- Activity director
- YWCA/YMCA director
- Camp director

A. Required Courses: 36 credit hours

REC 271: Foundations of Recreation
REC 280: Programming in Parks, Recreation and Leisure Services
REC 370: Outdoor Education Practicum
REC 380: Leadership in Parks, Recreation and Leisure Services
REC 393: Diversity and Inclusive Recreation Services
REC 402: Management of Recreation Resources
REC 407: Evaluation and Research
REC 446: The Law of Parks, Recreation and Leisure Services
REC 470: Senior Seminar
REC 495: Administration of Recreation
REC electives

B. Internship: 15 credit hours

REC 475: Internship in Recreation and Leisure Services

C. Other: 34 credit hours

CAP 100: Introduction to Computer Applications
COM 210: Fundamentals of Public Speaking
Activity Requirement: 2-6 credit hours of recreation activities — at least two different activities
Liberal Arts and Free Electives (22-26 credit hours)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Recreation with a concentration in Leisure/Recreation Program Delivery [REC/LRPD]

The leisure/recreation program delivery concentration builds on the core curriculum in recreation programming, adding in-depth knowledge and skills in leadership, supervision, event planning, human growth and development and social behavior. Students can choose a curriculum focused on working with youth or with older adults. This concentration is accredited by the National Recreation and Park Association Council on Accreditation.

CAREER POTENTIAL

- Campus recreation director
- After school or teen center programmer
- Boys and Girls Club director
- Retirement community activity director

A. Required Courses: 30 credit hours

REC 271: Foundations of Recreation
REC 280: Programming in Parks, Recreation and Leisure Services
REC 370: Outdoor Education Practicum
REC 380: Leadership in Parks, Recreation and Leisure Services
REC 393: Diversity and Inclusive Recreation Services
REC 402: Management of Recreation Resources
REC 407: Evaluation and Research
REC 446: The Law of Parks, Recreation and Leisure Services
REC 470: Senior Seminar
REC 495: Administration of Recreation

B. Internship: 15 credit hours

REC 475: Internship in Recreation and Leisure Services

C. Concentration in Leisure/Recreation Program Delivery:

24 credit hours

- REC 425: Leisure Education
 PSY 101: General Psychology I
 REC 427: Special Events Planning I
 REC 428: Special Events Planning II

Advanced Administration and Supervision Area

Three credit hours from the following:

- REC 503: Campus Recreation Programming and Administration
 REC 409: Human Resource Management in Leisure Services
 REC 460: Camp and Outdoor Program Administration

Human Development Area

Three credit hours from the following:

- PSY 231: Child Psychology
 PSY 232: Adolescent Psychology
 PSY 333: Developmental Psychology
 PSY 334: Psychology of Adulthood and Aging

Social Behavior Area

- PSY 422: Social Psychology *and*

Three credit hours from the following:

- EDU 525: Teaching the Inner City Child
 REC 508: Leisure Services for Older Adults
 SOC 220: Introduction to Social Gerontology
 SOC 373: Deviant Behavior
 SOC 425: Sociology of Aging and Life Course
 SOC/REC 455: Sociology of Leisure
 SOC 462: Juvenile Delinquency
 SOC 464: Corrections
 SOC 470: Sociology of the Family

Wellness/Healthy Lifestyles Area

Three credit hours from the following:

- HLH 110: Personal and Community Health
 HLH 210: Wellness and Health Promotion
 HLH 301: Stress Management
 HLH 313: Mental and Emotional Health

D. Other: 16 credit hours

- CAP 100: Introduction to Computer Applications
 COM 210: Fundamentals of Public Speaking
 Activity Requirement: 2-6 credit hours of recreation activities — at least two different activities
 Liberal Arts and Free Electives (4-8 credit hours)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Outdoor Recreation [OREC]

The outdoor recreation major allows students to focus on different aspects of the outdoor recreation/education field. Outdoor leadership, natural resource recreation management, camp management and environmental and cultural interpretation are designated concentrations in this major. This major is accredited by the National Recreation and Parks Association Council on Accreditation.

CAREER POTENTIAL

- Outdoor leader in a variety of agencies from Outward Bound, to campus outdoor programs, to camps
- Camp director
- State or national park manager
- Outdoor educator or interpretation specialist with nature centers, parks and other environmental agencies

A. Professional Core Courses: 30 credit hours

- REC 271: Foundations of Recreation
 REC 280: Programming in Parks, Recreation and Leisure Services
 REC 370: Outdoor Education Practicum
 REC 380: Leadership in Parks, Recreation and Leisure Services
 REC 393: Diversity and Inclusive Recreation Services
 REC 402: Management of Recreation Resources
 REC 407: Evaluation and Research
 REC 446: The Law of Parks, Recreation and Leisure Services
 REC 470: Senior Seminar
 REC 495: Administration of Recreation

B. Outdoor Recreation: 12-13 credit hours

Natural Environment Area

Three credit hours from the following:

- BIO 307: Field Natural History *or*
 BIO 310: Field Biology

Ecology Area

Three or four credit hours from the following:

- BIO 412: General Ecology *or*
 CHE 125: Chemistry and the Environment *or*
 GLY 160: Environmental Geology *or*
 GRY 110: Physical Geography

Environmental Attitudes and Literacy Area

Three credit hours from the following:

- EST 100: Introduction to Environmental Studies *or*
 REC 310: Wilderness and American Culture

Environmental Teaching Area

Three credit hours from the following:

- REC 462: Environmental and Outdoor Education *or*
 REC 469: Environmental and Cultural Interpretation

C. Required Concentration: 12-13 credit hours

Choose one of the following concentrations:

1. Outdoor Leadership Concentration: 12 credit hours [LEAD]

- REC 379: Outdoor Recreation Activities
 REC 474: Outdoor Pursuits Education and Leadership
 REC 460: Camp and Outdoor Program Administration
 Outdoor recreation activity courses, by advisement.
 See sample list below.

- REC 102: Backpacking
 REC 103: Canoeing
 REC 104: Kayaking
 REC 105: Windsurfing
 REC 106: Rock Climbing
 REC 107: Snowshoeing
 REC 108: Cross-Country Skiing
 REC 109: Winter Camping
 REC 110: Bike Touring
 REC 111: Snowboarding
 REC 112: Downhill Skiing
 REC 211: Adaptive Skiing and Snowboarding
 REC 101: Recreation Activities
 (can include caving, team-building, etc.)
 PED 181: Adventure Activities
 PED 281: Project Adventure II

**2. Natural Resource Recreation Management Concentration:
13 credit hours [NRRM]**

- REC 441: Site and Facilities Planning
 REC 449: Natural Resource Recreation Management and Policy
 GRY 328: Geographic Information Systems
 Three credit hours from the following:
 COM 451: Environmental Communication *or*
 ECO 335: Resource and Environmental Economics *or*
 GLY 292: Land Use Planning *or*
 POL 242: Environmental Policy *or*
 POL 308: Environmental Law *or*
 REC 345: Adirondack Park Policies and Issues *or*
 a policy course approved by advisement

3. Camp Management Concentration: 12 credit hours [CAMP]

- REC 360: Camp Counseling and Outdoor Education
 REC 460: Camp and Outdoor Program Administration
 REC 409: Human Resource Management in Leisure Services
 Three credit hours from the following:
 REC 441: Site and Facilities Planning *or*
 REC 344: Commercial Recreation Management *or*
 REC 425: Leisure Education

**4. Environmental and Cultural Interpretation Concentration:
12-13 credit hours [ENV]**

- EDU 462: Environmental and Outdoor Education *or*
 REC 469: Environmental and Cultural Interpretation
 (whichever is not taken in OREC Core)
 EST 100: Introduction to Environmental Studies *or*
 REC 310: Wilderness in American Culture
 (whichever is not taken in OREC Core)
 REC 460: Camp and Outdoor Program Administration
 Elective in interpretation, by advisement (3-4 cr. hr.)
 See sample list below

- ANT 305: Archaeology of Eastern US
 ANT 460: Introduction to Museum Studies
 BIO 313: Taxonomy of Vascular Plants
 BIO 315: Marine Biology
 BIO 323: Field Herpetology
 BIO 405: Conservation Biology
 BIO 411: Ornithology
 BIO 427: Scientific Photography
 EDU 374: Teaching Elementary School Science
 GLY 371: Meteorology
 INT 201: Adirondack Winter Studies
 INT 270: Exploring Education
 PHY 150: Astronomy
 POL 242: Environmental Policy
 REC 425: Leisure Education
 SOC 340: Environmental Sociology

- D. Internship: 15 credit hours
 REC 475: Internship in Recreation and Leisure Services
 (specific to Outdoor Recreation)
- E. Other: 15-16 credit hours
 CAP 100: Introduction to Computer Applications
 COM 210: Fundamentals of Public Speaking
 Activity Requirement: at least two different recreation activities
 (2-6 cr. hr.)
 Liberal Arts and Free Electives (4-9 cr. hr.)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Recreation Management [RMGT]

Recreation Management combines advanced-level study in recreation management and administration with supporting management science courses in the Economics Department. The major prepares students to work at management-level positions in the diverse field of parks and recreation. This major is accredited by the National Recreation and Park Association Council on Accreditation.

CAREER POTENTIAL

- Parks and recreation director
- State park manager
- Recreation administrator in a nonprofit agency
- Commercial recreation management (ski areas, resorts, sport and fitness facilities)

A. Professional Core Courses: 30 credit hours

- REC 271: Foundations of Recreation
 REC 280: Programming in Parks, Recreation and Leisure Services
 REC 370: Outdoor Education Practicum
 REC 380: Leadership in Parks, Recreation and Leisure Services
 REC 393: Diversity and Inclusive Recreation Services
 REC 402: Management of Recreation Resources
 REC 407: Evaluation and Research
 REC 446: The Law of Parks, Recreation and Leisure Services
 REC 470: Senior Seminar
 REC 495: Administration of Recreation

B. Recreation Management: 24 credit hours

- REC 344: Commercial Recreation Management
 REC 409: Human Resource Management in Leisure Services
 Recreation Planning Elective: three credit hours from the following list:
 REC 427 and 428: Special Events Planning I and II *or*
 REC 441: Site and Facilities Planning
 ECO 111: Principles of Microeconomics
 ECO 352: Finance
 MGT 253: Principles of Marketing
 MGT 254: Principles of Accounting

Management/Administration Elective – one course from the following list:
 MGT 250: Principles of Management *or*
 POL 240: Introduction to Public Administration and Public Policy

C. Internship: 15 credit hours

- REC 475: Internship in Recreation and Leisure Services
 (specific to Recreation Management)

D. Other: 15-16 credit hours

- CAP 100: Introduction to Computer Applications
 COM 210: Fundamentals of Public Speaking
 Activity Requirement: at least two different recreation activities
 (2-6 cr. hr.)
 Liberal Arts and Free Electives (4-8 cr. hr.)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Therapeutic Recreation [TR]

Therapeutic recreation services are provided to individuals with disabilities and other diverse needs in a variety of settings, from hospitals, to group homes, to human service centers. Advanced-level study in therapeutic recreation, rehabilitation and human services allows graduates of this major to qualify to sit for the national certification examination to become a certified therapeutic recreation specialist. This major is accredited by the National Recreation and Park Association Council on Accreditation.

CAREER POTENTIAL

- Therapeutic recreation specialist in health-care facilities such as rehabilitation hospitals and psychiatric centers
- Therapeutic recreation specialist in long-term care facilities
- Therapeutic recreation manager
- Inclusion specialist in community parks and recreation departments or nonprofit agencies

A. Professional Core Courses: 30 credit hours

- REC 271: Foundations of Recreation
 REC 280: Programming in Parks, Recreation and Leisure Services
 REC 370: Outdoor Education Practicum
 REC 380: Leadership in Parks, Recreation and Leisure Services
 REC 393: Diversity and Inclusive Recreation Services
 REC 402: Management of Recreation Resources
 REC 407: Evaluation and Research
 REC 446: The Law of Parks, Recreation and Leisure Services
 REC 470: Senior Seminar
 REC 495: Administration of Recreation

B. Therapeutic Recreation: 27 credit hours

- BIO 301: Human Anatomy and Physiology I *or*
 BIO 302: Human Anatomy and Physiology II
 PSY 101: General Psychology I
 PSY 333: Developmental Psychology
 PSY 421: Abnormal Psychology
 REC 330: Introduction to Therapeutic Recreation
 REC 430: The Therapeutic Recreation Process
 REC 435: Therapeutic Recreation Interventions
 REC 438: Design and Administration of Therapeutic Recreation Services
 Support Course (as defined by the National Council for Therapeutic Recreation Certification) by advisement

C. Internship: 15 credit hours

- REC 475: Internship in Recreation and Leisure Services (specific to Therapeutic Recreation)

D. Other: 16 credit hours

- CAP 100: Introduction to Computer Applications
 COM 210: Fundamentals of Public Speaking
 Activity Requirement: at least two different recreation activities (2-6 cr. hr.)
 Liberal Arts and Free Electives (1-5 cr. hr.)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Example of the B.S. in Recreation over four years

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 or 102 REC 271 GE Course GE Course Elective</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>CAP 100 CPN 101 or 103 Quantitative Skills GE Course GE Course Activity requirement</p> <p>Total credit hours: 16</p>	<p><i>Fall</i></p> <p>COM 210 REC 280 Foreign Language GE Course GE Course Activity requirement</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>REC 370 REC 380 GE Course GE Course GE Course</p> <p>Total credit hours: 16</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>REC 393 Concentration Elective or concentration Elective or concentration Elective or concentration</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>REC 446 REC 402 REC 407 Concentration Elective or concentration</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>REC 470 REC 495 Concentration Elective or concentration Liberal Arts Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>REC 475</p> <p>Total credit hours: 15</p>

Recreation and Leisure Studies

COURSE DESCRIPTIONS

Note: Some recreation courses have an EDU or SAB prefix and are listed after the REC prefix courses

REC 101: Recreation Activities

(O) Focus on gaining skills in a specified recreation activity. Activities vary and course is repeatable as activities/subtitles change. S/U grading. (variable credit)

REC 102: Backpacking

(O) Backpacking techniques, skills, information and a practical experience. Participants will learn about technical equipment such as tents, packs and sleeping bags and acquire skills in navigation, cooking, low impact camping and other techniques necessary to practice this enjoyable outdoor recreation activity. A special fee will be charged for field trip expenses. S/U grading. (1 cr. hr.)

REC 103: Canoeing

(O) Basic information and skills to canoe safely and efficiently. Strokes, portaging, handling, transporting, flat water, moving water, rescues and other experiences will be included. Local or more distant destination canoe trips will be involved, depending on the season. Equipment will be provided. Standards for American Canoe Association certifications will be used. A special fee will be charged for field trip expenses. S/U grading. (1 cr. hr.)

REC 104: Kayaking

(O) Basic information and skills to kayak safely and efficiently. Strokes, rolls, portaging, flat water, moving water, rescues and other experiences will be included while paddling a variety of kayak models on nearby lakes and rivers. Field trip destinations will be determined by water levels, season and difficulty levels. Equipment will be provided. American Canoe Association standards for kayaking certifications will be used. A special fee will be charged for field trip expenses. S/U grading. (1 cr. hr.)

REC 105: Windsurfing

(O) Windsurfing skills, equipment, environments, rescues and other practical experiences. A variety of wind, water, equipment and personal skills will be learned through field trips to local sailing areas. Equipment will be provided. U.S. Windsurfing and U.S. Sailing certification standards will be used. A special fee will be charged for field trip expenses. S/U grading. (1 cr. hr.)

REC 106: Rock Climbing

(O) The fundamental skills and equipment necessary for a safe rock climbing experience. The basics of climbing such as belaying, knots and efficient movement will be mastered on the climbing wall at Cortland before venturing to a nearby crag for a day of outside climbing. All necessary equipment will be provided. A special fee will be charged for field trip expenses. S/U grading. (1 cr. hr.)

REC 107: Snowshoeing

(O) Information, equipment and practical experiences allow students to quickly acquire the skills necessary to participate in one of the fastest growing winter activities – snowshoeing. Participants will learn backcountry navigation, dressing for the season and equipment selection. Local natural areas will be explored on snowshoe. A special fee will be charged for field trip expenses. S/U grading. (1 cr. hr.)

REC 108: Cross-Country Skiing

(O) Basic skills and techniques of cross-country skiing, including the diagonal stride, skating, double poling, uphill techniques and downhill techniques will be taught. Participants will also learn how to safely enjoy the winter environment and the natural history of the region on trips to local forests and preserves. A special fee will be charged for field trip expenses. S/U grading. (1 cr. hr.)

REC 109: Winter Camping

(O) Information and skills in order to travel and camp in snow and cold environments. Travel, safety and survival skills, shelters, clothing, equipment, cold injuries, illness and other topics. Winter trips to local or backcountry areas will be included. A special fee will be charged for field trip expenses. S/U grading. (1 cr. hr.)

REC 110: Bike Touring

(O) Information and practical experiences involving bicycle travel, touring and lightweight camping. Participants will learn and practice mechanical skills, travel skills, planning routes, camping skills and other tasks typical of bike trips. Field trips to nearby scenic areas will be involved. Participants must provide their own bicycle. A special fee will be charged for field trip expenses. S/U grading. (1 cr. hr.)

REC 111: Snowboarding

(O) Learn and develop sound skills of snowboarding as a lifetime leisure activity. Skill levels taught include beginners, intermediates, advanced, and expert in snowboarding. Each participant will select the appropriate level of instruction and be evaluated accordingly. Each class will consist of a specific lesson and an ample amount of practice time to work on skills and explore the many runs available. A special fee will be charged for field-trip expenses. S, U grades assigned. May be repeated for up to three additional credits. (1 cr. hr.)

REC 112: Downhill Skiing

(O) Learn and develop sound skills of downhill skiing as a lifetime leisure activity. Skill levels taught include beginners, intermediates, advanced, and expert in skiing. Each participant will select the appropriate level of instruction and be evaluated accordingly. Each class will consist of a specific lesson and an ample amount of practice time to work on skills and explore the many runs available. A special fee will be charged for field-trip expenses. S, U grades assigned. May be repeated for up to three additional credits. (1 cr. hr.)

REC 129, 229, 329, 429, 529: Special Topics in Recreation and Leisure Studies

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

REC 150: Play Across Cultures

(A) Study of similarities and differences in young people's play and celebrations through an examination of world cultures. (3 cr. hr.) ■

REC 211: Adaptive Skiing and Snowboarding

(O) Development of teaching skills for downhill skiing and/or snowboarding to persons with a variety of disabilities. Through training and volunteer coaching with Greek Peak Sports for the Disabled, students will develop the knowledge and skills to include people of all ability levels in downhill skiing and snowboarding. S, U grades assigned. May be repeated for up to three additional credits. (1 cr. hr.)

REC 271: Foundations of Recreation

(A) History, theory, philosophy of play and recreation; implications for individuals, groups in changing society. (3 cr. hr.) ■

REC 280: Programming in Parks, Recreation, and Leisure Services

(B) Introduction to programming principles and techniques for parks, recreation and leisure service settings. Particular focus on the design and implementation of recreation programs. (3 cr. hr.)

REC 303: Community Recreation

(O) Recreation in community agencies. History, organization, personnel, programming, finances, areas, facilities. Field trips may be required. (3 cr. hr.)

REC 307: Outdoor Education for Persons with Disabilities

(O) Overview of philosophy, principles, strategies and practices of outdoor education in working with persons with disabilities. Course typically includes practical experience at the SUNY Cortland Outdoor Education Center at Raquette Lake. Not open to students with credit for PED 307. (3 cr. hr.)

REC 310: Wilderness and American Culture

(F) History of ideas and attitudes about wilderness as expressed in the art, literature, philosophy and politics of American culture. Emphasis on developing views of wilderness, nature and environment that are historically and philosophically grounded. (3 cr. hr.) ■

REC 315: Ecotourism

(S-C) A global and local analysis of the physical environment as a tourism development resource. An examination of such natural systems as the rain forest, ocean and desert as tourism resources and the environmental impact of tourism on the viability of these riches. Regional and local studies of the environment as a basis for tourism development will be drawn from Amazonia, East Africa, Central America, the Caribbean and North America. Also listed as GRY 315. (3 cr. hr.) ■

REC 330: Introduction to Therapeutic Recreation

(F) History and philosophical development of therapeutic recreation. Examination of the needs, characteristics, abilities of people with disabilities; role of therapeutic recreation in enhancing quality of life. (3 cr. hr.)

REC 344: Commercial Recreation Management

(F) Study of commercial recreation as major component of the leisure service delivery system. Analysis of development potential of different types of recreation enterprises including resources, location, risks, sources of financing, pricing, managerial requirements, marketing, sources of technical assistance. (3 cr. hr.)

REC 345: Adirondack Park Policies and Issues

(O) Analysis of environmental and land-use policies in the largest park in the contiguous United States. Often taught at Cortland's Outdoor Education Center at Raquette Lake in the Adirondack Park. When taught at the Outdoor Education Center, students are assessed a fee for room and board. Also listed as POL 345. (3 cr. hr.) ■

REC 360: Camp Counseling and Outdoor Education

(C) Methods, techniques of camp counseling, programming. Knowledge, methods, practices for education in, about and for the outdoors. Often includes lab, field trips. (3 cr. hr.)

REC 370: Outdoor Education Practicum

(S-M) Outdoor living skills and environmental appreciation. Techniques and practices of outdoor education, organized camping and backcountry travel. Spring lab on campus followed by summer session at Raquette Lake. Participants are assessed a practicum fee. (3 cr. hr.)

REC 375: Wilderness First Responder

(O) Wilderness First Responder (WFR) certification course that focuses on preparation for emergency situations that involve prolonged patient care, severe environments, and improvised equipment. Topics include patient assessment, body systems, equipment improvisation, trauma, environmental medicine, toxins, backcountry medicine, wilderness protocols, and wilderness rescue. WFR is the definitive emergency care training course for all outdoor leaders and enthusiasts. Participants are assessed a fee for certification costs. (3 cr. hr.)

REC 379: Outdoor Recreation Activities

(F) Knowledge, skill, techniques, policies and procedures related to selected outdoor recreation activities. (3 cr. hr.)

REC 380: Leadership in Parks, Recreation and Leisure Services

(B) Study of leadership theory and practice at the small group, agency, and community level in a range of parks, recreation and leisure services contexts. Essential skills of leadership are learned and practiced, with a focus on ethical and value-based leadership with diverse people and communities. (3 cr. hr.)

REC 393: Diversity and Inclusive Recreation Services

(A) Inclusive programming guidelines and considerations for eliminating barriers to leisure participation for persons with differences (i.e., disability, race, sex, sexual identity, class). Involves practical experiences with persons with disabilities. (3 cr. hr.) ■

REC 397: Workshop in Recreation

(O) Intensive investigation of a recreation or leisure studies topic or problem for the purpose of developing sound principles and practices. May be repeated under different subtitles. Prerequisite: Stated with each subtitle. S, U grades assigned. (1-3 cr. hr.)

REC 399: Independent Study in Recreation

(A) Supervised independent study of topic approved by study supervisor, advisor and department chair. May be repeated. Prerequisite: Consent of department chair. (1-3 cr. hr.)

REC 402: Management of Recreation Resources

(S) Resource management principles, practices, policies and programs for operation of wide spectrum of public and private recreation areas and facilities. (3 cr. hr.) ■

REC 407: Evaluation and Research

(A) Introduction to statistical concepts and tools in design, evaluation of recreational programs, services. Presentation of measurement, instrumentation and research methodology emphasizing interpretation and application in the field. (3 cr. hr.) ■

REC 409: Human Resource Management in Leisure Services

(S) Contemporary issues and related administrative practices associated with managing human resources in leisure services. Examining concepts, principles and objectives of personnel supervision, including functions, processes, identification and application of methods and techniques. (3 cr. hr.)

REC 415: Tourism Planning and Development

(F-C) The spatial analysis of tourism as a component of economic development. A regional comparison of the marketing of tourism resources in the developed and less developed countries of the world. Examination of the resources necessary for the development of tourism and an analysis of the economic and environmental impact on a location as a result of marketing those resources. Also listed as GRY 415. (3 cr. hr.) ■

REC 425: Leisure Education

(B) Introduction to philosophy, principles and techniques of leisure education. Implications for curriculum development in various settings and leisure service delivery systems. (3 cr. hr.) ■

REC 427: Special Events Planning I

(S) The goal of this course is to provide students with the opportunity to explore the growing phenomenon of special events. REC 427: Special Events Planning I is a prerequisite to REC 428: Special Events Planning II and is considered to be an advanced recreation programming course which focuses on special events planning. Students will be introduced to topic areas such as social and cultural phenomenon of special events, programming planning, securing sponsorships, research and targeting, and marketing and publicity. (1 cr. hr.)

REC 428: Special Events Planning II

(F) This course focuses on advanced recreation programming for special events. Content areas include publicizing, targeting audiences, implementation, impact assessment and evaluation of special events. Application of conceptual and practical procedures will include the Annual Cortland Recreation Conference during the fall semester. This special event attracts more than 400 students and practitioners in the field of recreation, leisure and park services. Prerequisite: REC 427. (2 cr. hr.)

REC 430: The Therapeutic Recreation Process

(S) In-depth examination of the therapeutic recreation process, including assessment, planning, implementation, documentation and evaluation. Additional topics include working with other health and human service professionals on interdisciplinary or transdisciplinary teams, activity analysis and adaptations, and principles and best practices in applying the therapeutic recreation process in a variety of health and human service settings. Lab is required. Prerequisite: REC 330 or equivalent or consent of department. Corequisite: REC 435. (3 cr. hr.)

REC 435: Therapeutic Recreation Interventions

(S) In-depth examination of individual and group techniques used in therapeutic recreation practice, including therapeutic interventions, modalities, instruction, leadership, supervision and counseling techniques. Prerequisite: REC 330 or equivalent or consent of department. Corequisite REC 430. (3 cr. hr.)

REC 438: Design and Administration of Therapeutic Recreation Services

(F) In-depth examination of the design and administration of therapeutic recreation services delivered in health and human service settings. Focus on planning, organizing, funding and managing therapeutic recreation services. Analysis of standards, legislation, policies, issues and trends that affect service delivery. Prerequisite: REC 435. (3 cr. hr.)

REC 441: Site and Facilities Planning

(O) Design of recreation areas and facilities: feasibility studies, site selection, environmental impact, accessibility, planning and development. (3 cr. hr.)

REC 446: The Law of Parks, Recreation and Leisure Services

(B) The study of contracts, civic liberties and rights, property law, tort liability, and managing and transferring risks in the context of parks, recreation and leisure services. (3 cr. hr.)

REC 449: Natural Resource Recreation Policy and Management

(C) History and processes of natural resources law and policy development. Contemporary issues in human dimensions of natural resource management. Case studies in recreation resource management. Prerequisites: REC 310 and 402. (3 cr. hr.)

REC 455: The Sociology of Leisure

(O) History, growth of leisure. Contemporary problems of mass leisure; relation to work, politics, economics, and such basic human institutions as family, church, community. Prerequisite: REC 271 or SOC 100, 150 or ANT 102. Also listed as SOC 455. (3 cr. hr.) ■

REC 460: Camp and Outdoor Program Administration

(F) Detailed analysis of administrative problems in the establishment, operation of resident and day camps and other outdoor challenge or environmental education programs and centers. Research literature, current problems for camp, program and center directors. Prerequisite: REC 360 or 370 or consent of the department. (3 cr. hr.)

REC 462: Environmental and Outdoor Education

(S) History, development and trends in environmental and outdoor education. Curriculum development for fostering an environmentally literate citizenry and techniques for successfully utilizing the out-of-doors as a teaching medium. Field trips and outdoor laboratory experiences. Also listed as EDU 462. (3 cr. hr.)

REC 469: Environmental and Cultural Interpretation

(C) Investigation of concepts and principles of environmental and cultural interpretation. Methods, techniques, resources used to design and prepare interpretive media such as displays, materials, multimedia productions, trails and facilities in an increasingly multicultural society. Field trips and outdoor laboratory experiences. (3 cr. hr.)

REC 470: Senior Seminar

(A) Development and analysis of internship and career goals, exploration of characteristics of the profession in relation to personal and professional goals, including a focus on professional ethics, continued professional development, and development of supervision skills in the context of issues and trends in the field. Professional field experience required. Prerequisite: Students must have senior standing during the semester course is taken. (3 cr. hr.)

REC 473: Camp Leadership

(S-M) Advanced theory practicum in administration, leadership, programming at the College Outdoor Education Center. Prerequisite: Consent of instructor. (2 cr. hr.)

REC 474: Outdoor Pursuits Education and Leadership

(F) The understanding and application of the process of teaching, learning and leading outdoor pursuits. Program theory, instructional design, leadership techniques and safety management principles associated with the conduct of outdoor pursuits and adventure education programs. Prerequisite: REC 379 and REC 370 or PED 308. (3 cr. hr.)

REC 475: Internship in Recreation and Leisure Services

(A) Fourteen weeks of supervised full-time internship experience: municipal, school, community, commercial, corporate, youth-serving agency, park and forest, medical/clinical, camp. Work done in communities, agencies, designated by College. Prerequisites: REC 470, New York State certification in Child Abuse Identification and Reporting, completion of Responding to Emergencies (RTE) or other approved first aid certification, approval of internship coordinator, cumulative grade point average of at least 2.5 in the major and 2.0 overall. Consult department advisement manual for specific prerequisites and policies. S, U grades are assigned. (15 cr. hr.)

REC 476: Wilderness Leadership Education

(O) Affiliate program with the National Outdoor Leadership School (NOLS) for domestic programs (NOLS fee required). Field studies and practice of wilderness expedition skills, leadership, group dynamics, safety, judgement and environmental studies. Credit value depends on the length of the NOLS course and can range from a minimum of two weeks to a full semester course (variable 1-12 credit hours). Consent of the department. Repeatable up to 12 credit hours. Also listed as SAB 476 for the international experience. Maximum number of credit hours allowable between SAB 476 and REC 476 may not exceed 12.

REC 495: Administration of Recreation

(F) Procedures, practices, policies in administration of recreation. Legislation, torts and contracts, managing authorities, budgets, records and reports, public relations, personnel practices. (3 cr. hr.)

REC 503: Campus Recreation Programming and Administration

(O) Design, coordination, delivery and management of leisure, arts, and recreation programs and services for the campus community. Topics include programming principles, types of programs, interoffice/provider coordination, publicity, budgeting, supervision, evaluation, facilities, equipment management and auxiliary services (3 cr. hr.)

REC 508: Leisure Services for Older Adults

(C) Intensive study of problems associated with aging; implications for health, recreation. Recreational needs, programs; physical and emotional health; sociological, psychological, educational, economic factors pertinent to aging. (3 cr. hr.)

REC 531: Inclusive Outdoor Education

(O) This course is designed to address issues, models and strategies pertaining to the development of inclusive outdoor education programs that address all ability levels including those with physical and developmental disabilities. Also listed as PED 531. Not open to students with credit for PED 531. (3 cr. hr.)

REC 532: Therapeutic Recreation in the Schools

(O) This course prepares students to provide therapeutic recreation services to students with disabilities in public school systems as mandated by the Individuals with Disabilities Education Act. Participants will learn to apply the therapeutic recreation process in a school setting and develop appropriate recreation goals for Individualized Educational Plans. Curricula to support therapeutic recreation in the schools will be identified, as well as the roles therapeutic recreation specialists can play to advocate for and deliver recreation as a related service in the schools. Prerequisite: REC 330 or department consent. (3 cr. hr.)

Related Courses**EDU 462: Environmental and Outdoor Education**

(S) History, development and trends in environmental and outdoor education. Curriculum development for fostering an environmentally literate citizenry and techniques for successfully utilizing the out-of-doors as a teaching medium. Field trips and outdoor laboratory experiences. Also listed as REC 462. (3 cr. hr.)

SAB 476: International Wilderness Leadership Education

(O) Affiliate program with the National Outdoor Leadership School (NOLS) for international programs (NOLS fee required). Field studies and practice of wilderness expedition skills, leadership, group dynamics, safety, judgement, and environmental studies. Credit value depends on the length of the NOLS course and can range from a minimum of two weeks to a full semester course (variable 1-12 credit hours). Consent of the department. Prerequisite: Acceptance by the International Programs Office. Repeatable up to 12 credit hours. Maximum number of credit hours allowable between SAB 476 and REC 476 may not exceed 12.

Cortland International Program in Recreation

The following titles are among the recreation and leisure courses offered at the London Metropolitan University through Cortland's Study Abroad Program. These may be substituted for certain major requirements.

- The Leisure and Tourism Environment
- Public Policy: Leisure and Tourism
- Human Resource Management
- Organization Management and Design
- Destination Marketing
- Leisure Planning and Development
- Museums and Heritage

The following titles are among the outdoor education and tourism courses offered at St. Martin's University through Cortland's Study Abroad Program. These may be substituted for certain major requirements. A wide range of courses in other subjects is also available at St. Martin's.

- Therapeutic and Residential Applications of Outdoor Adventure
- Generic Outdoor Skills
- Environmental Education
- Nature Conservation and Management
- Expedition Organization
- Tourism Policy and Planning
- Leisure and Recreation Policy and Issues

Religious Studies

COURSE DESCRIPTIONS

RLS 200: World Religions

(B) Introduction to variety of ways for understanding religion and religious experience through examination of some major world religions, their origins, historical development, contemporary manifestations. (3 cr. hr.) ■

RLS 129, 229, 329, 429: Special Topics in the Study of Religion

(B) This course will focus on specialized religious topics, within one or several religious traditions. (1-3 cr. hr.)

Science

COURSE DESCRIPTIONS

SCI 129, 229, 329, 429, 529: Special Topics in Science

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

SCI 141: Integrated Earth Science and Biology

(A) An interdisciplinary course for elementary education majors. Course utilizes a student-centered, hands-on approach to develop basic concepts of Earth science and biology. Emphasis is on the construction of meaningful mental models which can be applied to every day science of biology, astronomy, meteorology and geology. Two two-hour lectures, one two-hour lab. (4 cr. hr.).

SCI 142: Integrated Physics and Chemistry

(F) Activity-based, discussion-oriented science course for childhood education majors, involving experiments and problem-solving activities in areas typically classified as chemistry and physics. Gives students insight into some of the basic aspects of nature, helps develop a better understanding of science, and improves ability to teach these ideas. (3 cr. hr.)

SCI 180: Natural Hazards and Disasters

(F) Study of the interaction between society and natural hazards such as hurricanes, floods, earthquakes and volcanoes. Consideration of both the physical operation and impacts of these phenomena, and how humans evaluate and respond to these threats to their lives and property. Emphasis on current events and recent natural disasters. (3 cr. hr.)

SCI 300: Science and Its Social Context

(B) Philosophical discussion about the nature of scientific knowledge and the relation between science and society. Will consider the impact powerful social groups have on science and how the scientist's nonscientific attitudes might influence her/his work. (3 cr. hr.) ■

SCI 304: Plants and People

(A) Historical and present-day relationships between plants and people. Major topics include: photosynthesis and the evolution of life; the Green Revolution; drugs and medicines obtained from plants; plant diseases and ecological relationships; plants providing food and beverages. Three lectures. (3 cr. hr.) ■

SCI 310: Nuclear Weapons and Arms Control

(A) Overview of atomic and nuclear weapons, arms control agreements, basic scientific principles, fission and fusion reactions, general effects of nuclear war with emphasis on health and genetic effects, climatic effects, including nuclear winter. (3 cr. hr.) ■

SCI 320: Science, Technology and Culture

(F) Relationship between scientific and technological developments and social changes throughout history. (3 cr. hr.) ■

SCI 325: Biotechnology and Human Aging

(F) Biological perspectives on aging in cells, humans and societies including how past, present and future biotechnological advances may have a major impact on our society. (3 cr. hr.) ■

SCI 330: Science and the Public

(F) Conceptual aspects of science and selected scientific issues discussed in context of how people perceive science and scientists and how they respond to and affect scientific developments. Three one-hour discussion sessions. Prerequisite: Completion of course requirements in English Composition; completion of GE category 8 (Natural Sciences) courses recommended. (3 cr. hr.) ■

SCI 340: Science and Technology in the United States

(F) Scientific and technological developments in U.S. and their impact on American society from Colonial period to present will be discussed. (3 cr. hr.) ■

SCI 350: Science in the Social World

(C) Modern scientific progress and its bearing upon human society. (3 cr. hr.) ■

SCI 360: Science and Technology in Medicine

(O) Development of medical science and technology throughout history. (3 cr. hr.) ■

Sociology/ Anthropology

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Richard Kendrick (Chair), Jamie Dangler, Julia Ganson, Herbert Haines, Stephen Halebsky, Kassim Kone, Craig Little, Ellis McDowell-Loudan, William Skipper, John R. Sosa, Sharon Steadman, Stuart Traub, Anne Vittoria, Mark Worrell, Tiantian Zheng

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

Cornish Hall, Room D-311

(607) 753-2726

E-mail: kendrickr@cortland.edu

www.cortland.edu/sociology/

PROGRAMS OFFERED

Bachelor of Arts in Criminology

Bachelor of Arts in Sociology

Bachelor of Arts in Adolescence Education: Social Studies and Sociology (7-12)

MAJORS OFFERED

Criminology

Sociology

Adolescence Education: Social Studies and Sociology (7-12)

CONCENTRATIONS OFFERED

Criminology

Social Gerontology

MINORS OFFERED

Sociology
Social Gerontology

DESCRIPTION

The sociology program offers a curriculum designed to help students develop their analytical skills and ability to understand conceptual and theoretical material. Courses encourage students to think creatively and flexibly and to broaden their perspectives on the world around them. Sociology majors acquire an educational background that is useful in careers relating to counseling, gerontology, human services, law, law enforcement, probation work, public administration, management and international relations, among others.

The major also prepares students for a variety of careers in the private and public sectors that require an understanding of race and ethnic relations, cross-cultural settings, contemporary social problems, and demographic and social transformations in contemporary society.

Students are encouraged to take pre-career internships and research experiences for academic credit. Students who are interested in teaching may combine study in the sociology major with professional courses leading to a qualification for initial certification in adolescence social studies (grades 7-12).

SPECIAL FEATURES

- Internships
- Study abroad opportunities
- Exchange program with Griffith University, Australia
- National honor society in sociology (Alpha Kappa Delta)
- National honor society in gerontology (Sigma Phi Omega)
- Sociology/Anthropology Club
- Teaching certification for adolescence social studies

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to all sociology majors.
2. Liberal Arts Requirements – 90 credit hours

Major in Criminology [CRIM]

Criminology focuses on the nature and causes of crime, as well as on the analysis of crime control policy. The B.A. in criminology allows students to pursue focused study in criminology within the context of a broad liberal arts education. It offers the dual options of preparation for immediate entry into employment in the criminal justice area or pursuit of advanced studies in criminology and related fields at the graduate level. With appropriate guidance from advisors, students can combine the criminology major with course work in other areas that will prepare them for graduate-level studies in specialty areas such as forensics, computer crime investigation, law and social work.

CAREER POTENTIAL

- Law enforcement
- Substance abuse counseling
- Corrections
- Criminal investigation
- Probation
- Social work
- Youth counseling
- Human services

Total credit hours required for major: 39

A. Core courses, required: 27 credit hours

- SOC 150: Introduction to Sociology (GE 1) *or*
SOC 100: American Society (GE 1)
CRM/POL 303: The Criminal Justice System

- CRM/SOC 373: Deviant Behavior
CRM/SOC 462: Juvenile Delinquency
CRM/SOC 463: Criminology
CRM/SOC 464: Corrections *or*
PHI 205: Prisons and Punishment
SOC 492: Sociological Theory
SOC 493: Methods of Social Research I
SOC 494: Methods of Social Research II (QS)

- B. Legal process electives: Three credit hours**
Students must choose one of the following:
CRM/SOC 375: Sociology of Law
CRM/SOC 377: Crime and Criminal Law
POL 202: Law and Judicial Process
POL 304: Constitutional Law
POL 404: Civil Liberties
POL 470: Justice and Society
PHI 340: Philosophy of Law
- C. Criminology electives: Six credit hours**
Students must choose two of the following:
CRM/SOC 333: The Police
CRM/SOC 345: Drug Policy
CRM/POL 348: Gun Control: Crime, Law, Policy
CRM/SOC 365: Sociology of Violence
CRM/SOC 380: White-Collar Crime
CRM/SOC 383: Race, Class, Gender and Crime
CRM/SOC 477: Social Control
CRM/SOC 485: Capital Punishment
CRM 498: Seminar in Criminology
- D. Sociology elective, required: Three credit hours of related course work.**
Any sociology course at or above the 300 level, including CPV 400 (Internship)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Sociology [SOC]

The sociology major provides students with a broad degree of flexibility in choosing a career after graduation, the opportunity to explore careers in the human services, public administration and management, and a general background for graduate work in the social sciences, public policy, law and social work. In a rapidly changing world, students who major in sociology obtain a solid liberal arts education that fosters versatility in the world of work and good citizenship.

CAREER POTENTIAL

- Social work
- Consulting
- Health care
- Government agencies
- Human services
- Counseling
- International relations
- Business
- Public service

Total credit hours required for major: 36

A. Required Courses: 12 credit hours

- SOC 150: Introduction to Sociology (GE 1)
SOC 492: Sociological Theory
SOC 493: Methods of Social Research I
SOC 494: Methods of Social Research II (QS)

- B. Category Courses: 12 credit hours
 Three credit hours from Category A
 Three credit hours from Category B
 Three credit hours from Category C
 Three credit hours from Category D

All sociology majors must have at least one course from each of the four categories (A, B, C, D) from the list that follows. Whether or not more than one course is taken from any single category will depend on the student's personal preferences or declared concentration. Special courses not listed within a category are occasionally taught with a topics (TP) designation (SOC 129, 229, 329 or 429) and may fulfill one of these categories. Category designations for such courses are posted by the department each semester.

Category A: Social Institutions

- SOC/ANT 330: Religions of Asia
- SOC 340: Environmental Sociology
- SOC 371: Sociology of Medicine
- SOC/CRM 375: Sociology of Law
- SOC/CRM 377: Crime and Criminal Law
- SOC 405: Social Breakdown in the United States
- SOC/HUS 430: Social Welfare Institutions
- SOC 455: Sociology of Leisure
- SOC 465: Political Sociology
- SOC/HUS 470: Sociology of the Family
- SOC 475: Sociology of Religion
- SOC 487: Sociology of Education

Category B: Social Organization

- SOC 351: The Community
- SOC/ANT 352: U.S. Ethnic Identity and Conflict
- SOC 355: Gender and the Life Course
- SOC/ANT 369: Population and Society
- SOC 385: Sociology of Work
- SOC 401: Sociology of Sex and Gender
- SOC 420: Issues in Gerontology
- SOC 451: Social Stratification
- SOC 461: Urban Sociology

Category C: Social Processes

- SOC 160: Social Change in the Modern World (GE 5)
- SOC 220: Introduction to Social Gerontology
- SOC/ANT 315: Development Sociology
- SOC/ANT 322: Sociocultural Study of AIDS
- SOC 350: Civil Society (GE 5)
- SOC 360: Self and Society
- SOC 366: Sociology of International Conflict
- SOC 425: Sociology of Aging and the Life Course
- SOC 486: Collective Behavior

Category D: Social Problems and Deviance

- SOC/ANT 230: Prejudice and Discrimination (GE 2)
- SOC/CRM 333: The Police
- CRM/SOC 345: Drug Policy
- SOC /CRM 365: Sociology of Violence
- SOC/CRM 373: Deviant Behavior
- SOC/CRM 380: White-Collar Crime
- SOC/CRM 383: Race, Class Gender and Crime
- SOC/CRM 462: Juvenile Delinquency
- SOC/CRM 463: Criminology
- SOC/CRM 464: Corrections
- SOC/CRM 477: Social Control
- SOC/CRM 485: Capital Punishment

- C. Sociology Electives: 12 credit hours

Options for fulfilling these credit hours include courses from any of the four categories (A, B, C, D), three credit hours of internship (CPV 400), and/or one anthropology course at the 300- or 400-level (excluding ANT 300).

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Sociology with a concentration in Criminology [SOC/CRIM]

The criminology concentration is especially relevant to students considering a career in law enforcement and human services agencies such as the federal, state and local police, correctional institutions, security organizations and judicial organizations. The program includes opportunities to earn academic credit for internship experiences with community police, court and probation agencies, juvenile detention centers and other agencies involved in counseling, criminal justice and reform.

CAREER POTENTIAL

- Law enforcement
- Youth counseling
- Private security
- Correctional institutions
- Substance abuse counseling
- Probation work
- Investigative work
- Legal careers
- Social work

Total credit hours required for major: 36

A. Core Courses, required: 12 credit hours

- SOC 150: Introduction to Sociology (GE 1)
- SOC 492: Sociological Theory
- SOC 493: Methods of Social Research I
- SOC 494: Methods of Social Research II (QS)

B. Criminology Concentration Courses, required: 12 credit hours

- SOC/CRM 373: Deviant Behavior
- SOC/CRM 463: Criminology
- SOC/CRM 464: Corrections

One additional course chosen from the following:

- SOC/CRM 333: The Police
- SOC/CRM 365: Sociology of Violence
- SOC/CRM 375: Sociology of Law (covers Category A)
- SOC/CRM 380: White-Collar Crime
- SOC/CRM 383: Race, Class, Gender and Crime
- SOC/CRM 462: Juvenile Delinquency
- SOC/CRM 485: Capital Punishment

C. Category Courses: Six-nine credit hours

See list under Major in Sociology.

Three credit hours from Category A, unless SOC 375 is chosen as the additional criminology course

Three credit hours from Category B

Three credit hours from Category C

D. Sociology Electives: Three-six credit hours

Options for fulfilling these credit hours include courses from any of the four categories (A, B, C, D), three credit hours of internship (CPV 400), and/or one anthropology course at the 300 or 400 level, excluding ANT 300.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Sociology with a concentration in Social Gerontology [SOC/SGRT]

This concentration introduces majors to the theoretical, research, policy and practical issues relevant to careers that involve working with the aged, developing or administering government programs aimed at older people, creating social policy on aging, and acting as a gerontological consultant in the business and public sectors.

CAREER POTENTIAL

- Gerontological research
- Gerontological specialist and consultant
- Geriatric social work
- Public administration
- Geriatric nutrition and recreation

Total credit hours required for major: 36

A. Core Courses, required: 12 credit hours

SOC 150: Introduction to Sociology (GE 1)

SOC 492: Sociological Theory

SOC 493: Methods of Social Research I

SOC 494: Methods of Social Research II (QS)

B. Gerontology Concentration Courses, required: 12 credit hours

SOC 220: Introduction to Social Gerontology (covers Category C)

PSY 334: Psychology of Adulthood and Aging

SOC 425: Sociology of Aging and the Life Course

SOC/HUS 430: Social Welfare Institutions (covers Category A)

C. Category Courses, required: Six credit hours

See list under Major in Sociology.

Three credit hours from Category B

Three credit hours from Category D

D. Sociology Electives: Six credit hours

Options for fulfilling these credit hours include courses from any of the four categories (A, B, C, D), three credit hours of internship (CPV 400), and/or one anthropology course at the 300- or 400-level (excluding ANT 300).

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual major in Adolescence Education: Social Studies and Sociology (7-12) [SST and SOC]

This program allows students who major in sociology to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in sociology with 47-68 credit hours in additional course work and professional teacher preparation.

A. Requirements for the sociology major: 36 credit hours (see above)

B. Professional Preparation: 44-68 credit hours

(Including additional social science courses)

HLH 199: Critical School Health Issues

PSY 101: General Psychology I

PSY 232: Adolescent Psychology *or*

PSY 332: Educational Psychology

ECO 105: Political Economy and Social Thought

GRY 425: Geography in the Classroom *or*

GRY 482: Central America and the Caribbean *or*

GRY 484: Geography of Europe *or*

GRY 486: Monsoon Asia

GRY 480: United States *or*

GRY 481: Geography of New York State

POL 100: Introduction to American Government and Politics

HIS 100: The World to 1500 *and*

HIS 101: The World since 1500 *or*

HIS 110: Western Civilization to 1715 *and*

HIS 111: Western Civilization since 1715

HIS 200: The United States to 1877 *and*

HIS 201: The United States from 1877 *and*

Three additional hours of history at the 300 level or above

AED 310: Grammar and the Writing Process *or*

LIT 449: Literacy in the Middle and Secondary School *or*

LIT 549: Literacy in the Middle and Secondary School

SHH 300: Normal Language Development *or*

PSY 350: Psychology of Language

C. Professional Sequence: Junior year, four credit hours

AED 391: Introduction to Adolescence Education

Fall semester only. A 25-hour field requirement is attached to this course.

AED 300: Introduction to Secondary Social Studies

Spring semester only. A 35-hour field requirement is attached to this course. Requires acceptance into the adolescence education: social studies (SST) major.

D. Professional Sequence: Senior year, 21 credit hours*

AED 301: Pre-practice Teaching Seminar

Fall semester only. A 40-hour field requirement is attached to this course and must be completed in the preceding spring semester.

Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.

AED 400: Student Teaching I

AED 401: Student Teaching II

AED 402: Student Teaching Seminar

* *To be eligible for student teaching, a student must have declared adolescence education: social studies (7-12) as a major by the beginning of the second semester of the junior year and must have senior status, at or near 90 credit hours, with 24 credit hours in the academic social science major, which must be officially declared. A student must also have an overall grade point average of 2.5, a grade point average of 2.7 in the academic social science major, and a C or better in AED 300. No student who receives a grade below a C- in any introductory course in the academic social science major will be allowed to enter student teaching until the course has been retaken and a higher grade earned. Student teaching is a capstone experience. Students who cannot graduate by the December following student teaching may not register for the AED 400, 401, 402 sequence.*

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in Sociology [SOC]

A. Required Courses: Three credit hours

SOC 150: Introduction to Sociology (GE 1)

B. Sociology Electives: 15 credit hours

In addition to sociology courses, options for fulfilling these credit hours include three credit hours of internship (CPV 400) or one anthropology course at the 300-400 level (excluding ANT 300).

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in Social Gerontology [SGRT]

This minor is open to students in any major other than sociology. Majors in sociology can declare a concentration in social gerontology.

A. Required Courses: 12 credit hours

- SOC 220: Introduction to Social Gerontology
- SCI 325: Biotechnology and Human Aging
- PSY 334: Psychology of Adulthood and Aging
- SOC 425: Sociology of Aging and the Life Course

B. Elective Courses: Six credit hours

- Choose two of the following:
- CPV 400: Cooperative Educational Internship
 - HLH 513: Death, Bereavement and Suicide
 - HLH 555: Health and Aging
 - REC 508: Leisure Services for Older Adults
 - SOC 355: Gender and the Life Course
 - SOC 420: Issues in Social Gerontology
 - SOC/HUS 430: Social Welfare Institutions

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the B.A. in Sociology over four years

Note: Based on freshman admission and 15 credits per semester. More than 15 credits will have to be taken in one or more semesters in order to reach the required 124 credits for graduation.

First Year	Second Year
<p><i>Fall</i></p> <p>SOC 150 (GE 1) Two GE courses CPN 100 or 102 COR 101 Foreign language or elective Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 One sociology course (200 or 300 level) Foreign language course Two GE courses Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>Two sociology courses (200 or 300 level) Foreign language course GE course Elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>Two sociology courses (200 or 300 level) Foreign language course GE course Elective Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>Two sociology courses (300 or 400 level) GE course Two electives or one elective and one foreign language Total credit hours: 15</p> <p><i>Spring</i></p> <p>Two sociology courses (300 or 400 level) GE course Two electives Total credit hours: 15</p>	<p><i>Fall</i></p> <p>Two sociology courses Three or four electives Total credit hours: 15-18</p> <p><i>Spring</i></p> <p>One sociology course Four electives Total credit hours: 15</p>

Sociology/ Criminology

COURSE DESCRIPTIONS

Criminology

CRM 303: The Criminal Justice System

(C) Introduction to structure, operation and politics of criminal justice system (CJS). Basic operational details of CJS, including roles played by police, prosecutors, defense attorney, judges, and community. Political dimension to definition of crime, race and sex bias in CJS, and contemporary problems in application of capital punishment. Examination of white-collar crime as it relates to economics and criminal law. Also listed as POL 303. (3 cr. hr.) ■

CRM 333: The Police

(C) Provides students with a critical understanding of history of law enforcement, the police, and policing in the United States. Will focus on four major issues related to policing: the history and role of the police in America; learning police work and becoming a police officer; issues and problems in policing; and current issues and trends in policing. Social science research on the police and policing will be the basis for studying and analyzing this aspect of the criminal justice system. Also listed as SOC 333. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 345: Drug Policy

(C) The origins and continuing evolution of government policies to control psychoactive drugs. Primary emphasis on the United States, with secondary attention to Western Europe and Asia. Critical examination of both prohibitionist and alternative drug policy models, including public health, "harm reduction," and legalization/decriminalization. Also listed as SOC 345. Prerequisite: ANT 102 or SOC 100 or 150. Category D. (3 cr. hr.) ■

CRM 348: Gun Control: Crime, Law, Policy

(O) Criminological, legal, historical, policy and political consequences of the gun issue in America. Historical and contemporary gun habits, the crime and self-defense debates, the role of the Second Amendment's "right to bear arms," the gun culture, public attitudes, interest groups, federal gun laws, contemporary political controversies and the effectiveness of gun control measures. Also listed as POL 348. (3 cr. hr.) ■

CRM 365: Sociology of Violence

(B) Physical violence as interpersonal, cultural, societal, political phenomenon. Topics include the learning of aggression, the social organization and rationalization of various forms of violence, the experiences of victims, and the prospects for reducing current levels of violent conflict. Prerequisite: ANT 102 or SOC 100 or 150. Also listed as SOC 365. (3 cr. hr.) ■

CRM 373: Deviant Behavior

(A) A critical examination of sociological theories of deviance and social control (functionalism, anomie, social disorganization, differential association, labeling, conflict, and others as appropriate) and their application to behavior that elicits social disapproval. Also listed as SOC 373. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 375: Sociology of Law

(B) Analysis of law with respect to its functions as a means of social control and its relationships with other social institutions. Topics include an interdisciplinary survey of jurisprudence, the natural law approach versus legal and cultural realism, law as a source of crime, the administration of justice, and law in non-Western cultures. Also listed as SOC 375. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 377: Crime and Criminal Law

(B) Study of legal rules and procedures that are essential to the criminal judicial process. Examination of the English basis for criminal law, an analysis of the relationship between the state and the development of criminal law. Examination of criminal law and rules of evidence with emphasis on the origins, development, scope and impact on the accused, the criminal justice system, and society. Also listed as SOC 377. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 380: White-Collar Crime

(B) Surveys the broad range of white-collar crimes from employee embezzlement to corporate pollution law violations. Includes extensive coverage of the theories proposed to explain white-collar crimes, the methodologies used to study white-collar wrongdoing, and a review of the strategies proposed to control white-collar crimes. Also listed as SOC 380. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 383: Race, Class, Gender and Crime

(B) Involvement of the poor and minorities, especially African-Americans, Latinos, Asian-Americans, Native Americans, and women in crime and the criminal justice system. Special attention given to the role of racism in theories of crime and criminal law, and the treatment of minorities by the police, courts, and other components of the criminal justice system. Also listed as SOC 383. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 462: Juvenile Delinquency

(B) Historical development of juvenile court; theoretical interpretations of delinquency; modern trends in prevention, treatment. Also listed as SOC 462. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 463: Criminology

(B) Sociological study of crime and its consequences; the etiology, extent, and nature of crime in society. The focus of attention is on an historical and contemporary examination of that nature, role, and causes of crime and the relationship between crime and social control. Topics include explanations for crime, typologies of crime, criminal statistics, criminal law, and how pragmatic agencies of the justice system — the police and courts — operate to prevent, detect, manage, and influence crime in society. Also listed as SOC 463. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 464: Corrections

(B) Historical approach to correctional ideas and institutions in the United States and Europe. Focus is on the development of institutions and ideas for “correcting” dependent poverty, criminality, delinquency and mental illness. Examination of the changing relationship between correctional institutions and other economic and social institutions. Also listed as SOC 464. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 477: Social Control

(C) Examines theory and research on social control defined as the techniques that people, as individuals and collectively, use to define or respond to deviant behavior. Particular attention paid to social control measures directed at what is conveniently called crime. Historical and cross-national perspectives on social control are emphasized. Prerequisite: SOC 100 or 150 or ANT 102. Also listed as SOC 477. (3 cr. hr.) ■

CRM 485: Capital Punishment

(C) Examination of the death penalty as an element of American criminal justice policy. Topics include the development of the modern system of capital punishment; the responsibilities and experiences of attorneys, jurors, prison personnel and others in its implementation; the social network of death row; and empirical research on deterrence, sentencing disparities by race, and death penalty's fiscal impact, the estimated probability of miscarriages of justice, and other issues in the current policy debate. Also listed as SOC 485. Prerequisite: ANT 102 or SOC 100 or 150. (3 cr. hr.) ■

CRM 498: Seminar in Criminology

(O) Theoretical, empirical analysis of selected topics in criminology. Topics will vary according to instructor. Prerequisites: Nine hours of criminology; junior standing. (3 cr. hr.) ■

Sociology**SOC 100: American Society**

(A) This course examines the historical development of American society with reference to changing notions of freedom and equality as they are embedded in the social institutions of polity, work, religion and the family. (3 cr. hrs.) ■

SOC 129, 229, 329, 429, 529: Special Topics in Sociology

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

SOC 150: Introduction to Sociology

(A) Social structure, institutions, processes and major social forces. Emphasis on American society. (3 cr. hr.) ■

SOC 160: Social Change in the Modern World

(B) Examines the ways in which three major events have shaped the modern world and the symbols, images and words with which we attempt to understand that world. The course looks at the effects of the French Revolution of 1789, the Russian Revolution of 1917, and the fall of Communism in Eastern Europe and Russia, not just as the extraordinary events they were in and of themselves but in terms of the enduring impact of these events on the modern world and the way we understand it. (3 cr. hr.) Category C. ■

SOC 220: Introduction to Social Gerontology

(F) Introduces theories, concepts, research and applied aspects of the study of aging in American society. Topic areas include: social and institutional issues related to family, work and retirement and the economy, minority groups, biomedical, psychological, demographic and public policy perspectives on aging. (3 cr. hr.) Category C. ■

SOC 230: Prejudice and Discrimination

(B) Descriptive and theoretical review of the existence and effects of prejudice and discrimination in worldwide context. Comparison of Western and non-Western social structure, and of dominant and subordinate relationships in the U.S. and around the world. Also listed as ANT 230. (3 cr. hr.) Category D. ■

SOC 315: Development Sociology

(O) Anthropologists' and development sociologists' specific roles in economic development, public health, other projects involving cross-cultural planned change. Concepts of socioeconomic change emphasizing classic case studies of applied anthropology and sociology; modern roles in project planning, design, instrumentation and evaluation. Social scientists' responsibilities in understanding recipient culture, in encouraging participatory approaches to development as part of interdisciplinary development project team emphasized. Prerequisite: SOC 100 or 150 or ANT 102. Also listed as ANT 315. (3 cr. hr.) Category C. ■

SOC 322: Sociocultural Study of AIDS

(C) Emphasize anthropological and sociological approaches to the social and cultural aspects of the disease that are ignored or downplayed in the dominant biomedical paradigm. Attention given to the local community as a nexus of historical, social, cultural, political and economic forces that critically determine the effects of AIDS. Issues covered may include: AIDS and commercial sex, gay communities, drug use, migration, condom use, women, prevention and AIDS in cross-cultural contexts such as the U.S., Thailand, China, etc. Prerequisite: ANT 102 or SOC 100 or 150. Also listed as ANT 322. (3 cr. hr.) Category C. ■

SOC 330: Religions of Asia

(B) General introduction to the basic and enduring structures of the major religions of Asia with attention to the fundamentals of history, cultural aspects (sacred objects or places, beliefs, values, symbols and rituals), social organization, and present day position. Prerequisite: SOC 100 or 150 or ANT 102. Also listed as ANT 330. (3 cr. hr.) Category A. ■

SOC 333: The Police

(C) Provides students with a critical understanding of history of law enforcement, the police and policing in the United States. Will focus on four major issues related to policing: the history and role of the police in America; learning police work and becoming a police officer; issues and problems in policing; and current issues and trends in policing. Social science research on the police and policing will be the basis for studying and analyzing this aspect of the criminal justice system. Also listed as CRM 333. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category D. ■

SOC 340: Environmental Sociology

(C) Analysis of household, workplace, local and global environmental issues with emphasis on the interplay of cultural, social, political and economic factors in the development of and response to environmental problems. Topics covered include the effects of toxic substances on ecosystems, human health and safety risks, consumption patterns and their relation to environmental problems, government regulation, conflicts between science and politics in the assessment of workplace and environmental risks, social stratification and environmental risks, citizen activism and social movements around environmental issues. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category A. ■

SOC 345: Drug Policy

(C) The origins and continuing evolution of government policies to control psychoactive drugs. Primary emphasis on the United States, with secondary attention to Western Europe and Asia. Critical examination of both prohibitionist and alternative drug policy models, including public health, "harm reduction," and legalization/decriminalization. Also listed as CRM 345. Prerequisite: ANT 102 or SOC 100 or 150. Category D. (3 cr. hr.) ■

SOC 350: Civil Society

(C) The course begins with an examination of the historical development of and the social and psychological underpinnings of civility. It then describes the ideas and the practices of civil society in liberal modern societies from the eighteenth century to the present. The course concludes by examining the character of civility and of civil society in the contemporary United States in light of recent changes in the market economy, the democratic state, publics and the social realm of familial, communal and associational ties. (3 cr. hr.) Category C. ■

SOC 351: The Community

(C) Structure, functioning of human community in defined areal units: neighborhood, town, city, region, international region. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category B. ■

SOC 352: U.S. Ethnic Identity and Conflict

(B) Social histories of major U.S. ethnic groups are contrasted in terms of both cultural identity and social structural differences. Anthropological and sociological data, theories and interpretations of internal U.S. cultural and power differences are presented to analyze and challenge the concepts of "race" and "minority." Also listed as ANT 352, AAS 361. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category B. ■

SOC 355: Gender and the Life Course

(B) Theoretically and practically examines the interlocking forces of gender and age within the context of society and the constraints of social structure, from a life course perspective. Topical areas will include the social construction of age and gender; structural inequalities that result in ageism and sexism across the life course; male and female experiences of aging that interact with gender to give rise to changed gender roles and relationships into later life. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category B. ■

SOC 360: Self and Society

(B) Theories of structure, function of self in society dealing primarily with the American case. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category C. ■

SOC 365: Sociology of Violence

(B) Physical violence as interpersonal, cultural, societal, political phenomenon. Topics include the learning of aggression, the social organization and rationalization of various forms of violence, the experiences of victims, and the prospects for reducing current levels of violent conflict. Also listed as CRM 365. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category D. ■

SOC 366: Sociology of International Conflict

(S) General theories of social conflict used to provide theoretical framework for understanding and analyzing complexities of international conflicts and ways which conflicts emerge, are waged, and end. General theories of social conflict are applied to one or more case studies of recent international conflicts. Portion of course devoted to discussing ways which international conflict can be resolved nonviolently — through negotiation and mediation — and the limits of our knowledge about nonviolent approaches. Prerequisite: One of the following: ANT 102, GRY 120, 125, HIS 101, 111, IST 200, POL 100, 101, SOC 100, 150. (3 cr. hr.) Category C. ■

SOC 369: Population and Society

(S) Social significance of population mass, population redistribution through births, deaths, migration. Prerequisite: SOC 100 or 150 or ANT 102. Also listed as ANT 369. (3 cr. hr.) Category B. ■

SOC 371: Sociology of Medicine

(O) Sociological examination of illness, treatment of disease, medical politics and medical policy. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category A. ■

SOC 373: Deviant Behavior

(A) A critical examination of sociological theories of deviance and social control (functionalism, anomie, social disorganization, differential association, labeling, conflict and others as appropriate) and their application to behavior that elicits social disapproval. Also listed as CRM 373. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category D. ■

SOC 375: Sociology of Law

(B) Law is analyzed with respect to its functions as a means of social control and its relationships with other social institutions. Topics include an interdisciplinary survey of jurisprudence, the natural law approach versus legal and cultural realism, law as a source of crime, the administration of justice, and law in non-Western cultures. Also listed as CRM 375. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category A. ■

SOC 377: Crime and Criminal Law

(B) Study of legal rules and procedures that are essential to the criminal judicial process. Examination of the English basis for criminal law, an analysis of the relationship between the state and the development of criminal law. Examination of criminal law and rules of evidence with emphasis on the origins, development, scope and impact on the accused, the criminal justice system, and society. Also listed as CRM 377. Prerequisites: ANT 102 or SOC 100 or SOC 150. (3 cr. hr.) Category A. ■

SOC 380: White-Collar Crime

(B) Surveys the broad range of white-collar crimes from employee embezzlement to corporate pollution law violations. Includes extensive coverage of the theories proposed to explain white-collar crimes, the methodologies used to study white-collar wrongdoing, and a review of the strategies proposed to control white-collar crimes. Also listed as CRM 380. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category D. ■

SOC 383: Race, Class, Gender and Crime

(B) Involvement of the poor and minorities, especially African-Americans, Latinos, Asian-Americans, Native Americans, and women in crime and the criminal justice system. Special attention given to the role of racism in theories of crime and criminal law, and the treatment of minorities by the police, courts, and other components of the criminal justice system. Also listed as CRM 383. Prerequisite: ANT 102 or SOC 100 or SOC 150. (3 cr. hr.) ■

SOC 385: Sociology of Work

(B) Social organization of work in modern society, with particular attention devoted to the major transformations of work organization and occupational structure in the United States and to the consequences they have had for family life, class structure, politics and America's place in the international economy. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category B. ■

SOC 400: Field Practicum

(A) Supervised experience in a social agency. Open to sociology-anthropology majors only. Only three credit hours will count for the major requirement; the other three will be credited as electives. (3-6 cr. hr.)

SOC 401: Sociology of Sex and Gender

(C) Theoretical, empirical examination of male and female experiences of inequality in social institutions; changing sex roles; gender socialization, and the interaction of biology and culture. A comparative perspective is used and theoretical differences between sex and gender are investigated sociologically. Prerequisite: SOC 100, 150 or ANT 102. (3 cr. hr.) Category B. ■

SOC 405: Social Breakdown in the United States

(O) Examination of key social problems that result from the deterioration of trust, mutuality, informal social control, social obligation and institutional authority; an analysis of those forces, especially the capitalist market and the welfare state, which weaken the social bases of enduring relations and moral competence; and an assessment of various strategies for revitalizing the social contexts within which people learn to care for the fates of others. Prerequisite: SOC 100, 150 or ANT 102. (3 cr. hr.) Category A. ■

SOC 420: Issues in Gerontology

(O) Selected topics in gerontology. May be repeated as subtitle changes. Prerequisite: SOC 220. (3 cr. hr.) Category B. ■

SOC 425: Sociology of Aging and the Life Course

(S) Analysis of sociological and social psychological processes associated with the adult life span. Prerequisite: SOC 100, 150, 220 or ANT 102. (3 cr. hr.) Category C. ■

SOC 430: Social Welfare Institutions

(C) Sociological study of process of institutionalization of welfare. Focus is on American society with some comparative analysis with other industrialized societies. Prerequisite: SOC 100, 150 or ANT 102. Also listed as HUS 430. (3 cr. hr.) Category A. ■

SOC 451: Social Stratification

(O) Theories, structures, function, trends of social class, social mobility in industrial, nonindustrial societies. Dynamics of caste, caste system in Asian and other nations. Prerequisite: SOC 100, 150 or ANT 102. (3 cr. hr.) Category B. ■

SOC 455: The Sociology of Leisure

(O) History of leisure; contemporary problems of mass leisure and relation to work, politics, economics, other social institutions. Prerequisite: EDU 271, SOC 100, 150 or ANT 102. Also listed as REC 455. (3 cr. hr.) Category A. ■

SOC 461: Urban Sociology

(O) Structure, function, quality of urban life from early city to contemporary American megalopolis. Analysis of change, resultant problems. Prerequisite: SOC 100, 150 or ANT 102. (3 cr. hr.) Category B. ■

SOC 462: Juvenile Delinquency

(B) Historical development of juvenile court; theoretical interpretations of delinquency; modern trends in prevention, treatment. Also listed as CRM 462. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category D. ■

SOC 463: Criminology

(B) Sociological study of crime and its consequences; the etiology, extent and nature of crime in society. The focus of attention is on an historical and contemporary examination of the nature, role and causes of crime, and the relationship between crime and social control. Topics include explanations for crime, typologies of crime, criminal statistics, criminal law, and how pragmatic agencies of the justice system – the police and courts – operate to prevent, detect, manage and influence crime in society. Also listed as CRM 463. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category D. ■

SOC 464: Corrections

(B) Course takes a long range historical approach to correctional ideas and institutions in the United States and Europe. Focus is on the development of institutions and ideas for “correcting” dependent poverty, criminality, delinquency and mental illness. Course also examines the changing relationship between correctional institutions and other economic and social institutions. Also listed as CRM 464. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category D. ■

SOC 465: Political Sociology

(O) Analysis, interpretation of social power, socioeconomic bases of political behavior with reference to participation in politics, political consequences of social mobility and political socialization. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category A. ■

SOC 470: Sociology of the Family

(B) Comparative perspective of the family as a social institution, focusing on analysis of historical and cross-cultural variations within American society, with some comparative analysis of other societies. Topics covered include demographic changes; changes in family functions; relationship of the family to other social institutions; contemporary family issues and problems. Prerequisite: SOC 100 or 150 or ANT 102. Also listed as HUS 470. (3 cr. hr.) Category A. ■

SOC 475: Sociology of Religion

(C) Comparative religious systems, institutions; functions, role of religion and church in society. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category A. ■

SOC 477: Social Control

(C) Examines theory and research on social control defined as the techniques that people, as individuals and collectively, use to define or respond to deviant behavior. Particular attention paid to social control measures directed at what is conveniently called crime. Historical and cross-national perspectives on social control are emphasized. Prerequisite: SOC 100 or 150 or ANT 102. Also listed as CRM 477. Category D. (3 cr. hr.) ■

SOC 485: Capital Punishment

(C) Deals with the death penalty as an element of American criminal justice policy. Topics include the development of the modern system of capital punishment; the responsibilities and experiences of attorneys, jurors, prison personnel and others in its implementation; the social network of death row; and empirical research on deterrence, sentencing disparities by race, the death penalty's fiscal impact, the estimated probability of miscarriages of justice, and other issues in the current policy debate. Also listed as CRM 485. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category D. ■

SOC 486: Collective Behavior

(C) Elementary forms, mechanisms of collective dynamics; crowd, public, mass, fads, fashions, social movements in contemporary society. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category C. ■

SOC 487: Sociology of Education

(C) Ideas, approaches, research of sociologists in their study of public schools, higher education. Prerequisite: SOC 100 or 150 or ANT 102. (3 cr. hr.) Category A. ■

SOC 492: Sociological Theory

(A) Sociological theory as an appreciation and a critique of modernity; the classical tradition as formulated by Marx, Durkheim, Weber and others, such as Simmel and Mead; the relevance of this tradition to the understanding of both contemporary sociological theory and the promises and discontents of contemporary modern societies. Prerequisite: Junior or senior status. (3 cr. hr.) ■

SOC 493: Methods of Social Research I

(A) Introduction to methods of social research. Provides students with basic understanding of how to conduct and evaluate scientific research in the social sciences. Course topics follow the major steps in design and execution of social research from definition of the problem and formulation of hypotheses to interpretation of results and preparation of final report. Course provides suitable background for pursuing more advanced courses in research. Prerequisite: Junior or senior status. (3 cr. hr.) ■

SOC 494: Methods of Social Research II

(A) Analysis, interpretation of data including statistical methods: measures of central tendency, dispersion, frequency distributions, measures of association and selected inferential statistics. Both computation of statistics and computer applications for statistics are included: coordinated laboratory work. Prerequisites: SOC 493 and junior or senior status. (3 cr. hr.) ■

SOC 498: Seminar in Sociology

(A) Theoretical, empirical analysis of a general sociological problem and its implications for development of the discipline. May be repeated as subtitle changes. (3 cr. hr.) ■

SOC 596: Independent Study in Sociology

(A) Individual study in selected areas. Prerequisite: Junior or senior status. (3-8 cr. hr.)

Related Education Courses**AED 300: Introduction to Secondary Social Studies**

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Open only to junior SST majors meeting all departmental requirements. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar

(F) Integrated study of: a) introduction to methods of teaching secondary social studies; b) introduction to contemporary issues in the teaching of secondary social studies; c) preparation for specific practice teaching assignment; d) 40-hours of field experience. Open only to senior SST majors meeting all departmental requirements. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies
(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies
(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second

experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SST majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

AED 402: Student Teaching Seminar

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SST majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

Speech Pathology and Audiology

DEPARTMENT

McDonald Building
60 Tompkins Street
(607) 756-5423
E-mail: guingos@cortland.edu
www.cortland.edu/spchpath/

SCHOOL

Professional Studies

FACULTY

Regina B. Grantham (Chair), Mary Emm, Janet Ford, Eileen Gravani, Michael Pitcher, Eileen Spencer, Marjorie Stone

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Science in Speech Pathology and Audiology
Bachelor of Science in Speech and Hearing Science

MAJORS OFFERED

Speech and Language Disabilities (teacher certification)
Speech and Hearing Science (non-certification major)

MINORS OFFERED

Speech and Hearing Science

DESCRIPTION

The Speech Pathology and Audiology Department provides a solid, well rounded education with emphasis on speech language pathology and audiology, including theoretical foundations of normal communication; theoretical and research-based information on communication disorders; educational principles; experiential/active learning; technological aspects; and multicultural issues.

The programs develop critical thinking and problem-solving skills that assist students in applying theoretical knowledge to the clinical setting. The department's pre-professional program includes clinical experiences and opportunities for the completion of requirements for initial certification in New York State as a Teacher of Students with Speech and Language Disabilities, as well as the development of competencies to pursue further study at the graduate level.

SPECIAL FEATURES

- provides an excellent background to pursue graduate study
- integrates theory and research with clinical practice
- clinical practicum opportunities (on campus, student teaching)
- caring, mentoring faculty dedicated to teaching cutting edge theory and clinical methods as well as being involved in research, scholarship and professional standard setting
- individual class meetings and the Speech and Hearing Club
- Center for Speech and Hearing Disorders (provides clinical experience for students as well as a service to the community)
- independent study experience is available and encouraged
- opportunity to study abroad in Venezuela and other sites.

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to all speech pathology and audiology majors
2. Liberal Arts Requirements: 60 credit hours
3. Two years of a foreign language or completion of 202 level

SUNY Cortland students and transfer students below junior status wishing to major in speech pathology and audiology may apply for admission to one of the majors after the completion of at least 12 credit hours at Cortland with a cumulative grade point average of 2.7 or better.

Transfer students with junior level or higher standing will be allowed to declare one of the speech pathology and audiology majors upon admission to the College.

Students are expected to maintain a 2.7 overall grade point average and a 2.7 grade point average in speech pathology and audiology courses to continue to take courses in the certification and non-certification majors. If students fail to maintain the required grade point average, they will not be allowed to continue to take courses in the major.

Major in Speech and Language Disabilities [SLD]

This program is a combination of academic courses and clinical experiences. It leads to qualification for the initial teaching certificate in Speech and Language Disabilities (all grades).

CAREER POTENTIAL

- Teacher of students with speech and language disabilities
- Graduate school (speech-language pathology, teacher of the deaf, audiology, education, special education)
- With a master's degree, graduates can work in hospitals, clinics, rehabilitation centers, universities, private practice and industry. Some states such as New York also require a license.

A. Speech Pathology and Audiology Courses: 36 credit hours

SHH 270: Introduction to Communication Disorders

SHH 280: Phonetics

SHH 281: Speech Science

SHH 300: Normal Language Development

SHH 360: Teaching Children with Limited English Proficiency

SHH 370: Articulation and Language Disorders

SHH 371: Fluency and Voice

SHH 383: Basic Audiology

SHH 473: Neuropathologies of Language and Speech

SHH 475: Technology in Communication Disorders

SHH 477: Diagnostic Procedures: Introduction to Assessment in Speech-Language Pathology

SHH 480: Clinical Practicum I

SHH 481: Clinical Practicum II

SHH 483: Aural Rehabilitation

B. Professional Preparation: 29-30 credit hours

PSY 101: General Psychology I

PSY 332: Educational Psychology

PSY ____: Elective in normal development

EDU 488: Student Teaching in Speech, Language and Hearing

EDU 496: Organization of Speech, Language, Hearing Programs in the Schools

ENG 201: Introduction to Language Study

HLH 199: Critical School Health Issues *or*

HLH 110: Personal and Community Health

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Speech and Hearing Science [SHS]

This major prepares students for graduate study in speech-language pathology, audiology, education, teacher of the deaf or special education.

CAREER POTENTIAL

- Graduate school
- With master's degree in speech-language pathology and/or audiology, can work in hospitals, clinics, rehabilitation centers, universities, private practice and industry. Some states, such as New York, also require a license.

A. Speech Pathology and Audiology Courses: 32 credit hours

SHH 270: Introduction to Communication Disorders

SHH 280: Phonetics

SHH 281: Speech Science

SHH 300: Normal Language Development

SHH 370: Articulation and Language Disorders

SHH 371: Fluency and Voice

SHH 383: Basic Audiology

SHH 473: Neuropathologies of Language and Speech

SHH 477: Diagnostic Procedures: Introduction to Assessment in Speech-Language Pathology

SHH 480: Clinical Practicum I

SHH 483: Aural Rehabilitation

B. Non-Departmental Requirements: 12 credit hours

PSY 101: General Psychology I

PSY ____: Elective in normal development

MAT/PSY 201: Statistical Methods *or*

CAP 100: Introduction to Computer Applications

ENG 201: Introduction to Language Study

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in Speech and Hearing Science [SHS]

Required Courses: 18 credit hours

SHH 270: Introduction to Communication Disorders

SHH 280: Phonetics *or*

SHH 281: Speech Science

SHH 300: Normal Language Development

SHH 370: Articulation and Language Disorders

SHH 383: Basic Audiology

One course from the following:

SHH 371: Fluency and Voice

SHH 473: Neuropathologies of Language and Speech

SHH 483: Aural Rehabilitation

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the B.S. in Speech and Language Disabilities over four years

First Year	Second Year
<p><i>Fall</i></p> <p>GE course GE course CPN 100 or 102 Foreign language HLH 110 or 199 COR 101 Total credit hours: 16-18</p> <p><i>Spring</i></p> <p>CPN 101 or 103 SHH 270 SHH 280 GE course Foreign language Total credit hours: 15-17</p>	<p><i>Fall</i></p> <p>SHH 281 SHH 300 GE course Foreign language PSY 101 Elective Total credit hours: 18</p> <p><i>Spring</i></p> <p>ENG 201 SHH 370 SHH 371 Foreign language GE course Quantitative Skills Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>SHH 477 SHH 480 SHH 360 GE course (WI) SHH 383 PSY elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>SHH 481 SHH 475 SHH 483 GE course GE course Total credit hours: 15</p>	<p><i>Fall</i></p> <p>Elective EDU 496 SHH 473 GE course PSY 332 Total credit hours: 15</p> <p><i>Spring</i></p> <p>EDU 488 (student teaching) Total credit hours: 12</p>

Speech Pathology and Audiology

COURSE DESCRIPTIONS

SHH 129, 229, 329, 429, 529: Special Topics in Speech Pathology and Audiology

Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

SHH 270: Introduction to Communication Disorders

(A) The basic processes of speech, language and hearing and the nature of communication disorders are discussed in terms of multidisciplinary approaches used in identification and intervention. Includes disorders of: language, learning, articulation, phonology, cognition, behavior, motor, voice, fluency and hearing. An overview of the professions of Speech-Language Pathology and Audiology is presented. (3 cr. hr.) ■

SHH 280: Phonetics

(A) Nature of spoken language explored with respect to phonology, articulatory and clinical phonetics, and transcription using the International Phonetic Alphabet and diacritic markers. Includes information on phonological development and disorders, phonological awareness and dialect. (3 cr. hr.)

SHH 281: Speech Science

(B) Anatomy and physiology of the speech mechanism and nervous system; an overview of the acoustics and the acoustic nature of speech. (3 cr. hr.) ■

SHH 300: Normal Language Development

(A) Course of language development in typical children explored from infancy to late adolescence with cultural and socioeconomic issues addressed. Includes semantic, syntactic, morphological, phonological and pragmatic aspects. Emphasis placed on language and pre-literacy in toddler and preschool years, and school-age language and literacy. Neurological, theoretical and applied issues addressed. Not open to those having credit for PSY 350. (3 cr. hr.) ■

SHH 360: Teaching Children with Limited English Proficiency

(A) An introduction to assessment and intervention for children with limited English proficiency and/or English as a second language. Emphasis will be placed on classroom assessment and developing strategies that will support student's language and literacy performance in the classroom. Prerequisite: SHH 480 or 481, either of which may be taken concurrently. (1 cr. hr.)

SHH 370: Articulation and Language Disorders

(A) Disorders of articulation/phonology and language are explored within a multicultural framework of normal patterns of acquisition and use. Includes behavioral disorders, learning disabilities, delayed or limited cognitive development, safety and accessibility issues of people with disabilities, physical, cognitive, and affective characteristics of persons with disabilities and the impact of culture and social economic status. Paper(s) requiring research using word-processing and Internet access are required. Prerequisites: SHH 270, 280 and 300. (3 cr. hr.)

SHH 371: Fluency and Voice

(S) Fluency disorders and phonatory/resonance disorders (theories, characteristics, etiologies and clinical management) will be presented. Physical, cognitive and affective attributes of fluency/voice disorders will be discussed. Prerequisite: SHH 281. (3 cr. hr.)

SHH 383: Basic Audiology

(F) Anatomy, physiology, pathology and audiological assessment of the hearing mechanism. Prerequisite: SHH 281 or permission of the department. (3 cr. hr.)

SHH 470: Studies in Speech Pathology

(O) Selected area. May be repeated as subtitle changes. Prerequisite: Consent of department. (1-3 cr. hr.)

SHH 473: Neuropathologies of Language and Speech

(F) Speech and language disorders resulting from neuropathologies – an overview of neurology, etiologies, assessment and treatment. Physical, cognitive and affective attributes of these disorders are discussed. A case study including Internet accessing and other technology is required and critiqued. Prerequisites: SHH 281 and 370 (3 cr. hr.)

SHH 475: Technology in Communication Disorders

(A) An introduction to the types of technology used in the practice of speech-language pathology and audiology: Augmentative communication, computer applications, classroom FM systems and assistive devices for the hearing impaired. Prerequisite: SHH 480 or 481, either of which may be taken concurrently. (1 cr. hr.)

SHH 477: Diagnostic Procedures: Introduction to Assessment in Speech-Language Pathology

(A) The diagnostic process in communication disorders within a multicultural and historical framework. Emphasis on evaluation/reporting procedures, including choice and administration of standardized instruments, functional and learning outcomes assessment, language sample analysis and diagnostic report writing in the preschool and school aged population. Therapeutic implications and referral procedures are introduced. Prerequisite: SHH 370 (3 cr. hr.)

SHH 480: Clinical Practicum I

(A) Principles and techniques of case management, including designing individualized/differentiated programs for persons with speech/language, motor, developmental, behavioral and sensory impairments. Emphasis on writing behavioral objectives and lesson plans, prioritizing goals, developing therapy strategies, analyzing behavior and behavior management strategies, assessing learning outcomes and writing clinical reports. A required clinical observation experience is integrated with classroom instruction to facilitate the transition from theory to practice. Prerequisites: SHH 281 and 370. (2 cr. hr.)

SHH 481: Clinical Practicum II

(A) Supervised evaluation and treatment of individuals with communication disorders, report writing, conferences and self-evaluation techniques. Lectures include instruction in assessment procedures, teaching techniques for groups and individuals, clinical report writing, language and phonology remediation techniques, ethics, multicultural issues, socioeconomic status, analysis of behavior and development of behavior management strategies. Prerequisites: SHH 480, 477, consent of instructor. Achieve passing score on the SPAA Competency Examination. See department academic advisement manual for further information. (2 cr. hr.)

SHH 483: Aural Rehabilitation

(S) The management principles of hearing impairment are considered across age groups: Auditory perception, speech perception, auditory training, speech reading and psychosocial issues. The nature and accessibility of personal and educational amplification systems and assistive devices are discussed. Case studies are reviewed and critiqued. Prerequisites: SHH 270, 370, 383. (3 cr. hr.)

Related Education Courses**EDU 488: Student Teaching in Speech, Language and Hearing**

(A) Full-time speech and language assessment and intervention in school settings under College supervision. Related seminars are included in the course. This experience includes: task analysis, formal and informal assessment, development of Individualized Educational Programs and Individualized Family Service Plans, curriculum planning, instructional planning and strategies, working within a multidisciplinary team, behavior management, classroom management and self-analysis of skills. Prerequisites: SHH 371, 383, 481 and EDU 496; cumulative grade point average of 2.7 and grade point average in SHH courses of 2.7; consent of department. (12 cr. hr.)

EDU 496: Organization of Speech, Language, Hearing Programs in the Schools

(A) Historical, social and legal foundation for establishing and providing speech/language/hearing services within the curricula of different school settings. Emphasis on legal and professional concerns including eligibility issues for the Individualized Family Service Plan and Individualized Education Plan; the impact of language based learning disabilities on classroom performance, particularly reading and writing, curricular development and instructional planning strategies for various populations, differentiated instruction within the classroom, classroom/behavioral management and the role of ASHA in the schools. Applying concepts to specific cases and employing collaboration with parents and other school based professionals are addressed. Prerequisites: SHH 370, 371, 383 and 481. (3 cr. hr.)

Sport Management

DEPARTMENT

Studio West, Room 156
(607) 753-4251
E-mail: spmng@cortland.edu
www.cortland.edu/spmg/

S

SPORT MANAGEMENT

SCHOOL

Professional Studies

FACULTY

David Snyder (Interim Chair), Daniel DePerno, Ted Fay, Peter Han, James Reese, Lisa Scherer, Matthew Seyfried, Aaron Zipp, Sarah Zipp

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

MAJORS OFFERED

Bachelor of Science in Sport Management
Bachelor of Arts in Sport Management

MINORS OFFERED

Sport Management

DESCRIPTION

The Sport Management Program is based on a theory-to-practice model of learning which prepares students through course work, fieldwork and internships to be successful professionals in a wide range of career choices within the field. SUNY Cortland offers the only sport management major at the undergraduate level in the SUNY system of colleges and universities.

Professional preparation is enhanced by the development of concentrations and minors that allow some specialization. Additionally, students are engaged in over 100 hours of field experience prior to their required senior internship.

The program focuses on future trends such as information technology in sport, sport entrepreneurship and international sport. Elective credit hours may also be used to enroll in a study abroad program.

SPECIAL FEATURES

Study abroad in England, Germany and Australia

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements:
 - B.A. – 90 credit hours
 - B.S. in Sport Management – 75 credit hours

Major in Sport Management [SPMG]

The degree in sport management is focused on the business and governance of sport as it applies to sport organizations in both the nonprofit and for-profit sectors. This program has been developed to reflect the Sport Management Program Review Council's (SMPRC) approved curriculum guidelines.

More information about sport management can be found on the Web at www.cortland.edu/spmg/.

ADMISSION REQUIREMENTS

1. Acceptance to the major is highly competitive and is dependent on space available and the candidate's academic record, behavioral and professional background. Admission to the major is limited and application does not guarantee admission.
2. Students wishing to major in sport management must have a minimum cumulative grade point average of 2.5 to be considered. Meeting this minimum standard does not guarantee admission into the program.
3. Students wishing to become majors by internally transferring from another major must submit a portfolio that includes
 - a) a change of major form
 - b) a copy of their academic record
 - c) a personal resume
 - d) a personal statement explaining their interest in the major relative to their future academic and professional career interests.
4. All student portfolios will be reviewed by a committee comprised of the sport management faculty prior to any final decision on acceptance is made.
5. Students may be required to complete an additional interview with program faculty.
6. Students will be notified in writing of their acceptance, their conditional acceptance or their rejection. Students who are not accepted may reapply.
7. A declaration of interest to major does not guarantee acceptance for a student.
8. Applications are reviewed in October and March prior to coourse registration for the upcoming semester.

REQUIREMENTS FOR SPORT MANAGEMENT MAJORS SEEKING A BACHELOR OF ARTS

A student can earn a B.A. by fulfilling the same professional requirements along with the addition of a foreign language (0-12 credit hours) for a total of 90 liberal arts credit hours.

CAREER POTENTIAL

- Sports marketing director
 - Director of media relations
 - Event/venue manager – Olympic Games
 - Regional sales manager – sport product company
- A. General Education and Liberal Arts: 37 credit hours
CPN 100 or 102: Academic Writing I
CPN 101 or 103: Academic Writing II
Quantitative Skills (3 cr. hr.)
General Education requirements (28 cr. hr.)

- B. Required Courses: 36 credit hours
 SPM 149: Event Management Practicum I
 SPM 249: Event Management Practicum II
 SPM 275: Foundations of Sport Management +
 SPM 330: Sport Media Management
 SPM 335: Information Technology in Sport
 SPM 360: Sport Marketing +
 SPM 373: Sport Law and Organizations +
 SPM 466: Strategic Management in Sport Organizations +
 SPM 370: Pre-internship Conference
 SPM 470: Internship in Sport Management **
 ECO 366: Economics of Sport +
- C. Required Professional Electives: Six credit hours minimum from the following:
 SPM/EXS 410: Ethics in Sport +
 SPM 175: Introduction to Sport Management (requirement for all freshmen and transfer students)
 SPM 227: Stadium and Arena Management
 SPM 238: Sport Videography
 SPM 255: Sport Event Management
 SPM 338: Advanced Sport Videography
 SPM 320: Sport Entrepreneurship
 SPM 349: Sport Management Practicum
 SPM 430: Applied Sport Media Management
 SPM 435: Applied Information Technology in Sport
 SPM 438: Applied Sport Videography
 SPM 440: The International Sport Enterprise +
 SPM 450: Sport and Disability
 SPM 460: Applied Sport Sales and Marketing
- D. Field Experiences: 12-18 credit hours
 SPM 149: Event Practicum I
 SPM 249: Event Practicum II
 SPM 349: Sport Management Practicum
 SPM 370: Pre-internship Conference
 SPM 470: Internship in Sport Management
- E. Required LAS Courses: 15 credit hours
 PSY 101: General Psychology +
 CAP 100: Introduction to Computer Applications +
 COM 100: Human Communication +
 EXS 345: Sport in Society + *or*
 EXS 420: Sport in American Culture +
 COM 300: Interpersonal Communication *or*
 COM 210: Public Speaking +
- F. Other Required Management and Economics Foundation: 18 credit hours
 MGT 250: Principles of Management +
 MGT 253: Principles of Marketing +
 MGT 254: Principles of Accounting
 ECO 111: Principles of Microeconomics +
 ECO 221: Economic Statistics + *
 ECO 352: Finance +
- G. Free Electives: 17 credit hours
 * ECO 221 (Satisfies Quantitative Skills Requirement)
 ** Students will be eligible to apply CPV 400 internship credits as free elective credits. Students are able to use free elective credits to increase internship credits to 12-15.
 + May count toward liberal arts credit hours.
 Note: 1.) SPMG majors can only count two courses taken as part of their major toward minor in economics. 2.) The minor in management is not open to sport management majors.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in Sport Management [SPMG]

This minor is designed to be flexible enough to allow students majoring in other disciplines (e.g., economics and management, communications, pre-law, political science, exercise science and sport studies, and recreation) to be able to reasonably combine this minor together with their major. The following are the requirements for a minor in sport management which total 19 credit hours.

ADMISSION REQUIREMENTS

1. Acceptance into the minor is highly competitive and will be dependent on space available and the candidate's academic record and background. Application to the minor is limited and application does not guarantee admission.
 2. Students wishing to minor in sport management must have a minimum cumulative grade point average of 2.5 to be considered.
 3. Students wishing to minor must submit a copy of their academic record, a personal resume and a personal statement explaining their interest in the minor relative to their professional career interests.
 4. A declaration of interest to minor does not guarantee acceptance for a student.
- A. Required Courses: 10 credit hours
 MGT 250: Principles of Management
 SPM 175: Introduction to Sport Management
 SPM 275: Foundations of Sport Management
 SPM 466: Strategic Management of Sport Organizations
- B. One course to be selected from the following: Three credit hours
 EXS 345: Sport in Society
 EXS 351: Philosophy of Sport
 EXS 410: Ethics in Sport
 EXS 420: Sport in American Culture
- C. One course to be selected from the following: Three credit hours
 SPM 330: Sport Media Management
 SPM 335: Information Technology in Sport
 SPM 360: Sport Marketing
- D. Related Elective Requirements: Three credit hours
 One course to be selected from the following list of courses (prerequisites may apply):
 ECO 366: Economics of Sport
 EXS 287: Social Psychological Aspects of Sport
 SPM 227: Stadium and Arena Management
 SPM 255: Sport Event Management
 SPM 320: Sport Entrepreneurship
 SPM 373: Sport Law and Organization
 SPM 430: Applied Sport Media Management
 SPM 435: Applied Information Technology in Sport
 SPM 440: The International Sport Enterprise
 SPM 460: Applied Sport Sales and Marketing
 REC 402: Management of Recreation Resources

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 19

Example of the bachelor's degree in Sport Management over four years

First Year	Second Year
CPN 100 or 102 CPN 101 or 103 COM 100 CAP 100 SPM 175 SPM 275 MGT 250 ECO 111 COR 101 SPM 149 General Education (9 cr. hr.) Total credit hours: 33	COM 210 or COM 300 PSY 101 MGT 253 MGT 254 SPM 330 SPM 335 ECO 221 SPM 249 General Education (10 cr. hr.) Total credit hours: 32
Third Year	Fourth Year
SPM 360 SPM 370 SPM 373 ECO 366 SPM elective EXS 345 or EXS 420 General Education (9 cr. hr.) Electives (6 cr. hr.) Total credit hours: 31	ECO 352 SPM 466 SPM 470 (9-15 cr. hr.) SPM Elective Electives (5-11 cr. hr.) Total credit hours: 28

Sport Management

COURSE DESCRIPTIONS

SPM 129, 229, 329, 429, 529: Special Topics in Sport Management
Selected topics: May be taken more than once as subtitles change.
Prerequisite: Designated by department as appropriate for content and academic level of credit. (1-3 cr. hr.)

SPM 149: Event Practicum I

(A) Introduction to game and event administration. Required minimum of 40 hours of on-site game administration including assisting in the planning, organizing, and conducting of SUNY Cortland intercollegiate athletic events during a given semester. Required of all first year majors including transfer students. (1 cr. hr.)

SPM 175: Introduction to Sport Management

(B) Introduction to the nature and range of careers in the sport industry. This course will detail the personal characteristics, professional practice, and special skills and qualifications necessary to position a student in the sport industry. (1 cr. hr.)

SPM 227: Stadium and Arena Management

(C) Devoted to teaching students how to supervise, market, finance, schedule and administer stadiums and arenas. Deals in areas of maintenance, daily operations, and contracting of the building. (3 cr. hr.)

SPM 238: Sport Videography

(O) A practical introduction to the professional creation of sports video material for sport teams, sport organizations and media presentation. Offers the theoretical knowledge of basic production along with the applicable skills to design and produce sports video material. Designed to teach students how to shoot and edit sport video using analog/linear equipment. (3 cr. hr.)

SPM 249: Event Practicum II

(A) Game and event administration progressing to some supervisory duties. Minimum of 40 hours of on-site game administration involving SUNY Cortland intercollegiate athletic events. Hours can be accumulated over the course of fall and spring semesters. Required of all second year majors including transfer students. Prerequisite: SPM 149. (1 cr. hr.)

SPM 255: Sport Event Management

(F) Overview of all elements involved in sport event management. Key component of course is the planning, organizing, marketing and conducting of a sport event on campus during the semester. (3 cr. hr.)

SPM 275: Foundations of Sport Management

(A) Basic historical understanding of the various dimensions of the sport industry in the United States and throughout the world, including important icons and critical events. Students will examine the modern evolution of the business of sport into a complex, multi-billion dollar service and product industry encompassing many different organizational structures. Pre-requisite: SPM 175. (3 cr. hr.) ■

SPM 311: Legal Issues in Physical Education and Sport

(B) Study of legal issues affecting management of sport programs. Focus is on liability as it affects teachers, coaches, administrators, and sport management personnel. Prerequisite: junior status or consent of instructor. (3 cr. hr.)

SPM 320: Sport Entrepreneurship

(C) A detailed analysis of the management and marketing of sporting goods companies and sport retail businesses including e-commerce in sport-related enterprises. Students will study trends, display, target marketing, marketing demographics, customer service, and the basic functions of selling and managing a retail business operation. Purchasing, inventory control, cost and price analysis, supplier relationships, offshore procurement, and quality and ethical considerations will be examined. (3 cr. hr.)

SPM 330: Sport Media Management

(A) Introduction to the structure, function, role and effects of the mass media in the sport industry. Study of principles and fundamentals through application of approaches to sport information and media relations. Includes the development and production of promotional, informational, and news-oriented material. (3 cr. hr.)

SPM 335: Information Technology in Sport

(A) A comprehensive investigation of the current applications of information and communication technology and database management utilized in sport organizations within the intercollegiate, professional, and international segments of the sport industry. Students will use common database, spreadsheet and proprietary software used within the industry to analyze and solve management problems. Prerequisite: CAP 100. (3 cr. hr.)

SPM 338: Advanced Sport Videography

(O) Advanced practical experience introducing students to non-linear editing using the premiere digital editing equipment required to edit audio and video clips into sports highlights and packages geared towards sport organizations. A "hands-on" experience that will give students the opportunity to shoot, capture and edit sports video material. Prerequisite: SPM 238. (3 cr. hr.)

SPM 349: Sport Management Practicum

(A) Opportunity for students to be involved in an applied working environment related to their specific career interests in sport management. Students must present detailed outline of proposed practicum including learning objectives and outcomes to a faculty sponsor. Can be used as an internship-type placement with an off-campus sport organization or under the auspices of a SUNY Cortland athletic staff or sport management faculty member. Prerequisites: SPM 275 and consent of department. (3 cr. hr.)

SPM 360: Sport Marketing

(A) Application of marketing and market analysis techniques to sports. Topics include sport consumer behavior, demand analysis, strategic market planning, and sponsorship. Prerequisite: MGT 253. Also listed as MGT 360. (3 cr. hr.) ■

SPM 370: Pre-Internship Seminar in Sport Management

(A) Development and analysis of internship and career goals including an exploration of characteristics of the profession in relation to personal and professional goals. Emphasis on development of a professional portfolio. Professional ethics and etiquette will be explored. (1 cr. hr.)

SPM 373: Sport Law and Organization

(A) Examination of the legal environment in which professional and amateur sports presently operate. Included will be aspects of contract law, labor law, constitutional law and antitrust law as they apply to the sport industry. Prerequisites: SPM 275 and MGT 250. Also listed as MGT 373. (3 cr. hr.) ■

SPM 410: Ethics in Sports

(S) Examination of selected ethical and moral issues current in the conduct of American sport such as the ethics of competition, equality and excellence, and the place of athletics in education. Also listed as EXS 410. (3 cr. hr.)

SPM 430: Applied Sport Media Management

(A) Theoretical and practical knowledge of the application of basic journalistic and communication principles and practices as used in sport information and sport media relations. Students will be involved with campus or area sport organizations in a defined applied sport media role, e.g., *Dragon Chronicle*, Neovox, SUNY Cortland athletics, that may include one of the following tracks: sport journalism, sport information and media relations, sport broadcasting or sport statistics. Pre-requisite: SPM 330. (3 cr. hr.)

SPM 435: Applied Information Technology in Sport

(A) Theoretical and practical knowledge of the application of sport-specific information technology involving digital video, databases, Web design and graphic design. Students will be trained to use proprietary industry software as provided to the Sport Media and Technology Learning Center. This course leads to certification in various industry-related software packages that may include one of the following tracks: Web and graphic design, digital video editing and analysis, video display systems, ticketing operations. Prerequisite: SPM 335. (3 cr. hr.)

SPM 438: Applied Sport Videography

(O) A pragmatic approach to sports production. Students will shoot, capture and edit athletic events using both analog and digital equipment. They will be exposed to real-life situations as they produce quality sports video products using events on campus as their subjects. Prerequisite: SPM 338. (3 cr. hr.)

SPM 440: The International Experience in Sport

(B) Focus on the globalization of sport with an emphasis on the organization, governance, and management of international sport, including the Olympic and Paralympic Games and FIFA World Cup. Comprehensive investigation of the structural and cultural environments in which U.S. organizations and corporations must consider in conducting business in foreign markets. Major semester-long project includes the development of a bid document for a U.S. city to host a major international sports event. (3 cr. hr.) ■

SPM 444: Laboratory Assistant in Sport Management

Student may assist with the lab portion of one of several sport management theory classes. Responsibilities may include attending and assisting with a lab section, holding office hours, assisting with collecting research data and/or completing other tasks as assigned by the instructor. Students will enhance their knowledge and understanding of the concepts covered in the associated theory course, learn additional laboratory techniques as well as gain valuable leadership experience. (1-3 cr. hr.)

SPM 450: Disability and Sport

(O) Examination of the critical contemporary issues associated with the organization, governance and management of sport for people with disabilities. Emphasis will be placed on the historical, sociological and cultural contexts, as well as the practical environments in which sport opportunities for athletes with disabilities have evolved. Particular emphasis will be placed on a service-learning component designed to provide students with a "working understanding" of the core issues facing sport managers and sport scientists working with athletes with disabilities. Not open to freshmen or sophomores. Also listed as EXS 450. (3 cr. hr.)

SPM 460: Applied Sport Sales and Marketing

(A) An applied sport promotion class involving the application of promotional theory, event planning and management, public relations, sponsorship proposal writing and the sales and solicitation of sponsorships to an existing sports event, sport organization, or team. Semester-long project required. Prerequisites: SPM 360. (3 cr. hr.)

SPM 466: Strategic Management of Sport Organizations

(A) Investigates the skills and knowledge applicable to the process of planning for an organization's future including a focus on contemporary issues. Key elements of policy development and strategic planning will be considered including the roles of mid and top level managers, strategy formulation, ethical and environmental analysis, and strategy implementation. Senior status. Prerequisite: SPM 275. (3 cr. hr.) ■

SPM 470: Internship in Sport Management

(A) Fourteen weeks of supervised full-time internship experience in either the profit or nonprofit sector of sport management. Students will be placed in a sport organization within a defined sport industry segment relative to their career goals and interests. Prerequisites: SPM 275, SPM 370, senior status, consent of department, cumulative grade point average of at least 2.5 in the major and a 2.25 overall grade point average. (9-15 cr. hr.)

SPM 499: Special Study in Sport Management

(A) Independent study/research on selected topics. Topics may include in-depth study of a particular subject area. Student will work with faculty member whose own special interests and expertise coincide most closely with chosen topic. Students must follow suggested guidelines available in department chair's office. Consent of department. (1-3 cr. hr.)

Urban Studies

INTERDISCIPLINARY MINOR

Old Main, Room 124
(607) 753-2438
E-mail: tphillips@cortland.edu

SCHOOL

Arts and Sciences

FACULTY

Tim Phillips (Coordinator)

MINOR OFFERED

Urban Studies

CAREER POTENTIAL

- Urban planner
- Consultant
- Transportation analyst
- City manager

DESCRIPTION

The interdisciplinary minor in urban studies draws on the resources of the economics, geography, political science and sociology-anthropology departments and may be combined with many of the majors offered by the College. Advisement of students majoring in departments cooperating in urban studies is the responsibility of the urban studies staff members of the respective departments. Students majoring in other departments are advised by advisors assigned from the urban studies staff.

Minor in Urban Studies [URB]

A. Required courses total 12 credit hours. Prerequisites for these courses must be taken without credit toward the urban studies minor:

- ECO 393: Urban Economics (prerequisites are ECO 110, 111)
- GRY 250: Urban Geography
- POL 326: State and Local Government
- SOC 461: Urban Sociology (prerequisite is SOC 150)

B. Elective courses total six credit hours and are to be taken for minor credit upon advisement only. They may be taken from the following list of courses, or from outside the cooperating departments with written permission of the advisor. Such electives may be chosen specifically to emphasize general content, planning, techniques, empirical analysis, or whatever focus is desired by the student and advisor. POL 485 and SOC 400 provide field experiences which would be worthwhile electives for the urban studies minor.

ECO 383: Labor Economics *or*

ECO 494: Regional Economics

GRY 324: Cartography and Geographic Information *or*

GRY 440: Seminar in Geography *or*

GRY 470: Resource Geography *or*

GRY 429: Topics (as appropriate)

POL 240: Introduction to Public Administration and Public Policy *or*

POL 292: Race and Politics in America *or*

POL 485: Field Study in Political Science *or*

POL 492: Seminar in Political Science *or*

POL 526: Seminar in State and Local Government

SOC 351: The Community *or*

SOC 352: U.S. Ethnic Identity and Conflict *or*

SOC 373: Deviant Behavior *or*

SOC 400: Field Practicum *or*

SOC 498: Seminar in Sociology

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Women's Studies

INTERDISCIPLINARY MINOR

Old Main, Room 122
(607) 753-5784

SCHOOL

Arts and Sciences

FACULTY

Caroline Kaltefleiter (Coordinator)

MINORS OFFERED

Women's Studies

CAREER POTENTIAL

- Teacher
- Journalist
- Counselor
- Lobbyist

DESCRIPTION

The women's studies minor is interdisciplinary and is designed to complement many academic majors. Administration of this program and advisement for its students is conducted by the Women's Studies Committee, a subcommittee of the Multicultural and Gender Studies Council. Students completing the minor will be exposed to scholarship focusing on women's role and status in society in both historical and contemporary contexts. The minor helps students prepare for numerous careers that are enhanced by an understanding of sex roles and relations between men and women in society.

Minor in Women's Studies [WST]**A. Required Courses: Nine credit hours**

- WST 100: Approaches to Women's Studies
WST 400: Colloquium in Women's Studies

One course from the following:

- COM 432: African Americans in Television and Film
ENG 250: Introduction to Jewish Authors
AAS/ENG 251: Introduction to African American Literature
ENG 421: Afro-American Autobiography
GRY 485: Africa, South of the Sahara
AAS 334/HIS 312: African American History I
AAS 336/HIS 313: African American History II
AAS/HIS 321: Africa, Human Origins to 1800
AAS/HIS 322: Modern Africa, 1800-Present
HIS 363: Jews in the Modern World, 1789-1948
HIS 460: The Holocaust

Other courses that address experiences related to ethnicity or social groups in the minority in the U.S. may be used to fulfill this category with permission of the program coordinator.

B. Other: Nine credit hours. Three courses from at least two of the following categories:**Theoretical Perspectives**

- PHI 380: Feminist Social Thought
Any course that deals with theoretical issues underlying the study of women may be used to fulfill this category, with the permission of the program coordinator.

Women in Society

- ECO 325: Political Economy of Women
HLH 550: Women's Health
POL 405: Discrimination Law
PSY 330: Psychology of Sex Roles
SOC 401: Sociology of Sex and Gender
SOC 470: Sociology of the Family
HIS 317: Women in the United States
HIS 318: The History of Women in Modern Europe
WST 200: Women and U.S. Institutions
WST/EXS 445: Women and Sport
Any course that considers the role of women in a broader societal and/or historical context may be used to fulfill this category with the permission of the program coordinator.

Women and Aesthetics

- ENG 261: Women in Literature
ENG 422: American Women Writers
ENG/AAS 425: African American Women Novelists
Any course that specifically examines women within the context of fine arts or literature may be used to fulfill this category with the permission of the program coordinator.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Women's Studies

COURSE DESCRIPTIONS

WST 100: Approaches to Women's Studies

(O) A survey of women's studies that emphasizes the integration of the various approaches to the area. Topics will include: analysis of patriarchy and gender and their influence on family, work and public policy; the history of women and the women's movement; sexuality and sex roles; connections among gender, race and class. Satisfies requirement for women's studies minor. (3 cr. hr.) ■

WST 200: Women and U.S. Institutions

(O) Examines the structure of U.S. Institutions and their power dynamics as they relate to women. Considerable attention will be paid to the major "gender-defining" institutions, such as education, law, government, the labor market, media, religion, medicine and the family. Relationships among these institutions that define policy regarding women will be discussed. Focus on contemporary U.S. society. Satisfies requirement in women's studies minor. (3 cr. hr.)

WST 400: Colloquium in Women's Studies

(O) Individual study or projects on selected topics in women's studies — integration and elaboration of previous course work in women's studies. Satisfies requirement for women's studies minor. Prerequisite: WST 100. (3 cr. hr.)

WST 445: Women and Sport

(O) Examination of the current scholarship and debates surrounding issues of women's participation and involvement in sport. Also explores the dynamics of gender and sporting participation. A critical perspective will be used to examine sport as a significant social institution and its relationship to sexism and homophobia. Open only to juniors and seniors. Also listed as EXS 445. (3 cr. hrs.) ■

WST 552: Gender Issues in Education

(F) Seminar integrating recent scholarship on women and women's ways of knowing into a broader study of gender issues in education including socialization of men and women through education; socialization of women and men teachers and administrators and the costs and benefits of these structures for men and women. The course will focus upon application of these issues to policy and practice in education today. Prerequisite: Junior, senior or graduate level; education methods course. Consent of instructor. Also listed as EDU 552. (3 cr. hr.)

International Programs/ Study Abroad

International Programs

OFFICE

Miller Building, Room 16
(607) 753-2209
E-mail: studyabroad@cortland.edu
www.cortland.edu/international

SUNY Cortland strives to emphasize international dimensions in every field of study, principally through the International Programs Office. Internships are available in some locations. Students also are eligible to participate in more than 400 other international study programs offered by other SUNY campuses. Applicants generally have a minimum cumulative grade point average of 2.5. All participants are governed by the Study Abroad Academic Policies outlined on page 288. They must be in good academic standing the semester prior to applying.

Credits earned during foreign study are transferred automatically toward meeting Cortland's graduation requirements. Participants usually are juniors and seniors, although qualified freshmen and sophomores may be accepted into certain programs.

SUNY Cortland's Study Abroad programs are outlined below. For more information, including prerequisites and estimated costs, contact the International Programs Office or visit the Web site: www.cortlandabroad.com.

Australia

BALLARAT UNIVERSITY, BALLARAT

Ballarat University, in the state of Victoria, offers physical education, art, Australian Studies, business and other disciplines that complement majors at Cortland. A two-week outdoor education class in the hinterlands and at the shore is available. Housing is in residence halls.

GRIFFITH UNIVERSITY, BRISBANE

Griffith University in the city of Brisbane and on the Gold Coast offers the opportunity to study in a subtropical setting. Students live in residence halls or apartments and may study subjects ranging from ecology, management and education to health, social sciences and humanities. The Queensland College of Art and the Queensland Conservatorium of Music are also a part of Griffith University.

UNIVERSITY OF THE SUNSHINE COAST, MAROOCHYDORE

The University of the Sunshine Coast is Australia's newest university. Located in Queensland near Brisbane, it offers personal attention in a medium-sized university with unique academic programs in arts and social sciences, business, education and science. Internships are available with appropriate academic prerequisites. Housing is in townhouses adjacent to the campus. A six-week summer program is also available.

Student Teaching, Australia (Fall Semester)

Cortland's student teaching program at the University of the Sunshine Coast begins with a five-and-a-half week module from early June through mid-July. Students take two courses designed to prepare them for a nine-week student teaching experience in the Australian classroom. The program is open to childhood, early childhood/childhood, physical education, special education and certain adolescence education majors. Housing is adjacent to campus in townhouses. Students complete a domestic student teaching experience upon their return from Australia during the second half of the fall semester.

Belize

DEVELOPMENT INTERNSHIPS

Internships are offered during the fall, spring and summer in a variety of governmental and nongovernmental agencies involved in health, recreation, communications, sociology/anthropology, policy studies, education and the environment. Housing is with families in most cases.

Ecology and Economy in Belize

This unique program is offered every Winter Session. Predeparture orientation is offered during the second quarter of fall semester at SUNY Cortland. The program concludes with an eight-day field experience in Belize during Winter Session.

China

CHINA: HISTORY, CULTURE AND THE ARTS SUMMER PROGRAM

Objectives of this program are to provide historical, creative, and cultural perspectives of an area of China not often visited. Students will have the opportunity to study and go behind the scenes to witness a part of China that is rapidly changing. This study tour includes visits to Shanghai, Yixing, Jingdezhen and Dali, located in northern Yunnan Province on the border of Tibet. The program is escorted by a Cortland instructor. Undergraduate and graduate credit is available. Students generally earn three credits but may earn six credits with special approval and prior planning. The program departs at the end of May and lasts approximately four weeks.

CAPITAL NORMAL UNIVERSITY, BEIJING

This program provides an opportunity to study the Chinese language and explore Chinese history, literature and culture. Intensive language instruction is offered. Some courses on Chinese history and civilization are available in addition to the Chinese language courses.

Recommended prerequisite: The equivalent of at least one year of college-level Mandarin Chinese (taught at SUNY Cortland).

Costa Rica

UNIVERSIDAD VERITAS, SAN JOSE

Originally founded in 1975 as a college of the "Universidad Autónoma de Centro America (UACA)" — the first private university in Costa Rica — Universidad Veritas is now an independent university, highly esteemed within the Latin American academic community. Located in the eastern part of San José, ten minutes away from downtown, Universidad Veritas has a student enrollment of around 1,500.

All levels of Spanish grammar, composition and conversation courses are offered. Intensive Spanish language classes are delivered in the morning. In the afternoon twelve-week optional classes in Spanish and English are offered in a variety of disciplines. Classes are available year-round.

Housing is available with families or in apartments. Myriad optional excursions are available and can be arranged through the University's International Programs Office. Qualified students may participate in a volunteer program at a Costa Rican national park for an additional fee.

Egypt

AMERICAN UNIVERSITY IN CAIRO (AUC), CAIRO

Programs are available for the fall, spring, summer, winter session and academic year. Students live in a residence hall in the heart of Cairo and study a wide range of disciplines, taught in English. Renowned for its Middle Eastern Studies, Islamic Studies and Arabic language programs, AUC also offers sciences, humanities, computer science and business. Excursions to nearby monuments are included in AUC's comprehensive orientation.

England

ST. MARTIN'S COLLEGE, LANCASTER

Lancaster is a city of 90,000 people located in northwest England. St. Martin's is comprised of three campuses: one in Lancaster and two nearby in Ambleside and Carlisle, close to the border with Scotland.

Students may take classes in a variety of disciplines, including education, health, nursing, sports science, occupational therapy, radiology, community and youth studies, and Christian ministry. A unique program in outdoor education is offered during the spring semester.

On-campus housing and meal plans are available.

LONDON METROPOLITAN UNIVERSITY, LONDON

London Metropolitan University, one of England's largest universities, offers courses in 120 areas of study. The university comprises 38,000 students and some 4,000 staff and has campuses in north London and the city of London. The university offers unrivaled access to some of the world's most celebrated historic buildings, museums, and art galleries. Part-time internships are available in a wide variety of areas to qualified juniors and seniors with appropriate planning. Students may reside in apartments with other students or in a student residence in single rooms in a suite. Accommodations are arranged by Cortland's International Programs Office in cooperation with London Metropolitan University. Students earn 12 credit hours per semester and may participate for one semester or an academic year.

Student Teaching, London (Spring Semester)

Following nine weeks of student teaching in the U.S., qualified childhood and special education students attend classes at London Metropolitan University, followed by student teaching in a London elementary school. Participants are housed in apartments in central London. For more information, see program details at www.cortland.edu/londonstudentteaching.

France

UNIVERSITY OF LA ROCHELLE, LA ROCHELLE

This seaside resort city offers students the chance to take regular classes with French students along with supplementary instruction in French or a special program of full-time study of French language and culture at any level. Housing is in modern residence halls, in flats (apartments) or with a family. Prerequisite: at least one semester of advanced French to attend regular classes with French students.

Germany

DEUTSCHE SPORTHOCHSCHULE, COLOGNE

Designed for sport management, physical education and exercise science students, this program is conducted at the world-class German Sport University. Students attend classes taught in English, and enroll in activity classes and a mandatory German language course. Students may attend the spring semester (April through July) or a summer program from mid-May through July.

Prerequisite: One semester of college-level German or equivalent.

Ireland

DUBLIN INTERNSHIPS

Juniors and seniors may work in a wide range of government, business and private agencies to earn 15 credits in a semester or eight in a summer. Placements have included radio stations, women's or children's shelters, film production, museums, banks, political parties and many others. Students live in apartments or with families.

UNIVERSITY COLLEGE CORK, CORK

Students study Irish literature and history in a four-week summer program that includes weekend excursions and evening activities. Students live in apartments next to the campus. Three to six credit hours are earned during this summer experience. Irish literature fulfills SUNY Cortland General Education Category 6: Literature and SUNY General Education Category 7: Humanities.

Students also may study at UCC for one or two semesters. Students attending for two semesters may elect to pursue a Certificate of Irish Studies. Students studying during the spring semester may elect to pursue a Certificate in Political Issues in Ireland Today. Eight early-start programs are available for the autumn semester in the following areas: Irish archaeology, law, history, and modern Ireland, Irish ecosystems, management and marketing in the European Union, music in Ireland, Irish folklore and ethnology and literatures in Ireland.

Kenya

UNITED STATES INTERNATIONAL UNIVERSITY, NAIROBI

The United States International University is the oldest and largest private secular university in East Africa. It is accredited both in the U.S. and Kenya. The attractive American-style campus lies in a suburb of Nairobi, hosting more than 2,300 students from over 40 countries. Most of the students are Kenyan and East African. Cortland students exchange with USIU students and may study disciplines ranging from international relations and business administration to tourism management and information technology. Internships are available as well. Housing is in modern residence halls and meals are available in the dining hall.

Mexico

SPANISH LANGUAGE INSTITUTE, CUERNAVACA

Students at all levels of Spanish proficiency are encouraged to apply for this Winter Session experience in Cuernavaca, Mexico, known as the City of Eternal Spring. Three credit hours are earned in this program that includes small group grammar classes with no more than five students, additional conversation classes, two full day excursions, site visits and housing with Mexican families.

Spain

UNIVERSITY OF SALAMANCA, SALAMANCA

This program in the City of the Golden Stones offers intensive instruction in Spanish language, culture and literature at Europe's third oldest university, the University of Salamanca. All levels of Spanish proficiency can be accommodated.

In the spring, a unique program on the Arab influence in Spain is available. Prerequisites vary according to level of the program the student enters. Students may enroll for just the ten-week language and culture intensive program from January through March, or they may stay on and attend the extension course: "The Arab Influence on Spain," which ends mid-May and includes a four-day excursion to Andalucía. Volunteer experiences at local elementary schools also may be arranged. Room and board with local families are included in the program fee.

Other Foreign Study Opportunities

SUNY Cortland students also may, if they have approval from their academic departments, the associate dean and the International Programs Office, study abroad at any accredited foreign institution of higher learning to which they have obtained regular admission.

Scholarships

Six \$750 scholarships are awarded for summer study abroad. An additional 20 or more scholarships of \$1,000 to \$1,500 are awarded for semester-long study.

The Yuki Chin Memorial Scholarship awards \$1,000 grants for study in China or other parts of Asia.

Traditional scholarships offered through SUNY Cortland's Financial Advisement Office or the Cortland College Foundation also may be applicable to study abroad in certain cases.

Students also may apply for a nationally competitive Benjamin A. Gilman International Scholarship through the International Programs Office at SUNY Cortland and the Institute for International Education.

Financial Aid

In most situations, financial aid may be applied to study abroad with the appropriate prior processing.

For more information, contact the Financial Advisement Office at (607) 753-4718.

Study Abroad Academic Policies

Policy Regarding Early Departure, Early Exams, Pass/Fail and Incomplete Grades Abroad

Students on SUNY Cortland programs abroad are prohibited from requesting early departure, early exams, pass/fail or incomplete grades. In extraordinary circumstances, a request for special arrangements such as early exams or incomplete grades must be submitted in writing first to the Study Abroad Office at the host institution. The reason for the request must be documented. If the host institution approves the request, it will then be forwarded to the International Programs Office at SUNY Cortland for final approval. The International Programs Office in Cortland will advise the Study Abroad Office overseas and the student of its decision. If the request is approved, the Study Abroad Office overseas will advise the student whether it will make the arrangements on behalf of the student or whether the student is expected to make the arrangements.

Any special arrangements agreed upon (including remaining work and deadlines) should be documented in writing by instructors and by the Study Abroad Office overseas. Copies should be sent to the International Programs Office in Cortland.

Failure to follow these procedures may result in the student receiving no credit or a failing grade. A student may appeal SUNY Cortland's decision within five days by contacting his or her dean at Cortland and requesting a review.

Changes to Courses Made After Student's Arrival at Site Abroad

SUNY Cortland students must request changes to course selections and equivalencies after their arrival at the site abroad directly through the associate deans at Cortland by the end of the first full week of classes. The associate deans will secure the consent of both the advisor and the international coordinator. Copies of all changes will be sent by the associate dean's office to the International Programs Office in Cortland to ensure that the course equivalencies are posted correctly upon the student's return.

Students from other colleges should be sure to follow the approved procedure at their home institution in order to change classes.

Failure to comply with this procedure may jeopardize the fulfillment of the student's degree requirements.

Grades Earned Abroad

SUNY Cortland students should be aware that grades earned overseas will be treated as grades earned on campus and will be factored into their cumulative grade point average. Students from other colleges should check with their registrar concerning the treatment of grades from abroad at their home institution.

International Student Services

The international student advisor is the College's designated school official for F-1 visas to the Department of Homeland Security's United States Citizenship and Immigration Service. As such, the international student advisor maintains SEVIS records to ensure the College's compliance with federal immigration regulations. The advisor processes all immigration paperwork for students and scholars admitted to SUNY Cortland on F-1 visas.

The international student advisor is the liaison between the College community and the international students. The advisor provides an orientation and immigration counseling to all international students and scholars. The international student advisor coordinates with support service offices on campus, including housing, dining, student health, student accounts, student activities, as well as academic and administrative departments to ensure that the needs of international students and exchange faculty are met.

For students and scholars with J visas, the advisor coordinates with other campuses and international agencies on processing immigration.

Campus Resources/ Student Support

Academic Support and Achievement Program

Van Hoesen Hall, Rooms A-11, 12
(607) 753-4309
E-mail: asap@cortland.edu
www.cortland.edu/asap/

The Academic Support and Achievement Program (ASAP) helps students learn how they learn best. ASAP staff provides academic support to students of all ability and achievement levels in writing, reading, math and study skills. Students may use the services through self-referral or referral by an advisor, faculty member or dean. They may take advantage of professional staff and professionally trained peers to receive one-on-one instruction, small

group instruction, workshops and supplemental instruction attached to challenging courses. Supplemental instruction is listed as “SI” in the course schedule. Students who have regularly attended ASAP have developed increased confidence in their abilities, have acquired independent learning skills, and have shown marked improvement in their grade point averages.

Advisement and Transition

Memorial Library, First Floor
(607) 753-4726
www.cortland.edu/advisement

Advisement and Transition provides services and support to all students at SUNY Cortland regarding transition to college, academic planning and academic decision-making. The goal of Advisement and Transition is to help students identify options and resources, learn the academic policies and procedures of SUNY Cortland and

make informed decisions. The office provides direct advisement to pre-major and education waiting students as well as walk-in support to any student. The office also coordinates COR 101: The Cortland Experience first year seminar, Orientation, Non-traditional and Transfer Student Support and Academic Convocation.

Athletic Facilities

Park Center, Room E-302
(607) 753-4953

SUNY Cortland’s outdoor multipurpose stadium complex features two artificial turf fields, one of which includes an eight-lane track and jumping areas. Both fields are lighted and are served by a dual-sided, multi-tier press box. The main stadium field seats 6,500 spectators, while the auxiliary field offers seating for 1,500 people. The Cortland football, field hockey, men’s and women’s lacrosse, men’s and women’s soccer and men’s and women’s track and field teams are among those that utilize the facility. The Stadium Complex also includes a modern athletic training room, locker areas and a large video scoreboard display.

Meanwhile, the Park Center houses a number of indoor athletic facilities. Included in the building are the 3,500-seat Corey Gymnasium for basketball, volleyball, gymnastics and wrestling, the 2,500-seat Alumni Arena for ice hockey, a 1,000-seat gymnastics arena, and the 1,500-seat Olympic-sized Holsten Pool. The Park Center also features three weight-training rooms, including two dedicated to varsity athletic teams, along with a wrestling practice room, two dance studios and a modern, fully equipped athletic training facility.

Cortland student-athletes also enjoy the use of the Lusk Field House with its tartan-textured track and volleyball/basketball/badminton courts, Wallace Field for baseball, lighted Holloway Field for soccer, Dragon Field for softball, 22 tennis courts, and numerous outdoor practice fields.

More information about the athletic facilities can be found on page 296 of this catalog under the Recreational Sports Department.

Auxiliary Services Corporation (ASC)

Neubig Hall, First Floor
(607) 753-4325
E-mail: asc@cortland.edu
ascweb.cortland.edu

Auxiliary Services Corporation (ASC)

The Auxiliary Services Corporation (ASC) has served the SUNY Cortland campus community for more than 50 years. ASC provides students with excellent service and exceptional value in a caring and professional manner, which enhances the quality of their campus experience and supports their educational goals. For more information about services, please visit ASC's Web site at ascweb.cortland.edu, call (607) 753-4627, visit the ASC Office in Neubig Hall or send an e-mail to asc@cortland.edu.

THE COLLEGE STORE

The College Store, conveniently located in Neubig Hall, carries all the required textbooks and course materials for SUNY Cortland. It is recommended that students use the free textbook prepack service, which allows them to order their textbooks online before the start of each semester. The College Store staff will prepack the books for easy pick up. Since prepack orders get first access to used books, students can save up to 25 percent on their textbook purchases by submitting their orders online at ascweb.cortland.edu/books.

The store also carries insignia clothing, school and art supplies, computer and electronic products, trade books, and general merchandise to enhance the academic experience and meet various student needs. Special services include photo processing, fax service and special orders.

Please visit ASC's Web site for textbook prepacks, store hours and other up-to-date information. Extended hours are offered at the beginning and end of each semester for textbook purchases and buy back of textbooks, respectively.

DINING SERVICES

All on-campus students are required by College policy to participate in a meal plan. ASC offers a variety of meal plans to meet student needs. All students are automatically enrolled in the Silver plan and may upgrade to the Gold or Platinum plans. Only returning (second semester) students may downsize their plan to the Bronze or Copper plans. Students may change their plans, as specified above, by logging into the residential services page on BannerWeb or by contacting the ASC Office during the first full week of classes.

It is recommended that off-campus and West Campus students consider purchasing the Olympic, Collegiate or Recreational plans, which are designed to meet the needs of commuter students. All off-campus students must call or visit the ASC Office or send an e-mail to asc@cortland.edu to enroll in one of the off-campus plans.

All ASC dining facilities are accessed with the SUNY Card. Many unique dining venues are conveniently located throughout campus with hours of service that extend from early morning through late at night, giving students a multitude of choices about when and where to eat.

For more detailed information on ASC dining facilities, meal plans, menus and frequently asked questions, visit the ASC Web site.

IDENTIFICATION CARDS

All students who register for courses at SUNY Cortland are required to have a SUNY Card. To obtain the card, students must be registered, have their college identification number and present photo identification. The SUNY Card is a multifunctional, video-imaged card with electronic verification capability. The SUNY Card provides online access for dining services, vending, library, network copying/printing, on-campus laundry service, health service and fitness center access. This proximity card is also needed for keyless entry to the residence halls.

The SUNY Card is issued by ASC in Neubig Hall. A \$10 fee is charged for the initial card; the fee to replace a lost or stolen card is \$15. Temporary residence hall proximity cards are available nights and weekends at the University Police Office in the case of lost/stolen cards. ASC office hours are Monday through Friday, 8 a.m.-4:30 p.m. Extended service hours are offered during the first week of the semester.

OTHER ASC SERVICES

ASC provides the Connections debit account in conjunction with the SUNY Card. The Connections account is accepted in all dining operations, the College Store, network printers and copiers and vending machines. The Connections account is the exclusive method of payment for the campus laundry machines. We recommend that students make Connections deposits online at ascweb.cortland.edu, especially during the first week of the semester to avoid lines or waiting. Students may also make deposits by phone, mail or in person. The Connections account is a convenient, easy, and secure method of making purchases for all ASC services. There are no fees associated with this account; however, funds that are deposited may not be withdrawn during the semester. Balances in the Connections account are refundable at the end of the school year.

ASC offers a prepaid gift card that can be used in the same locations as the Connections account. The ASC gift card is a great gift for students, and it can easily be purchased in various denominations online. Gift cards also may be purchased by mail, phone, or in person at the ASC Office or the College Store.

All full-time students must have appropriate health insurance coverage. A student health insurance plan and personal property protection plan are offered through ASC. Please visit ASC's Web site to enroll or obtain additional information regarding each of these plans.

ASC's MicroFridge is a combination microwave oven, refrigerator and freezer. This convenient unit is the only authorized microwave oven on campus. Students may also be interested in renting an electronic safe for small valuables and personal belongings. Both the MicroFridge and the electronic safe may be rented by the semester or the year. Information is available on the Web site.

ASC employs more than 150 students a semester in all aspects of its operations. These positions are not Work Study. Available work schedules and applications are available on the Web site.

Campus Activities and Corey Union

OFFICE

The Corey Union serves as the center for the College's activities and conferences. The facility houses meeting rooms, offices for student organizations, study lounges, the Campus Activities and Corey Union Office, WSUC-FM, and the all-purpose Function Room with a seating capacity of up to 800. The College Union also houses the Student Voice Office, a drop-in center and a location for multicultural programming. Other Corey Union services include an information center, a ticket booth, a Subway, a Friendly's, Dunkin' Donuts™ and a snack bar and pizzeria.

The Campus Activities and Corey Union Office is a resource to more than 80 clubs and organizations, including the Student Government Association (SGA), which is responsible for student governance, student rights and programs, and the allocation of the

Corey Union, Room 402-B
(607) 753-2321
E-mail: campact@cortland.edu

mandatory student activity fee (MAF). Other SGA groups include the Black Student Union (BSU), Non-Traditional Student Organization, Student Activities Board (SAB), Gospel Choir, the *Dragon Chronicle* and WSUC-FM, just to name a few. Also, the College recognizes five sororities: Alpha Phi, Delta Phi Epsilon, Nu Sigma Chi, Phi Sigma Sigma, Sigma Delta Tau; and two fraternities: Pi Kappa Phi and Delta Chi; and one service fraternity: Alpha Phi Omega.

In addition to providing opportunities to develop leadership and personal skills, the Campus Activities and Corey Union Office and the SGA provide students with information and services to help them meet the unique challenges and opportunities of off-campus living.

Child Care

CENTER

The SUNY Cortland Child Care Center is licensed by New York State and is accredited by the National Association for the Education of Young Children for 66 children ages six weeks to five years. Enrollment priority is given to SUNY students and staff and New York State employees. The program operates year round, Monday through Friday, from 6:30 a.m. until 5:30 p.m. Both full-time and part-time care is offered. In addition, the center operates a six-week summer program for school-age children.

Twin Towers, Room 131
(607) 753-5955
E-mail: hartnettj@cortland.edu
www.cortland.edu/childcare/

Breakfast, lunch and afternoon snacks are prepared according to New York State Department of Health nutritional requirements. The program uses a creative curriculum providing age-appropriate activities where children can learn through their play experiences.

Fees are based on a sliding fee schedule determined by income and family size. A 10 percent discount is given to SUNY students. Tuition subsidies and sibling discounts are available to eligible families.

The center does not discriminate on the basis of race, religion, color, sex, national origin, or disability.

Computing Services

Academic Computing Services
Winchell Hall, Room 106
(607) 753-5793
E-mail: acs@cortland.edu
www.acs.cortland.edu

Administrative Computing Services
Winchell Hall, Room 202
(607) 753-2501
www.cortland.edu/admindc/

Seventeen public computing labs, including a 24-hour, seven-days-a-week lab, and 36 special-purpose computing labs are available for student use. Public computing facilities are equipped with nearly 865 Windows-based and Macintosh microcomputers, network laser printing, network communications software, and a wide variety of software applications. Handouts describing these labs are available from Academic Computing Services. Information about the public computing labs also is available at the Academic Computing Services Web site: acs.cortland.edu.

Computer facilities on campus include specialized labs for computer-mediated composition, foreign language study, music listening and composition, desktop publishing, high-resolution graphics for mapping with color plotting capabilities, sports motion and biomechanics analysis, remedial skills instruction, journalism, psychology, teacher training, mathematics and science instruction, health resources, ethics tutorial, art design, and word processing applications. Students have opportunities to learn computer languages, to access the computer interactively and to use a variety of powerful software packages for data analysis, problem solving, research and critical thinking. Online asynchronous Web-based courses using a course management system are also available. The College's World Wide Web Pages provide campus information and access to the Internet.

The Technology Help Center is staffed with full-time professional and part-time student employees, who are available to provide technical assistance by phone at ext. 2500, by e-mail at helpdesk@cortland.edu or in person at Winchell Hall. Because hours vary according to the academic calendar, refer to acs.cortland.edu for Help Center hours.

Computer e-mail accounts are available at no cost to all faculty, staff and students. E-mail accounts are accessible via the Web from anywhere in the world through Microsoft Outlook Web access. To request a Cortland e-mail account, go to <http://acs.cortland.edu> and click on forms. Students can establish their e-mail accounts by going to webmail.cortland.edu and clicking on Create Student Web mail account.

Computing and information technology points of interest for students:

- 24-hour, seven days a week open access computer lab
- All computing facilities are wheelchair accessible
- Large projection computer display in computer labs for enhanced instructional use
- E-mail Express sites to accommodate e-mail and Internet access only
- Library catalog and databases available at <http://library.cortland.edu>

All faculty, staff and students should observe the policies and procedures for computing and network facilities. Details on all policies that staff, faculty, and students are expected to abide by are found at cortland.edu/ir.

Students bringing computers to campus will connect directly to the HallNet residential computer network. HallNet is the on-campus residence hall data communications network that provides high-speed Ethernet access to SUNY Cortland's data communications network and the Internet. Students are able to work on assignments, read electronic news, send e-mails and chat with friends from their room.

For additional information regarding HallNet, please visit www.cortland.edu/hallnet.

Memorial Library

(607) 753-2221 (Director's Office)
(607) 753-2525 (Circulation Desk)
E-mail: library@cortland.edu
library.cortland.edu

Memorial Library houses a collection of more than 400,000 volumes, 1,200 journal subscriptions, an extensive microtext collection and a strong collection of electronic resources. The library collection also includes information in a variety of formats. The library is an open stack facility with seating for 1,000 users. It is open seven days a week when classes are in session with late night hours providing extended periods for study, computer lab use and access to the collection.

The Learning Commons, on the first floor, provides assistance with reference and research questions, and with technology projects. The Commons is an engaging place for students and faculty to mingle and talk.

The library's Web page provides access to a variety of information about the library's services and collections, including access to the library's catalog, to full-text and citation databases as well as other Web-based information.

Library materials that are needed but not available on campus may be borrowed from other libraries through the interlibrary loan service. The SUNY Open Access Policy allows

Cortland students to enjoy borrowing privileges at nearly all State University of New York campuses. The library also houses the Teaching Materials Center which collects items related to elementary and secondary education. This center has 38,000 volumes, including textbooks, curriculum guides, educational media and a children's literature collection. The Bookmark Café, located on the first floor, offers a friendly environment and delicious food and drink as aids to study and reflection.

The Library has two networked computer labs, one for Macintosh and one for PC users and there are Mac and PC computers in the Late Night Reading Room. In addition, the library houses the Adaptive Technology Lab and the Multimedia Studio.

The College's librarians offer a range of programs from individualized reference and research services to instruction in computer and information literacy. The librarians serve as reference bibliographers, each specializing in the various subjects taught at SUNY Cortland. The library offers workshops and formal instruction in computer and information fluency to prepare students for a lifetime of learning.

Multicultural Life

OFFICE

Corey Union, Room 401
(607) 753-2336

The Multicultural Life Office provides culturally enlightening programs with the intent of facilitating an environment in which cultural diversity is both appreciated and supported. It is the hope of this office that members of the SUNY Cortland community will develop a better understanding of all people in our society in general and specifically people of African, Asian, Latino and Native American descent and students who have identified themselves as gay, bisexual, lesbian and transgender.

This office also serves as a primary resource for students of color and strives to ensure that their academic, personal and social needs are fulfilled during their tenure at the College.

The Multicultural Life Office and the Student Support Committee co-sponsor The Challenge for Success Program to honor the outstanding achievements of African, Latino/a, Asian and Native American (ALANA) students and the Kente Cloth ceremony for graduating ALANA seniors to symbolize the importance of family support.

Outdoor Education Facilities

Center for Environmental and
Outdoor Education
Miller Building, Room 230
(607) 753-5488
www.cortland.edu/outdoor/

SUNY Cortland has recognized the value of outdoor and environmental education since the mid-1930s when it began to require physical education students to participate in two-week camping programs as part of their formal training. Opportunities for study and fieldwork in the outdoors have expanded greatly since that time and many of Cortland's academic departments now make use of three adjunct campuses developed by the College to support outdoor and environmental education programs.

Outdoor Education Center at Raquette Lake

Jack C. Sheltmire, Director
P.O. Box 99, Raquette Lake, NY 13436
(315) 354-4784

Antlers: Located on the west side of Raquette Lake, Antlers serves both as a site for conferences and course work as well as a docking area for those embarking to Camp Huntington.

Antlers can accommodate approximately 45 guests. The location offers convenient access to the Adirondack Museum and other sites in the area.

Huntington Memorial Camp: Camp Huntington provides an outstanding natural setting for students to examine most aspects of the environment. This facility can accommodate up to 70 guests. The camp's forests, bogs and ponds serve as natural laboratories for courses in the biological sciences. Raquette Lake provides an elaborate research area in which students examine the unpolluted waters.

Physical education and recreation students make extensive use of the Outdoor Education Center in required and elective courses. Students from all disciplines enjoy opportunities at the Outdoor Education Center to learn how to use the outdoors as a classroom for academic subjects and to learn to develop an appreciation for the outdoor environment.

Hoxie Gorge Nature Preserve

R. Lawrence Klotz, Biological Sciences Department
Bowers Hall, Room 240
(607) 753-2715

Hoxie Gorge Nature Preserve is a 169-acre natural area close to the main campus. It provides many different environments, each with a unique set of characteristics that warrant careful study by the biologist or geologist or treat the casual visitor with a pleasant visual experience. The natural environments include pristine streams running through the gorge area, mature woodlands and old fields. The McDermott Nature Trail provides access to these areas.

Hoxie Gorge provides SUNY Cortland students, faculty and staff with the opportunity for class and individual study, research and enjoyment of the natural environment. Located only seven miles from campus, Hoxie Gorge is easily visited during a two or three hour class period. Approximately 1,000 students per year are involved in academic field study there.

Faculty members and a number of their students have utilized Hoxie Gorge extensively for research purposes. This research has attracted more than \$500,000 in grants and resulted in approximately 30 journal publications. The research topics include insect chemical ecology and behavior, taxonomy of mushrooms, conservation biology of amphibians, pollination biology of flowering plants and nutrient cycling in streams.

Robert C. Brauer Memorial Field Research Station

Jack Sheltmire, Director
Center for Environmental and Outdoor Education
Miller Building, Room 230
(607) 753-5488

SUNY Cortland's Robert C. Brauer Memorial Field Research Station is the only major geological facility in State University of New York. It is located in the town of Bethlehem, eight miles south of Albany and near the famed Helderberg Escarpment — an area known to geologists as a classic region of fossiliferous limestone and shale formations of the Devonian age.

A main building and bunkhouse on the 33-acre tract provide classroom, dining and sleeping accommodations for approximately 36 students. This facility is used by the College's Geology Department as a base for studies of the Catskill Mountains, mid-Hudson Valley and Taconic Range, which offer sections of Lower and Middle Paleozoic carbonate and terrigenous rocks, structurally complex and metamorphic terranes, and widespread Pleistocene landforms and deposits.

The Adirondacks and Berkshires also are accessible from Brauer Field Station for field trips and provide opportunities for examining igneous and high-grade metamorphic rocks of the Precambrian age.

The Brauer Field Station is available for use by other educational institutions and professional organizations. In addition to activities sponsored by the College's admissions and alumni affairs offices, SUNY Cortland and other institutions have used this facility for programs in biology, foreign language and geology.

Outreach Services

UNIT

Cornish Hall, Room D-206
(607) 753-5430
www.cortland.edu/outreach/

The School of Education coordinates several outreach services that bring together several offices and programs that extend beyond the SUNY Cortland campus to area schools, businesses and the community. The unit provides a wide range of services and programs for students, faculty, local businesses, area residents and youngsters. Program coordinators provide quality programs that meet the needs of their individual clientele.

Outreach Services includes:

ACCESS TO COLLEGE EDUCATION (ACE)

Van Hoesen Hall, Room C-119
(607) 753-5662

The Access to College Education (ACE) program provides resources and services to help high school students with potential challenges pursue a college education through a partnership between 11 area school districts and four higher education institutions: SUNY Cortland, Ithaca College, Tompkins Cortland Community College and Cornell University.

CENTER FOR EDUCATIONAL EXCHANGE (CEE)

Van Hoesen Hall, Room B-232
(607) 753-4704
www.cortland.edu/cee

The Center for Educational Exchange provides both credit and noncredit programs for area educators, coaches, pre-service teachers, administrative interns and high school students. The center facilitates the Community Roundtables.

LIBERTY PARTNERSHIPS PROGRAM (LPP)

Van Hoesen Hall, Room C-119
(607) 753-5663

Liberty Partnerships Program (LPP) provides programs to help high-risk youths complete high school and seek continued education or meaningful employment upon graduation through a partnership with area schools, higher education institutions and community-based agencies.

Recreational Sports

DEPARTMENT

Park Center, Room E-245
(607) 753-5585
E-mail: wrightj@cortland.edu
www.cortland.edu/recsports/

MISSION STATEMENT

The goal of the SUNY Cortland Recreational Sports Department is to provide a variety of recreational opportunities that contribute to the physical, emotional and social health of all members of the College community. The department will continuously develop programs and activities for participants to increase their positive use of leisure time, improve their quality of life and encourage them to commit to a lifetime of fitness and recreation participation.

The mission is fulfilled by providing the following programs, which are funded by the Mandatory Student Activity Fee and available to every student at SUNY Cortland:

- An intramural sports program with 55 different sports/special events, with more than 30,000 participations annually.
- An open recreation program with more than 180,000 participations annually. A variety of recreation facilities (two fitness facilities; two swimming pools; 10 racquetball courts; eight squash courts; and gyms/field house for jogging, basketball, volleyball and badminton) are available on an open recreation concept until 11 p.m. most days. Two outdoor basketball courts and 22 tennis courts are available for open recreation use during daylight hours.
- An equipment checkout/court reservation service that goes hand-in-hand with the open recreation program.
- A noncredit instruction program that currently offers instruction in washin-ryu karate, yoga and t'ai chi.

- A sport club program with 35 clubs (more than 700 participants) including aikido, badminton, men's baseball, men's basketball, women's basketball, cheerleading, cycling, Danceworks, Cortland Dance Company, equestrian, fencing, field hockey, golf, gymnastics, men's ice hockey, jiu-jitsu, kickline, men's lacrosse, women's lacrosse, outdoor adventure, men's rugby, women's rugby, ski/snow boarding, men's soccer, women's soccer, women's softball, swimming, table tennis, taekwon do, men's team handball, women's team handball, tennis, ultimate frisbee, men's volleyball and women's volleyball.
- Two state-of-the-art fitness facilities that have great availability, as well as excellent supervision and instruction. The Woods Facility, located in Park Center, and the Tomik Facility, located in Van Hoesen Hall are equipped with a wide array of cardiovascular fitness equipment, selectorized weight circuits and free weights.
- An outdoor opportunities program that provides all SUNY Cortland students, faculty and staff with the opportunity to participate in a variety of outdoor recreation activities including snowshoeing, cross-country skiing, kayaking, hiking, camping and wind surfing.

The recreational sports program was rated number one in student satisfaction in the entire SUNY system in the last four Student Opinion Surveys that were administered in 1994, 1997, 2000 and 2003.

More than 60 percent of SUNY Cortland students participate in at least one aspect of the recreational sports program.

Residential Services

OFFICE

The Residential Services Office is responsible for the administration of the College's residence halls and apartments. All of the residential facilities are co-educational and are staffed by professional residence hall directors or complex coordinators as well as paraprofessional student staff.

SUNY Cortland places an emphasis on the residential experience. All freshmen, sophomores and transfer students are required to live on campus for the entire academic year. Students requesting to continue to live on campus beyond the sophomore year will be accommodated as space is available in college residence halls or apartments. Special interest housing, i.e. international, wellness

Van Hoesen Hall, Room B-33
(607) 753-4724
E-mail: resservices@cortland.edu
www.cortland.edu/reslife/

floor, quiet atmosphere, etc. is offered to students as an optional living experience. The residence halls are open during the fall and spring semesters in accord with the College calendar.

The Residential Services Office's mission is to assist in the formation of a community-centered environment, which will have a positive effect on both the intellectual and personal development of students. The program's commitment to diversity and emphasis on learning experiences provides all students the opportunities to become fully immersed in the collegiate experience.

Student Development

CENTER

The Student Development Center is designed to promote the total growth of students from the time of their acceptance to the College through graduation and beyond.

The units within the Student Development Center include Career Services, Counseling Center, Health Promotion, Student Disability Services, Student Health Service and Substance Abuse Prevention.

CAREER SERVICES

Van Hoesen Hall, Room B-5
(607) 753-4715
www.cortland.edu/career/

The Career Services Office is available to all students and alumni to assist in formulating career goals, organizing effective job searches and locating graduate schools.

Among the many services provided are:

- career counseling
- a comprehensive career resources library
- extensive workshop schedule
- hosting of special events such as Summer Job and Intern Fair, Teacher Recruitment Days, Career Panels, Graduate School Day and Volunteer Fair
- a credentials office to maintain professional recommendations to support employment or graduate school searches
- internship placements, volunteer referral and community service
- part-time student employment job referral service
- certification information
- online job vacancy listings through SUNY Cortland JobConnect
- on-campus recruiting

Van Hoesen Hall, Room B-44
(607) 753-4728
www.cortland.edu/sdc/

COUNSELING CENTER

Van Hoesen Hall, Room B-44
(607) 753-4728
www.cortland.edu/sdc/counseling/

The Counseling Center provides short term therapeutic services to facilitate students' personal, social and educational adjustment. The Center staff recognizes that the adjustment to college life can be stressful and challenging. While these challenges can be stressful, it can be a time for learning and growth. The Counseling Center assists students in their transitional adjustment by providing developmentally focused programming and offers developmental support services for students. The Counseling Center serves as a resource to the SUNY Cortland community. The Counseling Center meets national Standards, as it is accredited by the International Association of Counseling Services (IACS).

Types of help available include:

- personal counseling
- vocational counseling
- educational counseling
- referrals

The Counseling Center also administers the New York State Teacher Certification Exam (NYSTCE).

HEALTH PROMOTION

Van Hoesen Hall, Room B-1
(607) 753-2066
www.cortland.edu/sdc/he/

The Health Promotion Office emphasizes awareness of current health issues, prevention of disease and illness, and promotion of health and wellness. While the office primarily exists to serve the health and wellness needs of SUNY Cortland students, there is also a strong commitment to offer programs for and share resources with the college faculty and staff as well as the greater community. The office is committed to providing opportunities for members of the college community as well as the greater community to heighten personal and community awareness concerning health issues and develop health-promoting skills and attitudes necessary to make responsible personal and community health decisions.

Services offered include:

- educational programming
- advocacy for students
- information and resources
- campus/community referrals
- internships, independent study and cooperative learning
- opportunities for student involvement

STUDENT DISABILITY SERVICES

Van Hoesen Hall, Room B-1
(607) 753-2066
www.cortland.edu/sdc/dserve/

The mission of the Student Disability Services Office is to facilitate the educational and personal development of SUNY Cortland students with disabilities. Its goal is to ensure equal access to all programs and activities and facilitate the architectural and attitudinal accessibility of the campus environment.

SUNY Cortland is committed to upholding and maintaining all aspects of the Americans with Disabilities Act (ADA) approved in 1990 and Section 504 of the Rehabilitation Act of 1973.

The Student Disability Services Office has been designated as the Office that coordinates services for students with documented disabilities who voluntarily identify themselves to the office. Requests for services must be made in writing. Documentation of the disability must be submitted in writing along with the accommodations requested. Specific guidelines for documentation and procedures for instituting accommodations can be obtained by contacting the Student Disability Services Office directly.

The office serves in a multidimensional role as advocate, educator and coordinator of accommodations. Services include, but are not limited to:

- personal and educational counseling
- liaison with local, state and federal support agencies
- classroom accommodations
- emergency evacuation planning

STUDENT HEALTH SERVICE

Van Hoesen Hall, Room B-26
(607) 753-4811
www.cortland.edu/sdc/hservices/

SUNY Cortland requires that a completed health history be submitted on admission to the College. In addition, students must meet New York State immunization mandates for measles, mumps, rubella and meningococcal disease. A pre-admission physical examination is required of intercollegiate athletes and international students and is strongly encouraged for all others.

The Student Health Service provides ambulatory health care to students so that they may participate successfully in the academic and extracurricular programs of their choice. The Student Health Service is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). The College's Mandatory Health Fee has been incorporated into the Program Service Charge.

Medical services include:

- diagnosis and treatment of common medical illnesses
- care of students with more chronic medical problems such as asthma, diabetes mellitus and seizure disorders
- access to a limited number of prescription medications
- Self-Help Cold Table
- physical examinations required for participation in intercollegiate sports, study abroad programs and internship experiences
- diagnosis and treatment of sexually transmitted diseases
- referrals to specialists and/or local hospitals as needed*
- laboratory facilities to obtain routine samples which are sent to an outside laboratory for processing*
- injections – including vaccinations, allergy shots and others *
- pregnancy testing and emergency contraception
- SUNY Cortland's Student Health Service and the Jacobus Center for Reproductive Health Care work together to provide sexual health care for both male and female students
- health education

* *Students are responsible for charges incurred for these services.*

SUBSTANCE ABUSE PREVENTION AND EDUCATION

Van Hoesen Hall, Room B-1
(607) 753-2066
www.cortland.edu/sdc/saps/

Substance Abuse Prevention and Education recognizes the adjustments students face when they embark on their academic careers.

Substance Abuse Prevention and Education exists to help students understand the connection between substance abuse and future success, to identify their individual risk factors for chemical dependency, and examine the choices they have made regarding alcohol and other drug use.

Toward this goal, Substance Abuse Prevention and Education provides the following services:

- peer education
- online substance education class
- educational workshops and training sessions for residence halls, classes and organizations
- information and resources

University Police

DEPARTMENT

Van Hoesen Hall, Room C-17

(607) 753-2112

Emergencies: (607) 753-2111 or 911

www.cortland.edu/univpolice/homepage.html

Law enforcement and personal safety are coordinated by the University Police Department. The department is staffed by 18 police officers. The office is open 24 hours a day, 365 days a year.

Parking on campus from 2 a.m.-5 p.m., Monday through Friday, is restricted to registered vehicles. Parking permits are available in the University Police Office or at the department's Web site. Illegally parked vehicles will be ticketed and may be towed at the owner's expense.

Handicap parking is available. Students with special needs should contact Disability Services at Van Hoesen Hall, Room B-1.

JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS STATISTICS ACT

SUNY Cortland publishes a Campus Safety Report in compliance with Code 20, United States Code Section 1092 (f) the *Jeanne Clery Disclosure of Campus Security Policy and Campus Statistics Act* and the Code of Federal Regulations (CFR). This document is available from the Admissions Office, University Police Department and the Student Affairs Office. Copies are also distributed in the residence halls and to campus offices. For the history of this act, which mandates the distribution of this information, visit www.campusafety.org/aboutsoc/didntknow.html.

Web information on campus crime statistics and prevention, patrol information, the emergency blue light phone system and the silent witness program is available at www.cortland.edu/univpolice/homepage.html. For student judicial procedures, student behavior expectations, violation definitions, victim's rights, violator's rights, hearing procedures and potential sanctions, visit www.cortland.edu/judaffairs/. Campus crime statistics are available from the State Education Department at <http://ope.ed.gov/security/>.

Faculty and Administration

State University of New York

The University Today

State University of New York (SUNY) is a modern public university — a unified statewide system of 64 campuses enrolling around 415,000 students — the largest single, most diverse multi-campus university in the nation, meeting the needs of an increasingly diverse population. The university proudly counts more than 2.3 million alumni.

SUNY is a community of learning and inquiry, ranging from “full opportunity” campuses, providing access to higher education, to extremely selective and competitive programs rivaling the best in America, all within hours of virtually every New Yorker.

The varied missions of its campuses underscore the wide range of educational diversity and promise found in SUNY’s classrooms and lecture halls. Almost every field of academic or professional study is offered somewhere within the system — 6,000 degree programs ranging from certificates and associate’s degrees to the doctoral level.

The Campuses

Research and advanced graduate and professional studies are conducted primarily through the four university centers at Albany, Binghamton, Buffalo and Stony Brook. In addition, the university’s five statutory colleges are located on the campuses of two private universities and offer a number of specializations leading to bachelor’s, master’s and doctoral degrees. The College of Environmental Science and Forestry offers undergraduate upper division and graduate work leading to degree opportunities through the doctorate. The Health Science Center at Brooklyn, Health Science Center at Syracuse, and the College of Optometry (graduate studies only) are three institutions dedicated exclusively to health-related degree programs.

Recognized nationally for their quality undergraduate instruction, SUNY’s 13 university colleges conduct programs of academic study through the master’s degree in a wide range of liberal arts and professional disciplines.

SUNY’s eight technology colleges have responded to societal change by developing new and innovative programs in public and human services as well as in technology areas. Programs range from agriculture to health and medical technologies, to engineering technology, to business and computer science, liberal arts and sciences, and human services.

The 30 locally sponsored community colleges under the program of State University of New York are the major entry point to the university for more than half of SUNY’s student body. In the forefront of efforts to meet the accelerating pace of technological developments and the requirements of continuing educational opportunity for all citizens, they play a pivotal role in training and retraining the state’s work force.

The Students

SUNY today means unprecedented promise for diverse student populations, those academically well-prepared and those less so, to take advantage of the opportunities that education can provide to improve their lives and the larger society. Approximately 13.5 percent of SUNY’s undergraduate students are 25 years of age or older, reflecting the University’s commitment to continuing

education for business, industry and the professions.

The University’s program for the educationally and economically disadvantaged has become a model for delivering better learning opportunities to young people and adults traditionally bypassed by higher education. The Educational Opportunity Program (EOP) currently operates on 45 State University campuses, including Cortland. EOP combines access, academic support and supplemental financial assistance to help capable students attend and succeed in college, despite limited financial resources and deficits in prior preparation.

Forty percent of all New York State high school graduates enroll at a SUNY campus, and the University’s total enrollment is approximately 37 percent of all college students in the state.

Although more than 96 percent of SUNY’s undergraduates come from New York State, the rest come from every other state in the nation and from 160 foreign countries.

Those Who Teach

SUNY is committed to bringing to its students the best and brightest faculty, and the promise of a caring learning environment. The SUNY community of teachers and scholars is recruited from the finest graduate schools and universities and includes nationally and internationally recognized figures in all the major disciplines.

Faculty efforts and accomplishments have been recognized by numerous prestigious awards and honors, including the Nobel Prize, Pulitzer Prize, Guggenheim grants, MacArthur “genius” awards, Sloan, Danforth and Fulbright fellowships, and American Council of Learned Societies (ACLS) awards.

Meeting Society’s Needs

The university’s future-looking planning process articulated in “SUNY 2000: A Vision for the New Century,” places special emphasis on SUNY as a key player in meeting state needs in health care, public education, economic development, social services and the environment.

As a source of ideas, information, innovation and inventions, SUNY has become essential to the success and growth of New York’s business and industry and to the prosperity of all New Yorkers. Its special mission to the people of New York is to develop the base of research and knowledge on which the state’s economic life depends, and to offer every New York State resident access to the finest public higher education. For every state dollar received, SUNY generates \$8 in total spending in New York State.

SUNY researchers pioneered nuclear magnetic resonance imaging, introduced time-lapse photography of forestry subjects, isolated the bacteria that causes lyme disease, developed the first implantable heart pacemaker and made hundreds of other contributions, inventions and innovations for the benefit of society.

The university’s libraries are the major resource supporting the teaching and research activities of students and faculty and are an important community resource, too. Of the more than 6 million items circulated SUNY-wide last year, more than one third of one million were made available to the wider community through loans of books to non-SUNY institutions, including school, business, public and special libraries. The university’s library collection exceeds 19 million books and other materials.

SUNY Board of Trustees

THOMAS F. EGAN, Chair, Rye
ALYSSA AMYOTTE, Student Member, Lacona
AMINY AUDI, Fayetteville
ROBERT J. BELLAFIORE, Delmar
CHRISTOPHER P. CONNORS, Niskayuna
EDWARD F. COX, New York
JOHN J. CREMINS, Forest Hills
RANDY A. DANIELS, Vice Chair, New York
CANDACE DE RUSSY, Bronxville
GORDON R. GROSS, Amherst
STEPHEN J. HUNT, Katonah
MICHAEL E. RUSSELL, East Setauket
TERESA SANTIAGO, Hartsdale
KAY STAFFORD, Plattsburgh
HARVEY F. WACHSMAN, Upper Brookville
GERRI WARREN-MERRICK, Harlem

Administrators

JOHN R. RYAN, Vice Admiral, USN (Ret.), Chancellor
ROBERT T. BROWN, Vice Chancellor for Community Colleges
(Acting)
KIMBERLY R. CLINE, Vice Chancellor and Chief Financial
Officer, Enrollment and University Life
JOHN O' CONNOR, Vice Chancellor and Secretary of the
University, President, Research Foundation
NICHOLAS ROSTOW, University Counsel and Vice Chancellor
for Legal Affairs
RISA PALM, Provost and Vice Chancellor for Academic Affairs
MICHAEL C. TRUNZO, Senior Associate Vice Chancellor for
University Relations

University Centers and Colleges

University Centers/Doctoral Granting Institutions

State University of New York at Albany
State University of New York at Binghamton
State University of New York at Buffalo
State University of New York at Stony Brook
State University of New York College of Environmental Science
and Forestry, Syracuse
State University of New York College of Optometry, New York City
State University of New York Health Science Center at Brooklyn
State University of New York Health Science Center at Syracuse

STATUTORY COLLEGES

State University of New York College of Agriculture and Life
Sciences at Cornell University
State University of New York College of Ceramics at Alfred University
State University of New York College of Human Ecology at
Cornell University
State University of New York School of Industrial and Labor
Relations at Cornell University
State University of New York College of Veterinary Medicine at
Cornell University

University Colleges

Empire State College
State University of New York College at Brockport
State University of New York College at Buffalo
State University of New York College at Cortland
State University of New York College at Fredonia
State University of New York College at Geneseo
State University of New York College at New Paltz
State University of New York College at Old Westbury
State University of New York College at Oneonta
State University of New York College at Oswego
State University of New York College at Plattsburgh
State University of New York College at Potsdam
State University of New York College at Purchase

Technology Colleges

State University of New York College of Agriculture and Technology
at Cobleskill
State University of New York College of Agriculture and Technology
at Morrisville
State University of New York College of Technology at Alfred
State University of New York College of Technology at Canton
State University of New York College of Technology at Delhi
State University of New York College of Technology at Farmingdale
State University of New York Institute of Technology at Utica/Rome
State University of New York Maritime College at Fort Schuyler

Community Colleges

(Locally sponsored, two-year colleges under the program of State University)

Adirondack Community College at Glens Falls
Broome Community College at Binghamton
Cayuga County Community College at Auburn
Clinton Community College at Plattsburgh
Columbia-Greene Community College at Hudson
Community College of the Finger Lakes at Canandaigua
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Williamsville, Buffalo and Orchard Park
Fashion Institute of Technology at New York City
Fulton-Montgomery Community College at Johnstown
Genesee Community College at Batavia
Herkimer County Community College at Herkimer
Hudson Valley Community College at Troy
Jamestown Community College at Jamestown
Jefferson Community College at Watertown
Mohawk Valley Community College at Utica
Monroe Community College at Rochester
Nassau Community College at Garden City
Niagara County Community College at Sanborn
North Country Community College at Saranac Lake
Onondaga Community College at Syracuse
Orange County Community College at Middletown
Rockland Community College at Suffern
Schenectady County Community College at Schenectady
Suffolk County Community College at Selden, Riverhead and
Brentwood
Sullivan County Community College at Loch Sheldrake
Tompkins Cortland Community College at Dryden
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla

Faculty

Distinguished Faculty

Distinguished Professors

TERRENCE D. FITZGERALD, Biology, 1999

Distinguished Service Professors

CRAIG B. LITTLE, Sociology/Anthropology, 2002

ROBERT J. SPITZER, Political Science, 1997

HENRY STECK, Political Science, 1993

Distinguished Teaching Professors

JUDITH A. BEST, Political Science, 1984

ALEXANDER G. GONZALEZ, English, 2003

MARY LYNCH KENNEDY, English, 2000

DENISE D. KNIGHT, English, 2006

R. LAWRENCE KLOTZ, Biological Sciences, 2002

DAVID MILLER, Geography, 2004

JOSEPH S. ONELLO, Physics, 1996

DONALD R. WRIGHT, History, 1990

ANDERSON B. YOUNG, Recreation and Leisure Studies, 2005

ARDEN ZIPP, Chemistry, 1985

Honors Recipients

Chancellor's Awards for Excellence in Faculty Service

JOSEPH F. GOVERNALI, Professor of Health, 2005

REGINA B. GRANTHAM, Associate Professor of Speech Pathology and Audiology, 2004

JEAN W. LELOUP, Professor of Spanish, 2006

Chancellor's Award for Excellence in Scholarship and Creative Activities

RALPH T. DUDGEON, Professor of Music, 2006

THOMAS HISCHAK, Professor of Performing Arts, 2004

SAMUEL L. KELLEY, Professor, Communication Studies, 2005

DENISE D. KNIGHT, Professor of English, 2002

ROBERT J. SPITZER, Distinguished Service Professor of Political Science, 2003

Chancellor's Awards for Excellence in Teaching

KARLA ALWES, Professor of English, 1994

TIMOTHY J. BARONI, Professor of Biological Sciences, 1990

BARRY L. BATZING, Professor of Biological Sciences, 1981

JUDITH A. BEST, Distinguished Teaching Professor of Political Science, 1977

STEVEN B. BROYLES, Professor of Biological Sciences, 2002

JAMES E. BUGH, Professor of Geology, 1991

ROBERT DARLING, Professor of Geology, 1999

PETER DUCEY, Professor of Biological Sciences, 2004

MARY LYNCH KENNEDY, Distinguished Teaching Professor of English, 1994

YOLANDA J. KIME, Associate Professor of Physics, 2003

R. LAWRENCE KLOTZ, Distinguished Teaching Professor of Biological Sciences, 1989

K. MICHAEL KNIFFIN, Associate Professor of Physical Education, 1997

DENISE D. KNIGHT, Professor of English, 2002

JEAN W. LELOUP, Professor of Spanish, 2001

JOHN P. LOMBARDO, Professor of Psychology, 1977

NORALYN MASSELINK, Professor of English, 2005

DAVID L. MILLER, Distinguished Teaching Professor of Geography, 1998

JEROME O'CALLAGHAN, Associate Professor of Political Science, 2001

SHARON STEADMAN, Associate Professor of Sociology/Anthropology, 2004

RANDI J. STORCH, Associate Professor of History, 2006

MICHAEL P. TOGLIA, Professor of Psychology, 1986

SIDNEY R. WALDRON, Professor of Sociology/Anthropology, 1991

RICHARD WHEELER, Professor of Physics, 1986

VICKI L. WILKINS, Professor of Recreation and Leisure Studies, 1996

STEPHEN B. WILSON, Professor of Music, 1992

BARBARA L. WISCH, Professor of Art and Art History, 1998

DONALD R. WRIGHT, Distinguished Teaching Professor of History, 1989

Honorary International Professor

CHRISTOPHER ROLFE, University of North London

Rozanne Brooks Dedicated Teacher Award

KARLA ALWES, Professor of English, 2001

SETH N. ASUMAH, Associate Professor of Political Science, 1999

TIMOTHY J. BARONI, Professor of Biological Sciences, 2002

GIRISH N. BHAT, Associate Professor of History, 2004

VICTORIA BOYNTON, Associate Professor of English, 2005

KATHLEEN A. LAWRENCE, Associate Professor of Communication Studies, 2000

Current Faculty

* Graduate Faculty

ALEMZADEH, ABOLGHASSEM, Professor, Mathematics, Teacher's Training University, B.S.; Central State University, M.Ed.; Oklahoma State University at Stillwater, Ed.D.

ALWES, KARLA J., Professor* and Chair, English, University of Massachusetts, B.A., M.A., Ph.D.

ANDERSON, DALE, Lecturer III, Recreation and Leisure Studies, Mankato State University, B.S.; University of North Dakota, M.S.

ANDERSON, LYNN, Professor* and Chair, Recreation and Leisure Studies, University of North Dakota, B.A.; University of Oregon, M.S.; University of Minnesota, Ph.D.

ANDERSON, MARGARET D., Associate Professor*, Psychology, Jacksonville University, B.A.; Northern Michigan University, M.A.; Concordia University, Ph.D.

ANDERSON, SCOTT W., Associate Professor, Geography; Director, Center for Advancement of Technology in Education (CATE); Dartmouth College, B.A.; Syracuse University, M.A., Ph.D.

ASHLEY, LAWRENCE R., Professor, Philosophy, University of Chicago, B.A.; Duke University, Ph.D.

ASUMAH, SETH N., Professor, Political Science and Chair, African American Studies, State University of New York College at Oneonta, B.S.; Lehigh University, M.P.A., Ph.D.

AYERS, JAMES, Assistant Professor, Chemistry, University of Texas at Austin, B.S.; Stanford University, Ph.D.

BABJACK, GARY, Head Gymnastics Coach, Athletics, Slippery Rock University of Pennsylvania, B.S., M.S.

BAILEY, JOELLEN, Assistant Professor, Physical Education, Winona State University, B.S.; Mankato State University, M.A.; University of Northern Colorado, Ph.D.

- BARANELLO, CATHERINE, Lecturer (Spanish), International Communications and Culture, State University of New York College at Cortland, B.A.; State University of New York College of Environmental Science and Forestry, B.S.; State University of New York at Binghamton, M.A.
- BARCLAY, DAVID, Associate Professor, Geology, University of East Anglia, B.Sc., State University of New York at Buffalo, Ph.D.
- BARCLAY, JULIE, Lecturer, Geology, Lafayette College, B.S.; State University of New York at Buffalo, M.A.
- BARDUHN, MARLEY SWEET, Associate Dean, Education; Associate Professor, Health, State University of New York College at Cortland, B.S.E., M.S.E.; Syracuse University, Ph.D.
- BARONI, TIMOTHY J., Professor*, Biological Sciences, Humboldt State University, B.A., M.A.; University of Massachusetts, Ph.D.
- BATZING, BARRY L., Professor, Biological Sciences, Cornell University, B.S.; Pennsylvania State University, M.S.; Ph.D.
- BAUER, JEFFREY, Associate Professor,* Exercise Science and Sport Studies, Pennsylvania State University, B.S.; West Chester State University, M.S.; Pennsylvania State University, Ph.D.
- BELL, CAROL J., Associate Professor*, Mathematics, Bemidji State University, B.S.; University of Illinois, M.S., University of Texas at Austin, Ph.D.
- BENTLEY, JUDY, Assistant Professor, Foundations and Social Advocacy, Southern Methodist University, B.S.S.; Southwest Texas State University, M.Ed.; Texas State University, Ph.D.
- BENTON, CYNTHIA, Professor* and Chair, Childhood/Early Childhood Education, Geneva College, B.S.; Westminster College, M.Ed., University of California, Los Angeles, Ph.D.
- BERGER, DAVID F., Professor,* Psychology, New York University, A.B.; Adelphi University, M.A.; Emory University, Ph.D.
- BERZONSKY, MICHAEL D., Professor,* Psychology, Indiana University of Pennsylvania, B.A.; Bucknell University, M.S.; University of Toronto, Ph.D.
- BESHERS, SARAH C., Assistant Professor, Health, Carleton College, B.A.; University of Chicago, M.S.; University of Pennsylvania, Ph.D.
- BEST, JOHN D., Assistant Professor, Mathematics, King's College, B.S.; Syracuse University, M.S.; Binghamton University, Ph.D.
- BEST, JUDITH A., Distinguished Teaching Professor, Political Science, Michigan State University, B.A.; University of Michigan, M.A.; Cornell University, Ph.D.
- BEVILLE, STEPHEN, Head Coach, Lacrosse, Athletics, Washington College, B.S.; Northern Colorado University, M.S.
- BHAT, GIRISH N., Associate Professor, History, Southern Methodist University, B.A.; University of California, Berkeley, M.A., Ph.D.
- BORDEN, ROSS, Lecturer, English, Yale University, B.A.; Columbia University, M.A., M. Phil.
- BOTWINICK, HOWARD, Associate Professor, Economics, University of Wisconsin, B.A.; New School for Social Research, Ph.D.
- BOYNTON, VICTORIA G., Associate Professor, English, Boston University, B.A.; University of Houston, M.A.; State University of New York at Binghamton, Ph.D.
- BRIDGE, HEATHER, Assistant Professor, Childhood/Early Childhood Education, The Open University, B.A.; University of Birmingham, Ph.D.
- BROWN, JOSEPH, Head Coach, Baseball, Athletics, Ithaca College, B.S.; Miami University, M.S.
- BROYLES, STEVEN B., Professor, Biological Sciences, University of North Carolina at Charlotte, B.S.; University of Georgia, M.S., Ph.D.
- BRUHN, BRAD, Head Wrestling Coach, Athletics, University of Wisconsin - LaCrosse, B.S., M.S.
- BRYANT, TIMOTHY, Lecturer I, Exercise Science and Sport Studies, Metropolitan State College, B.A.; Western Illinois University, M.S.; University of Alabama, Ph.D.
- BUCHANAN, COLLEEN, Lecturer III, Physical Education, Wagner College, B.A.; State University of New York College at Cortland, B.S.E., M.S.
- BUCKENMEYER, PHILIP, Associate Professor, Exercise Science and Sport Studies, St. Bonaventure University, B.S.; Indiana State University, M.S.; University of Maryland, Ph.D.
- BURKE, KATHLEEN, Associate Professor, Economics, William Smith College, B.A., State University of New York at Stony Brook, M.A., Ph.D.
- BURNS THOMAS, ANNE, Assistant Professor, Foundations and Social Advocacy, University of Scranton, B.A.; St. Joseph's University, M.S.; University of Pennsylvania, Ph.D.
- BURTNER, AMY, Lecturer II, English, Hiram College, B.A.; State University of New York at Binghamton, M.A., Ph.D.
- BUXTON, WILLIAM, Associate Professor* and Chair, Literacy, University of Kentucky, B.A.; Westminster College, B.A.; University of Utah, Ph.D.
- CAHILL, SHIRLEY M., Lecturer, Physical Education, State University of New York College at Cortland, B.S.E., M.S.E.
- CASCIANI, JEROME, Associate Professor and Chair, Physical Education, Springfield College, B.S.; Pennsylvania State University, M.Ed.; West Virginia University, Ed.D.
- CASSIS, MARICA C., Assistant Professor, History, University of Alberta, B.A.; University of Toronto, M.A., Ph.D.
- CEROSALETTI, MARK, Lecturer IV (Spanish and Italian), International Communications and Culture, The College of Saint Rose, B.A.; State University of New York at Buffalo, M.Ed.
- CHRISTODOULEAS, TINA, Assistant Professor (Spanish and Linguistics), International Communications and Culture, Indiana University of Pennsylvania, B.A.; Illinois State University, M.A.; The Pennsylvania State University, A.B.D.
- CIRMO, CHRISTOPHER P., Professor and Chair, Geology, Utica College, B.S.; Indiana University, M.S.; Syracuse University, Ph.D.
- CLYMER, WESLEY, Lecturer, English, St. Lawrence University, B.A.; University of Pennsylvania, M.A.
- COFFEY, KATHRYN, Assistant Professor, Health, State University of New York College of Agriculture and Technology at Cobleskill, A.A.S.; State University of New York College at Brockport, B.A.; State University of New York College at Cortland, M.S.Ed.; Indiana University Ph.D.
- COHEN, KENNETH, Assistant Professor, Recreation and Leisure Studies, University of Colorado at Boulder, B.S.; Lewis and Clark College, M.P.A.; University of Idaho, Ph.D.
- COHEN, SHEILA G., Associate Professor*, Literacy, City College of New York, B.A.; Fairleigh Dickinson University, M.A.; University of Kentucky, Ed.D.
- COLLINGS, RAYMOND D., Assistant Professor, Psychology, California State University, Fullerton, B.A.; University of California, Riverside, M.A., Ph.D.
- COMINS, SONYA, Athletic Trainer/Clinical Instructor, Exercise Science and Sport Studies, Jefferson Community College, A.A.; State University of New York College at Cortland, B.S.Ed.; M.S.Ed.
- CONKLIN, PATRICIA L., Assistant Professor, Biological Sciences, Allegheny College, B.S.; Cornell University, Ph.D.
- COPEY, VAUGHN, Lecturer, English, State University of New York College at Oswego, B.A., M.A.

- COTTONE, JOHN L., Associate Professor and Chair, Exercise Science and Sport Studies, Castleton State College, B.S.; Indiana State University, M.S.; Syracuse University, Ed.D.
- CRAFT, DIANE, Professor,* Physical Education, State University of New York College at Cortland, B.S.; New York University, Ph.D.
- CRANFIELD, TOM, Head Coach, Men's Ice Hockey, Athletics, State University of New York College at Cortland, B.S.E.; M.S.E.
- CURTIS, JENNIFER., Assistant Professor, Health, State University of New York at Albany, B.A.; Teachers College, Columbia University, M.A., A.B.D.
- CZARNECKI, LARRY, Assistant Football and Track Coach, Athletics, Ithaca College, B.S., M.S.
- CZERWINSKI, FRANCIS R., Associate Professor, History, City University of New York, B.A.; Cornell University, M.A., Ph.D.
- DANGLER, JAMIE, Associate Professor, Sociology/Anthropology, State University of New York College at Cortland, B.A.; State University of New York at Binghamton; M.A., Ph.D.
- DARLING, ROBERT S., Professor, Geology, State University of New York College at Oneonta, B.S.; Idaho State University, M.S.; Syracuse University, Ph.D.
- DARLINGTON, JAMES W., Visiting Instructor, Geography, Wilkes University, A.B.; Syracuse University, M.A.; University of Kentucky, Ph.D.
- DAVID, KORY, Assistant Football Coach, Athletics, State University of New York College at Cortland, B.S.E.
- DAVIDENKO, SUSANA M., Associate Professor, Childhood/Early Childhood Education, Universidad Nacional de La Plata, Argentina; Syracuse University, M.S., Ph.D.
- DAVIS, TIMOTHY, Assistant Professor, Physical Education, California State University, B.A., M.A., University of Virginia, Ph.D.
- DEARIE, ALYSON, Athletic Trainer/Clinical Coordinator, Exercise Science and Sport Studies, East Stroudsburg University, B.S.; James Madison University, M.S.
- DEKOVEN, ARAM, Visiting Assistant Professor, Foundations and Social Advocacy, State University of New York College at Oswego, B.A.; Mercy College, M.Ed.; Cornell University, Ph.D.
- DEPERNO, DAN, Assistant Professor, Sport Management, State University of New York at Buffalo, B.A.; Canisius College, M.S., M.B.A.
- DERBICK, TARA, Lecturer, Sport Management; Assistant Director, Athletics, Minnesota State University – Mankato, B.S., M.A.
- DICICCO, MARK, Assistant Professor, English, University of Massachusetts at Amherst, B.A.; University of North Carolina at Chapel Hill, M.A., Ph.D.
- DIMARCO, LISA, Lecturer, Biological Sciences, Nassau Community College, A.S.; New York Chiropractic College, D.C.
- DONOVAN, JEREMIAH, Associate Professor, Art and Art History, Kansas City Art Institute, B.F.A.; Boston University, M.F.A.
- DORE, CECILE, Lecturer, Mathematics, State University of New York College at Potsdam, B.A.; State University of New York College at Cortland, M.S.
- DOUGLAS, KEVIN A., Lecturer, Biological Sciences, State University of New York College at Cortland, B.S.; State University of New York College of Environmental Science and Forestry, M.S.
- DRISCOLL, DANIEL L., Professor*, Mathematics, University of Toronto, B.S.; Bowdoin College, M.A.; Syracuse University, Ph.D.
- DUCEY, PETER K., Professor*, Biological Sciences, Adelphi University, B.S.; University of Michigan, M.S., Ph.D.
- DUDGEON, RALPH, Professor*, Performing Arts (Music), San Diego State University, B.A., M.A., University of California, San Diego, Ph.D.
- DUDGEON, VIRGINIA, Lecturer III, Childhood/Early Childhood Education, San Diego State University, B.A., M.A.
- DUNCAN, JANET, Associate Professor, Foundations and Social Advocacy, Acadia University, Wolfville, Nova Scotia, B.S.; M.S.; Syracuse University, Ph.D.
- EATON, LESLIE G., Assistant Professor, Psychology, University of California, Riverside, B.A., M.A., Ph.D.
- EBEID, MAHA, Assistant Professor, Physical Education, Helwan University, Egypt, B.A., M.S., Ph.D.
- ELLIS, LORI, Associate Professor and Chair, Art and Art History, University of Michigan, B.F.A., Louisiana State University, M.F.A.
- EMERSON, TIMOTHY, Lecturer, English, Ithaca College, B.A.; Empire State College, M.A.
- EMM, MARY, Lecturer II, Speech Pathology and Audiology, State University of New York College at Cortland, B.A.; Syracuse University, M.S.
- EVANS, WILLIAM J., Lecturer, Economics, University of Illinois, B.S.; Loyola University of the South, M.B.A.; Union Institute and University, Ph.D.
- FAN, HONGLI, Assistant Professor (French and TESOL), International Communications and Culture, Shanxi University, B.A.; Foreign Affairs College, M.A.; University of Florida at Gainesville, Ph.D.
- FAULKNER, DAVID A., Lecturer, English, Northwestern University, B.A.; Princeton University, M.A.
- FAY, THEODORE G., Associate Professor, Sport Management, St. Lawrence University, B.A.; University of Oregon, M.S.P.A.; University of Massachusetts at Amherst, Ph.D.
- FEISSNER, GEORGE F., Professor, Mathematics, Lehigh University, B.A., M.S.; Cornell University, Ph.D.
- FITZGERALD, TERRENCE D., Distinguished Professor, Biological Sciences, State University of New York College of Environmental Science and Forestry, B.S., M.S.; Oregon State University, Ph.D.
- FITZ-GIBBON, ANDREW, Assistant Professor, Philosophy, Council for National Academic Awards (U.K.). B.A.; University of Newcastle-Upon-Tyne (U.K.), M. Litt, M.A., Ph.D.
- FOLEY, JOHN, Assistant Professor, Physical Education, California State University, Hayward, B.S., M.S.; Oregon State University, Ph.D.
- FORD, JANET, Assistant Professor, Speech Pathology and Audiology, Western Michigan University, B.S.; Syracuse University, M.S., Ph.D.
- FORSTER, JOHN E., Associate Professor, Health, Brandeis University, A.B.; Springfield College, M.Ed.; University of Maryland, Ph.D.
- FRANK, JOSHUA, Assistant Professor, Economics, University of California, San Diego, B.A.; Texas Tech University, M.B.A.; Rensselaer Polytechnic Institute, Ph.D.
- FRANKE, DAVID, Associate Professor, English, University of Tennessee at Chattanooga, B.A.; Syracuse University, M.A., Ph.D.
- FRASER, ELIZABETH A., Assistant Professor, Geography, State University of New York College at Geneseo, B.A.; George Washington University, M.A.; Louisiana State University, Ph.D.
- FRIED, AARON P., Lecturer, Biological Sciences, State University of New York College at Brockport, B.S.; Syracuse University, M.S.
- FUCHS, THOMAS, Lecturer II, Physical Education, State University of New York College at Cortland, B.S.E., M.S.E.
- FUNK, ANDREW K., Instructional Support Technician, Biological Sciences, Monroe Community College, A.A.S.; State University of New York College at Cortland, B.S.

- GANSON, JULIA, Visiting Assistant Professor, Sociology/
Anthropology, Kent State University, B.S.; Columbia
University, M.A., Ph.D.
- GASCON, CHRISTOPHER, Assistant Professor (Spanish),
International Communications and Culture, Williams College,
B.A.; Middlebury College (Spain) M.A.; University of Texas at
Austin, Ph.D.
- GATTO, LOUIS A., Professor and Chair, Biological Sciences,
Fordham University, M.S., Ph.D.
- GAUTHIER, MARNI, Assistant Professor, English, Boston
University, B.A.; State University of New York College at
Buffalo, M.A.; University of Colorado, Ph.D.
- GEIDT, KRISTIN, Athletic Trainer/Clinical Coordinator,
Exercise Science and Sport Studies, University of Minnesota,
B.S.; Syracuse University, M.S.
- GERHARD, TIMOTHY, Assistant Professor (French, Spanish),
International Communications and Culture, Humboldt State
University, B.A.; University of California at Davis, Ph.D.
- GLEASON, GAYLE, Assistant Professor, Geology, University of
California at Santa Barbara, B.S.; University of Utah, M.S.;
Brown University, Ph.D.
- GOLDBERG, RAYMOND, Associate Dean, School of
Professional Studies; Professor, Health, University of North
Carolina at Pembroke, B.S.; University of South Carolina,
M.Ed.; University of Toledo, Ph.D.
- GONZALEZ, ALEXANDER G., Distinguished Teaching
Professor,* English, City University of New York, B.A.;
University of Oregon, M.A., Ph.D.
- GONZALEZ, MICHELE IRVIN, Associate Professor*, Literacy,
Lock Haven State College, B.S.; Pennsylvania State University,
M.Ed., Ph.D.
- GOVERNALL, JOSEPH F., Professor*, Health, Manhattan
College, B.S.; University of Illinois, M.S., Ph.D.
- GRAHAM, KATHERINE, Lecturer II, Economics, University of
New Hampshire, B.S.; Cornell University, M.S.
- GRANTHAM, REGINA B., Associate Professor and Chair,
Speech Pathology and Audiology, The Pennsylvania State
University, B.S., M.Ed.
- GRAVANI, EILEEN A., Associate Professor, Speech Pathology
and Audiology, Loyola University, B.S.; Northwestern University,
M.A.; Cornell University, Ph.D.
- GRIFFEN, WILLIAM L., Professor*, Foundations and Social
Advocacy, State University of New York College at Cortland,
B.S.; Cornell University, M.A., Ed.D.
- GURTAS, YUSUF, Visiting Assistant Professor, Mathematics,
Middle East Technical University (Turkey), B.S.; University of
California at Irvine, M.S., Ph.D.
- GUTMAN, SANFORD, Professor* and Chair, History, Wayne
State University, A.B.; University of Michigan, M.A., Ph.D.
- HAIGHT, ALAN D., Assistant Professor, Economics, University of
Oregon, B.S.; University of Wisconsin - Madison, M.A., Ph.D.
- HAINES, HERBERT, Professor, Sociology/Anthropology,
University of Kansas, B.A., M.A., Ph.D.
- HALEBSKY, STEPHEN, Assistant Professor, Sociology/
Anthropology, San Francisco State University, B.A., M.A.;
University of Wisconsin - Madison, Ph.D.
- HALPIN, KEVIN, Associate Professor, Performing Arts, Syracuse
University, B.F.A.; Brooklyn College, M.F.A.
- HAN, MAN-YOUNG "PETER", Visiting Assistant Professor,
Sport Management, Hanyang University (South Korea), B.A.;
Kent State University, M.A.; University of Northern Colorado,
A.B.D.
- HARTSOCK, JOHN C., Associate Professor, Communication
Studies, Prescott College, B.A.; University of Maryland, M.A.;
State University of New York at Albany, Ph.D.
- HEASLEY, CHARLES W., Professor, Art and Art History,
University of New Mexico, B.F.A.; Western Michigan
University, M.A., M.F.A.
- HEISEY, KEVIN, Lecturer, Economics, Franklin & Marshall
College, B.A.; Harmon College of Business Administration, M.A.
- HELSPER, NORMA, Associate Professor (Spanish) and Chair,
International Communications and Culture, University of
Illinois, B.A.; University of Texas at Austin, M.A., Ph.D.
- HEMPSON, KAREN, Lecturer, Childhood/Early Childhood
Education, State University of New York at Oswego, B.A.;
State University of New York at Cortland, M.S.
- HENDRICK, JOY L., Professor*, Exercise Science and Sport
Studies, Ithaca College, B.S., Indiana University, M.S., Ph.D.
- HEPNER, LORI A., Assistant Professor, Art and Art History,
Rochester Institute of Technology, B.F.A.; Rhode Island School
of Design, M.F.A.
- HILL, TERESA ELLEN, Associate Professor, English, State
University of New York at Binghamton, B.A., M.A., Ph.D.
- HISCHAK, CATHERINE, Lecturer II, Communication Studies,
Fontbonne College, B.A.; St. Louis University, M.A.
- HISCHAK, THOMAS, Professor*, Performing Arts (Theatre),
St. Louis University, B.A.; Southern Illinois University, M.F.A.
- HODGES, BONNI C., Professor* and Chair, Health, Ithaca
College, B.S.; Northeastern University, M.S.; University of
Maryland, Ph.D.
- HOERUP, PAMELA, Head Coach, Women's Volleyball, Athletics,
State University of New York College at Cortland, B.S.Ed., M.S.Ed.
- HOKANSON, JAMES, Associate Professor, Exercise Science and
Sport Studies, Pennsylvania State University, B.S.; Slippery Rock
University, M.S.; University of California at Berkeley, Ph.D.
- HOLLENBACK, DAVID A., Associate Professor, Communication
Studies, University of Michigan, B.A., M.A., Ph.D.
- HORNIBROOK, DWIGHT, Head Coach, Men's Soccer, Athletics,
University of Victoria, B.S.
- HOWARTH, KATHLEEN, Professor*, Physical
Education, University of Sussex, B.S.; University of Liverpool,
M.S.; Temple University, Ph.D.
- HUANG, TER-JENQ, Professor*, Mathematics, National Taiwan
University, B.S.; National Tsing Hua University, M.S.;
Wesleyan University, Ph.D.
- HULL, ADRIAN, Assistant Professor, Political Science, University of
California, B.A.; University of Colorado at Boulder, M.A.; Ph.D.
- HURLEY, WENDY, Associate Professor, Exercise Science and Sport
Studies, Lock Haven University of Pennsylvania, B.S.; University
of Maryland, M.A.; Pennsylvania State University, Ph.D.
- JAMPOLE, ELLEN S., Professor*, Literacy, Appalachian State
University, B.S., M.A.; Louisiana State University, Ph.D.
- JANKE, RENA C., Associate Professor, Biological Sciences and
Adolescence Science Education, Lincoln Memorial University,
B.S.; University of Tennessee, M.S., Ed.D.
- JOHNSTON-ANUMONWO, IBIPO, Professor, Geography,
University of Ibadan (Nigeria), B.Ed.; Harvard University,
M.A.; Clark University, Ph.D.
- JOYCE, ELIZABETH, Visual Resource Curator, Art and Art
History, Hiram College, B.A., Simmons College, M.L.S.
- JUBRAN, ISA S. Associate Professor, Mathematics, Bethlehem
University, B.S.; Oregon State University, M.S., Ph.D.
- KALTEFLEITER, CAROLINE K., Associate Professor, Com-
munication Studies, University of Georgia, A.B.J.; Miami
University, M.A.; Ohio University, Ph.D.

- KATHER, SUSAN, Lecturer (Spanish), International Communications and Culture, State University of New York College at Brockport, B.A.; State University of New York at Binghamton, M.A.
- KATTAU, COLLEEN J., Assistant Professor (Spanish), International Communications and Culture, State University of New York College at Cortland, B.A.; Syracuse University, M.A., Ph.D.
- KELLEY, SAMUEL L., Professor, Communication Studies, University of Arkansas, B.A., M.A.; Yale School of Drama, M.F.A.; University of Michigan, Ph.D.
- KELLY, MICHELLE M., Associate Professor, Foundations and Social Advocacy, Pennsylvania State University, B.A.; University of Pittsburgh, M.A.T.; University of Utah, Ph.D.
- KENDRICK, J. RICHARD, Professor and Chair, Sociology/Anthropology, Wake Forest University, B.A.; University of Georgia, M.P.A.; Syracuse University, Ph.D.
- KENNEDY, MARY LYNCH, Distinguished Teaching Professor*/Director of Composition, English, St. John's University, B.A., New York University, M.A.; Cornell University, Ph.D.
- KILPATRICK, DAVID, Assistant Professor, Psychology, State University of New York College at Cortland, B.A.; Gordon-Conwell Theological Seminary, M.A.; Syracuse University, Ph.D.
- KIM, HEE-YOUNG, Assistant Professor, Childhood/Early Childhood Education, Chunnan National University, South Korea, B.A.; University of Houston, M.A., Ph.D.
- KIM, JI-RYUN, Assistant Professor, Foundations and Social Advocacy, Seoul National University, B.S.; State University of New York College at Buffalo, M.S.Ed.; Syracuse University, Ph.D.
- KIME, YOLANDA J., Associate Professor, Physics, Michigan State University, B.S.; Syracuse University, M.S., Ph.D.
- KING, MELVYN B., Associate Professor* and Chair, Psychology, Union College, B.S.; Princeton University, M.A., Ph.D.
- KINSELLA, MARY, Associate Professor and Chair, Educational Leadership, State University of New York College at Brockport, B.S.; State University of New York College at Oswego, M.S., C.A.S.; Syracuse University, Ed.D.
- KLEIN, ELIZABETH S., Associate Professor,* Childhood/Early Childhood Education, Slippery Rock University, B.S.; East Stroudsburg University, M.Ed.; University of Virginia, Ed.D.
- KLOTZ, R. LAWRENCE, Distinguished Teaching Professor, Biological Sciences, Denison University, B.S.; University of Connecticut, M.S.; Ph.D.
- KNIFFIN, K. MICHAEL, Associate Professor*, Physical Education, Ohio State University, B.S.; Miami University, M.Ed.; Ohio State University, Ph.D.
- KNIGHT, DENISE D., Distinguished Teaching Professor*, English, State University of New York at Albany, B.A., M.A., D.A.
- KONE, KASSIM, Associate Professor, Sociology/Anthropology, Ecole Normale Supérieure, B.A.; Indiana University, M.A.; Brandeis University, M.A.; Indiana University, Ph.D.
- KRAEBEL, KIMBERLY S., Assistant Professor, Psychology, Edinboro University, B.A.; State University of New York at Binghamton, M.A., Ph.D.
- KRALL, MARY ELYSE (LISI), Professor, Economics, University of Utah, B.S., Ph.D.
- KRAMER, KATHRYN, Associate Professor, Art and Art History, Trinity University, B.A.; Columbia University, M.A., M.Phil., Ph.D.
- KROLESKI, JENNIFER, Head Coach, Women's Ice Hockey, Athletics, Hamilton College, B.A.
- KRUGER-KNUEPFER, JOYCE, Lecturer, Geology, University of Colorado at Boulder, B.A.; University of Arizona at Tucson, M.S.
- KUDELA, EMILIE, Associate Professor, Childhood/Early Childhood Education, Kings College, B.A.; Rutgers University, M.S.; Cornell University, Ph.D.
- LACHANCE, ANDREA M., Associate Professor, Childhood/Early Childhood Education, Boston College, B.A.; Cornell University, M.S., Ph.D.
- LATIMER, CHRISTOPHER, Assistant Professor, Political Science, State University of New York at Albany, Ph.D.
- LATTIMORE, KATHY L. Lecturer, English, Texas Tech University, B.A., M.A.
- LAVINE, LINDA O., Associate Professor, Psychology, Cornell University, B.S., M.S., Ph.D.
- LAWRENCE, KATHLEEN A., Associate Professor, Communication Studies, Boston College, B.A.; Indiana University, M.A.; Ph.D.
- LEARY, JOHN E., Associate Professor, Health, State University of New York College at Brockport, B.S.; Ithaca College, M.S.; University of Oregon, Ed.D.
- LEE, TONY BYUNGHO, Assistant Professor, Childhood/Early Childhood Education, Chung-Ang University, B.A.; University of Illinois at Urbana-Champaign, M.A., Ph.D.
- LEE, YOMEE, Assistant Professor, Exercise Science and Sport Studies, Yonsei University, B.S.; Ohio State University, M.A., Ph.D.
- LELOUP, JEAN W., Professor* (Spanish), International Communications and Culture, Wittenberg University, B.A.; The Ohio State University, M.A.; University of Missouri at St. Louis, M.Ed., The Ohio State University, Ph.D.
- LENHART, JULIE, Head Coach, Women's Softball, Athletics, Ohio Northern University, B.A.; University of Wisconsin - Platteville, M.S.E.
- LESSIG, MATTHEW, Assistant Professor, English, Bowling Green State University, B.S.; University of Delaware, M.A.; University of Illinois, Ph.D.
- LEVINE, ARNOLD B., Lecturer (Spanish), International Communications and Culture, University of Illinois, B.A., M.A.; Pennsylvania State University, Ph.D.
- LEVINE, VIRGINIA B., Executive Assistant to the President; Associate Professor (Spanish), International Communications and Culture, State University of New York at Albany, B.A.; Pennsylvania State University, M.A., Ph.D.
- LICKONA, THOMAS E., Professor, Childhood/Early Childhood Education; Director, Center for the 4th and 5th Rs, Siena College, B.A.; Ohio University, M.A.; State University of New York at Albany, Ph.D.
- LIN, LIN, Assistant Professor, Childhood/Early Childhood Education, Beijing Foreign Studies University, China, B.A., M.A.; University of Georgia, Ph.D.
- LINDH, HOWARD, Scenic Designer/Lecturer, Performing Arts, State University of New York College at Cortland, B.A., M.A.
- LITTLE, CRAIG B., Distinguished Service Professor, Sociology/Anthropology, Colby College, B.A.; University of New Hampshire, M.A., Ph.D.
- LOMBARDO, JOHN P., Professor*, Psychology, St. John's University, B.A.; New School for Social Research, M.A.; University of Oklahoma, Ph.D.
- LOUNSBURY, DANIEL, Assistant Football Coach, Athletics, University of Arkansas, B.S., M.Ed.
- LUYBEN, PAUL D., Associate Professor, Psychology, University of Dayton, B.S.; Florida State University, Ph.D.
- MACKENZIE, GAILANNE, Lecturer, English, Smith College, B.A.; Brown University, M.A.
- MACNEILL, DANIEL, Head Coach, Football, Athletics, State University of New York College at Cortland, B.S.E.; Villanova University, M.S.

- MALAVASIC, JOLENE, Assistant Professor, Literacy, State University of New York College at Cortland, B.S., M.S.; Syracuse University, Ph.D.
- MALMBERG, ERIC L., Professor, Physical Education, East Stroudsburg State College, B.S.; C. W. Post College, M.S.; Syracuse University, Ed.D.
- MARTINEZ DE LA VEGA, PATRICIA, Lecturer (Spanish), International Communications and Culture, National Autonomous University of Mexico, Licenciatura
- MARYE, PRESTON, Technical Director, Performing Arts
- MASSELINK, NORALYN, Professor*, English, Calvin College, B.A.; University of Illinois, M.A., Ph.D.
- MATTINGLY, R. BRUCE, Professor and Chair, Mathematics, University of Louisville, B.S., M.Eng.; North Carolina State University, Ph.D.
- MCCORDUCK, EDWARD SCOTT, Lecturer, English, Syracuse University, B.A., M.A.
- MCDOWELL-LOUDAN, ELLIS E., Professor*, Sociology/Anthropology, American University, B.A., M.A., Ph.D.
- MCGINNIS, PETER, Professor*, Exercise Science and Sport Studies and Assistant Director, Graduate Studies; Swarthmore College, B.S.; University of Illinois, M.S., Ph.D.
- MCGUIRE, MARY, Assistant Professor, Political Science, Syracuse University, B.A., M.P.A., Ph.D.
- McNAMARA, JENNIFER LYNN, Assistant Professor, Art and Art History, State University of New York College at Cortland, B.A.; Colorado State University, M.F.A.
- McNEAL, GLEN M., Lecturer (Spanish), International Communications and Culture, Mansfield University, B.S.; Pennsylvania State University, M.A.
- McROBERTS, CHRISTOPHER A., Associate Professor, Geology, University of Wyoming, B.S.; University of Montana, M.S.; Syracuse University, Ph.D.
- MEAGHER, NANCY E., Assistant Professor, Chemistry, Lawrence Institute of Technology, B.S.; University of Michigan at Ann Arbor, M.S.; Wayne State University, Ph.D.
- MEYER, STEVEN, Athletic Trainer/Clinical Instructor, Exercise Science and Sport Studies, Castleton State College, B.S.; Salisbury State University, M.Ed.
- MILLER, DAVID L., Distinguished Teaching Professor and Chair, Geography, Miami University, B.S., M.S.; University of Wisconsin - Milwaukee, M.A., Ph.D.
- MITCHELL, HOMER, Lecturer, English, New York State Regents College, B.A.; Goddard College, M.F.A.
- MONSAY, EVELYN, Lecturer, Physics, University of Pennsylvania, B.S.; Princeton University, M.A., Ph.D.; Syracuse University, M.B.A.
- MOORE, EDWARD, Associate Professor (Music) Performing Arts, University of Florida, B.M., M.F.A.
- MORAN, MATT, Head Cross Country Coach, Athletics, The College of William and Mary, B.S.; The Pennsylvania State University, M.S., Ph.D.
- MORANDA, SCOTT, Assistant Professor, History, Carleton College, B.A.; University of Wisconsin - Madison, M.A., Ph.D.
- MORIARTY, CYNTHIA, Graduate Coordinator, Foundations and Social Advocacy, Henry Ford Community College, A.A.; Eastern Michigan University, B.S.; University of Maryland, M.S.; Syracuse University, C.A.S., Ed.D.
- MORRIS, NICOLA, Lecturer, English, State University of New York College at Purchase, B.A.; Goddard College, M.A.; Vermont College, M.F.A.; State University of New York at Binghamton, Ph.D.
- MOSHER, LINDA JOY, Associate Professor, Childhood/Early Childhood Education, University of California, B.A.; University of Massachusetts, M.A.T., Ed.D.
- MURPHY, JILL, Assistant Professor, Health, LeMoyne College, B.S.; State University of New York at Buffalo, M.S.
- MURRAN, MATTHEW, Head Coach, Cross Country, Athletics, The College of William and Mary, B.S.; Pennsylvania State University, M.S., Ph.D.
- MWANIKA, THOMAS O., Professor, Communication Studies; University of Wisconsin, B.S., M.S.; Michigan State University, Ph.D.
- NAGEL, MECHTHILD, Professor, Philosophy, Albert-Ludwigs University, B.A., University of Massachusetts at Amherst, M.A., Ph.D.
- NEAL, DAVID, Associate Professor (Music) Performing Arts, Cornell University, B.A.; Peabody Conservatory, M.M., D.M.A.
- NELSON, EMMANUEL, Professor, English, St. John's College, B.A.; University of Tennessee at Knoxville, M.A., Ph.D.
- NEVILLE, LISA, Lecturer, English, Reed College, B.A.; Cornell University, M.A., M.F.A.
- NEWMAN, ELLEN, Lecturer III, Childhood/Early Childhood Education, University of Illinois, B.A.; DePaul University, M.S.
- O'CALLAGHAN, JEROME D., Associate Dean, School of Arts and Sciences; Associate Professor*, Political Science, University College (Dublin), B.C.L; Syracuse University, M.A., Ph.D.
- ODLE, MICHIE, Associate Professor, Psychology, Tennessee Technological University, B.S.; University of Tennessee at Knoxville, Ph.D.
- OLSHAN, HANNAH S., Lecturer, Biological Sciences, St. Michael's College and Lancaster University (United Kingdom), B.S.; State University of New York College at Cortland, M.A.T.
- OUELLETTE, JUDITH A., Associate Professor, Psychology, University of Central Florida, B.A.; Texas A&M University, M.S., Ph.D.
- PAGANO, ANGELA, Assistant Professor, Biological Sciences, College of New Rochelle, B.S.; State University of New York at Binghamton, Ph.D.
- PASHA, SYED H., Associate Professor, Communication Studies, Madras University, B.A and Aligarh University, M.A., India; Farleigh Dickinson University, M.A.; University of Wisconsin - Madison, Ph.D.
- PASQUARELLO, THOMAS E., Professor and Chair, Political Science, State University of New York at Binghamton, B.A., M.A., Ph.D.
- PATRICK, STEPHEN, Lecturer II, Physical Education, State University of New York College at Cortland, B.S.Ed.; University of North Carolina at Greensboro, M.S.
- PETERSON, GIGI, Assistant Professor, History, St. Lawrence University, B.A.; University of Washington, M.A., Ph.D.
- PHILLIPS, TIMOTHY P., Associate Professor and Chair, Economics, State University of New York College at Cortland, B.A.; Clarkson College of Technology, M.B.A.
- PIERCE, ROBERT M., Professor*, Geography, University of California, Santa Barbara, B.A.; Michigan State University, M.A., Ph.D.
- PITCHER, MICHAEL J., Lecturer II, Speech Pathology and Audiology, State University of New York College at Geneseo, B.S.; Ithaca College, M.S.
- POLASEK, KATHERINE, Visiting Assistant Professor, Exercise Science and Sport Studies, University of Maryland, B.S.; University of Illinois at Chicago, M.S.; Temple University, Ph.D.
- POLLEY, SUSANNE M., Associate Professor, Economics, University of Toledo, B.B.A., M.B.A.; Pennsylvania State University, Ph.D.

- PONTERIO, MARIE J., Lecturer (French), International Communications and Culture, State University of New York at Binghamton, B.A.; University of Illinois, M.A.T.
- PONTERIO, ROBERT, Professor *(French), International Communications and Culture, State University of New York at Binghamton, B.A.; M.A.; University of Illinois, Ph.D.
- PONTRELLO, JASON K., Assistant Professor, Chemistry, University of Michigan, B.S.; University of Wisconsin - Madison, Ph.D.
- POTTER, RENEE, Lecturer, Childhood/Early Childhood Education, State University of New York College at Cortland, B.A., M.S.
- PRUS, MARK J., Dean, School of Arts and Sciences; Professor, Economics, University of Notre Dame, B.A.; University of Utah, Ph.D.
- QUAGLIO, PAULO, Assistant Professor (TESOL and Applied Linguistics), International Communications and Culture, University of São Paulo, Brazil, B.A.; Northern Arizona University, M.A.; Ph.D.
- QUINN, THOMAS, Assistant Professor, Physical Education, State University of New York College at Cortland, B.S.E.; University of Southern Mississippi, M.S.; The Ohio State University, Ph.D.
- RACKER, BARBARA, Gallery Director, Louisiana Tech University, B.F.A, M.F.A.
- RANDALL, VAUGHN, Assistant Professor, Art and Art History, Georgia State University, B.F.A.; University of Washington, M.F.A.
- RAYL, SUSAN, Assistant Professor, Exercise Science and Sport Studies, University of Arizona, B.A., M.S.; Pennsylvania State University, Ph.D.
- RAYLE, JOSEPH, Associate Professor and Chair, Foundations and Social Advocacy, University of North Carolina at Charlotte, B.A.; Appalachian State University, M.A.; University of North Carolina at Chapel Hill, Ph.D.
- REDDEN, JOANNE, Visiting Assistant Professor, Mathematics, Culver-Stockton College, B.S.; St. Louis University, M.A., Ph.D.
- REESE, JAMES, Associate Professor, Sport Management, St. Andrews Presbyterian College, B.A.; Georgia Southern University, M.S.; University of Northern Colorado, Ed.D.
- REID, ALEXANDER, Associate Professor, English, Rutgers University, B.A.; New Mexico State University, M.A.; State University of New York at Albany, Ph.D.
- REINHARD, RACHEL, Assistant Professor, History, Barnard College, B.A.; Columbia University, M.A.; University of California at Berkeley, Ph.D.
- RICHARDSON, BRIAN, Lecturer I, Exercise Science and Sport Studies, Pitzer College, B.A.; Ohio University, M.A., M.S.
- RICHARDSON, MARGARET, Assistant Professor, Childhood/Early Childhood Education, Art Institute of Chicago, B.F.A.; Bank Street College of Education, M.S.Ed.; Cornell University, Ph.D.
- RIVEST, BRIAN R., Professor*, Biological Sciences, Cornell University, B.S.; University of New Hampshire, M.S.; University of Washington, Ph.D.
- ROGERS, DEBORAH, Lecturer, English, State University of New York at Binghamton, B.S., M.A.S.S.; Western Connecticut University, M.A.
- ROIGER, Patricia, Lecturer, Childhood/Early Childhood Education, Winona State University, B.S.; Bank Street College of Education, M.S.
- ROMBACH, KIMBERLY, Assistant Professor, Childhood/Early Childhood Education, State University of New York College at Cortland, B.S, M.S.; Syracuse University, Ph.D.
- ROSEKRANS, LINDA E., Lecturer IV, English, Ohio State University, B.A.; Brown University, M.A.T.
- RUBAII, MAHDI H., Associate Professor, Mathematics, Ithaca College, B.A.; University of Rochester, M.A.
- RUSSELL, KATHRYN, Professor and Chair, Philosophy, University of Cincinnati, B.A., M.A., Ph.D.
- ROSSI, FRANK, Assistant Professor, Chemistry, Wesleyan University, B.A.; Cornell University, M.S., Ph.D.
- RYON, COREY, Lecturer I, Health, State University of New York College at Cortland, B.S.Ed., M.S.Ed.
- SARVER, CYNTHIA, Assistant Professor, English, Northwestern University, B.A.; University of Southern California, M.A., Ph.D.
- SCHERER, LISA, Assistant Professor, Sport Management, State University of New York College at Cortland, B.S.; Ohio State University, M.A.
- SCHILLO, JUDITH, Lecturer IV, Childhood/Early Childhood Education, State University of New York College at Geneseo, B.S., M.S.
- SEARS, JUDITH, Lecturer, Economics, St. Bonaventure University, B.S.; Syracuse University, M.S.
- SEYFRIED, MATTHEW, Lecturer, Sport Management and Communication Studies, State University of New York College at Cortland, B.A.; Syracuse University, M.S.
- SHARP, WILLIAM F., Professor, History*, Stanford University, B.A., University of North Carolina at Chapel Hill, M.A., Ph.D.
- SHEDD, JOHN A., Associate Professor, History, University of North Alabama, B.A.; University of Tennessee, M.A., Ph.D.
- SHEETS, KEVIN B., Associate Professor, History, Gettysburg College, B.A.; University of Virginia, M.A., Ph.D.
- SHI, SHUFANG, Assistant Professor, Childhood/Early Childhood Education, Qufu Normal University, B.A.; Shanghai Jiao Tong University, M.A.; Michigan State University, Ph.D.
- SKIPPER, WILLIAM J., Assistant Professor, Sociology/Anthropology, Fordham University, B.A.; Cornell University, M.A., Ph.D.
- SMITH, BRICE, Assistant Professor, Physics, Washington University, B.S.; Massachusetts Institute of Technology, Ph.D.
- SNYDER, DAVID L., Associate Professor and Interim Chair, Sport Management, Nazareth College, B.A.; University of Tennessee College of Law, J.D.
- SOFALVI, ALAN, Assistant Professor, Health, University of Toledo, B.Ed.; Southern Illinois University at Carbondale, M.S.; Pennsylvania State University, Ph.D.
- SOSA, JOHN R., Associate Professor, Sociology/Anthropology, State University of New York at Stony Brook, B.A.; University of Texas, M.A.; State University of New York at Albany, Ph.D.
- SPANBAUER, THOMAS, Head Coach, Basketball, Athletics, State University of New York College at Cortland, B.S.E., M.S.E.
- SPENCER, DEBORAH, Assistant Professor, Economics, Radford University, B.S., University of Notre Dame, M.A., Ph.D.
- SPENCER, EILEEN, Visiting Assistant Professor, Speech Pathology and Audiology, State University of New York College at Oswego, B.S.; Syracuse University, M.S.
- SPINA, STEPHANIE URSO, Assistant Professor, Foundations and Social Advocacy, Hofstra University, B.A.; Adelphi University, M.A.; Harvard University, Ed.M.; City University of New York, M.Ph.; City University of New York Graduate Center, Ph.D.
- SPITZER, ROBERT J., Distinguished Service Professor, Political Science, State University of New York College at Fredonia, B.A.; Cornell University, M.A., Ph.D.
- STARZEC, JAMES J., Professor, Psychology, Northern Illinois University, B.A., M.A., Ph.D.
- STEADMAN, SHARON R., Associate Professor, Sociology/Anthropology, University of California, Santa Barbara, B.A.; University of California, Berkeley, M.A., Ph.D.

- STEARNS KAREN, Assistant Professor, English, LeMoyné College, B.A.; Syracuse University, M.A., Ph.D.
- STECK, HENRY J., Distinguished Service Professor*, Political Science, Kenyon College (Ohio), B.A.; Cornell University, Ph.D.
- STERNFELD, JOHN M., Professor, Biological Sciences, University of California at La Jolla, B.S.; Princeton University, Ph.D.
- STONE, MARJORIE, Visiting Assistant Professor, Speech Pathology and Audiology, Pennsylvania State University, B.S., M.S.
- STORCH, RANDI J., Associate Professor, History, University of Florida, B.A.; University of Illinois, M.A., Ph.D.
- STORMANN, WAYNE F., Professor*, Recreation and Leisure Studies, University of Maine, B.S.; Brigham Young University, M.A.; Vermont Law School, M.S.L.; University of Utah, Ph.D.
- STRANEVA, JOHN E., Associate Professor, Biological Sciences, Indiana University of Pennsylvania, B.S.; M.S.; Utah State University, Ph.D.
- STRATTON, SUSAN, Assistant Professor, Childhood/Early Childhood Education, State University of New York College at Cortland, B.A.; University of New Mexico, M.A., Ph.D.
- SUAREZ, JOHN, Lecturer, English, State University of New York College at Oneonta, B.S., M.S.
- SUMMERS, PAMELA F., Associate Professor*, Literacy, University of Vermont, B.S.; Indiana University, M.S.; Boston University, Ph.D.
- SWARTWOOD, JEFFERY N., Associate Professor, Psychology, University of Florida, B.S.; University of Tennessee at Chattanooga, M.S.; University of Tennessee at Knoxville, Ph.D.
- SYDOW, HARRY, Lecturer IV, Foundations and Social Advocacy, University of Virginia's College at Wise, B.A.; Virginia Polytechnic Institute and State University, M.A.
- TOBIN, BRIAN, Head Swimming and Diving Coach, Athletics, State University of New York College at Cortland, B.S., University of Wisconsin - LaCrosse, M.S.
- TODD, SHARON L., Associate Professor, Recreation and Leisure Studies, Southern Illinois University, B.S.; Pennsylvania State University, M.S., Ph.D.
- TOGLIA, MICHAEL P., Professor, Psychology, University of Arizona, B.A.; University of Colorado, M.A., Ph.D.
- TOOKER, GAIL, Assistant Professor, Childhood/Early Childhood Education, State University of New York at Oswego, B.S.; University of Maine at Orono, M.Ed, C.A.S., Ed.D.
- TRAUB, STUART H., Professor, Sociology/Anthropology, Northwestern State at Oklahoma, B.A.; Oklahoma State University, M.S., Ph.D.
- TROYAN, BRETT, Assistant Professor, History, Connecticut College, B.A.; State University of New York at Stony Brook, M.A.; Cornell University, Ph.D.
- TRUNFIO, TONY, Assistant Professor, Health, State University of New York College at Cortland, B.A., M.S.Ed.; Southern Illinois University, Ph.D.
- UMPHRESS, SARAH, Visiting Assistant Professor, Biological Sciences, State University of New York at Binghamton, B.S., M.A.; Loma Linda University, Ph.D.
- VAN BUSKIRK, JUDY, Associate Professor, History, LaSalle College, B.A.; University of South Carolina, M.B.A.; New York University, Ph.D.
- VAN DER VEUR, PAUL R., Associate Professor and Chair, Communication Studies, MTS Vakschool Schoonoven, B.A.; Ohio University, M.F.A., Ph.D.
- VIDETO, DONNA M., Associate Professor, Health, Southern Connecticut State University, B.S., M.S.; Pennsylvania State University, Ph.D.
- VITTORIA, ANNE K., Associate Professor, Sociology/Anthropology, University of Kansas, B.A.; Miami University, M.G.S.; University of Kansas, Ph.D.
- VOLTURA, MARY BETH, Assistant Professor, Biological Sciences, University of Notre Dame, B.A.; Colorado State University, M.S., Ph.D.
- VON TERSCH, MICHAEL, Lecturer, Chemistry, Rutgers University, B.A.; University of Georgia, M.S., Ph.D.
- WALKUSKI, JEFFREY, Associate Professor, Physical Education, California State, B.S.; Kansas State University, M.S.; The Ohio State University, Ph.D.
- WARE, MARY, Professor*, Foundations and Social Advocacy, Westhampton College, University of Richmond, B.S., Syracuse University, M.S., Ph.D.
- WASHBURN, PAUL, Assistant Professor, English, State University of New York at Binghamton, B.A.; State University of New York College at Cortland, M.A.T., Cornell University, M.A., A.B.D.
- WEAVER III, WESLEY J., Professor (Spanish)*, International Communications and Culture, Hartwick College, B.A.; University of Pennsylvania, M.A., Ph.D.
- WELLS-WEISS, LAUREEN, Lecturer III, English, State University of New York at Binghamton, B.A., M.A., M.A.T.
- WEST, DONNA, Assistant Professor (Spanish and Linguistics), International Communications and Culture, Roanoke College, B.A.; Cornell University, M.A., Ph.D.
- WETMORE, CYNTHIA, Head Coach, Women's Field Hockey and Lacrosse, Athletics, University of Rhode Island, B.S.; Southern Illinois University, M.S.
- WHEELER, DONALD, Assistant Professor, Literacy, St. John Fisher College, B.A.; Nazareth College, M.S.; Syracuse University, C.A.S.; International Graduate Center, Ph.D.
- WHEELER, RICHARD M., Professor and Chair, Physics, Johns Hopkins University, B.A., Ph.D.
- WIEGARD, ANNE, Lecturer III, English, Vassar College, B.A.; George Mason University, M.A., M.F.A.
- WILBOURN, SHAWN, Director, Track and Field, Athletics, California State University, Long Beach, B.A., M.S.
- WILKINS, VICKI L., Professor*, Recreation and Leisure Studies, Appalachian State University, B.S.; Florida State University, M.S.; Pennsylvania State University, Ph.D.
- WILLIAMS, WILLIAM, Assistant Professor, Physical Education, State University of New York College at Cortland, B.S.Ed.; Elmira College, M.S.; State University of New York College of Environmental Science and Forestry, Ph.D.
- WILSON, STEPHEN B., Professor, Performing Arts (Music), University of California, Santa Barbara, B.A., M.A.; Ball State University, D.A.
- WILSON, SUSAN, Associate Professor, Recreation and Leisure Studies, Western Washington University, B.A.; Central Michigan University, M.A.; Clemson University, Ph.D.
- WISCH, BARBARA L., Professor, Art and Art History, Columbia University, B.A.; University of California, Berkeley, M.A., Ph.D.
- WODI, BEN E., Professor, Health, University of Wisconsin - Superior, B.S., East Tennessee State University, M.S.E.H.; University of Oklahoma, Ph.D.
- WOLF, JANET, Associate Professor, English, University of California at Berkeley, B.A., M.A.; Syracuse University, Ph.D.
- WOODCOCK, HEIDI, Head Coach, Women's Soccer, Nazareth College, B.S., U.S. Sports Academy, M.A.
- WORRELL, MARK, Assistant Professor, Sociology/Anthropology, Southwest Missouri State University, B.S.; University of Kansas, M.A., Ph.D.

- WRIGHT, DONALD R., Distinguished Teaching Professor, History, DePauw University, B.A.; Indiana University, M.A., Ph.D.
- WRIGHT, VIRGINIA, Lecturer, Physical Education, Mississippi State University, B.S.; State University of New York College at Cortland, M.S.
- XU, LUO, Associate Professor, History, Capital Normal University, Beijing, China, B.A., M.A.; State University of New York at Buffalo, Ph.D.
- YANG, STEPHEN, Assistant Professor, Physical Education, Xavier University, B.S.E.; University of New Brunswick, M.S.E.
- YEOMAN, JEANNETTE, Head Coach, Women's Basketball, Athletics, Saint Joseph's College, B.S.; Northern Michigan University, M.A.
- YOUNG, ANDERSON B., Distinguished Teaching Professor*, Recreation and Leisure Studies, Ohio Wesleyan University, B.A.; Union Theological Seminary, M.Div.; The Ohio State University, Ph.D.
- ZARATE, GERMAN A., Associate Professor, Economics, Brigham Young University, B.S., M.A.; University of California, Riverside, Ph.D.
- ZHENG, TIAN TIAN, Assistant Professor, Sociology/Anthropology, Bo Hai University, B.A.; Dalian University of Foreign Language, M.A.; University of Northern Iowa, M.A.; Yale University, Ph.D.
- ZIMMERMAN, KAREN BALS, Associate Professor and Chair, Performing Arts, (Music), Ohio University, B.M.; University of Kansas, M.M., D.M.A.
- ZIPP, AARON, Visiting Instructor, Sport Management, State University of New York College at Potsdam, B.S.; Virginia Commonwealth University, M.S.
- ZIPP, ARDEN, Distinguished Teaching Professor* and Chair, Chemistry, Colgate University, A.B.; University of Pennsylvania, Ph.D.
- ZIPP, SARAH R., Visiting Instructor, Sport Management, Virginia Commonwealth University, B.A.; Washington and Lee University, M.S.
- CADDEN, MICAL, Lecturer, Communication Studies, Certificate of Spanish Linguistics, Defense Language Institute; State University of New York College at Cortland, B.A.; Ithaca College, M.S.
- CAHILL, PETER, Associate Professor, Physical Education; Head Tennis Coach, Athletics, State University of New York College at Cortland, B.S.E.; University of Massachusetts, M.S.; Springfield College, D.P.E.
- CASTIGLIONE, JOHN, Lecturer, Childhood/Early Childhood Education, State University of New York College at Brockport, B.S.; State University of New York College at Cortland, M.S., C.A.S.
- CLARK, CATHERINE, Lecturer, Childhood/Early Childhood Education, D'Youville College, B.S.; State University of New York College at Buffalo, M.S.
- CLARK, STACEY, Lecturer, Foundations and Social Advocacy, State University of New York College of Technology at Morrisville, A.S.; State University of New York College at Oswego, B.S.; State University of New York College at Cortland, M.S.Ed.
- CLEVELAND, JOSEPH, Lecturer, English, St. John's University, B.A.; Syracuse University, M.A.
- CONROY, BARBARA, Lecturer, Childhood/Early Childhood Education, St. John's University, B.S.; Hofstra University, M.S.
- CONTENTO, CHERYL, Lecturer, Literacy, State University of New York College at Cortland, B.S., M.S.
- COON, CHARLES, Lecturer, History, State University of New York at Albany, B.A., M.A.
- CORLU, AXEL, Lecturer, History, Bilkent University, Ankara, Turkey, B.A., M.A.
- COSTELLO, RICHARD, Head Coach, Women's Golf, Athletics
- COURTRIGHT, DOUGLAS, Lecturer, Childhood/Early Childhood Education, State University of New York College at Geneseo, B.S.; State University of New York College at Cortland, M.A.
- DAYTON, KEITH, Lecturer, Economics, Cornell University, B.S.; Syracuse University, M.A., J.D.
- DEKOTER, ANDREA, Lecturer, History, Calvin College, B.A.; State University of New York at Binghamton, M.A.
- DEMAURO, DEBORA, Lecturer, Childhood/Early Childhood Education, Onondaga Community College, A.A.S.; State University of New York College at Cortland, B.S.; State University of New York College at Oswego, M.S.
- DEMOTTE, CHARLES, Lecturer, Sociology/Anthropology, Ithaca College, B.A.; University of Missouri, M.A.; Boston University, M.A.; University of Kansas, Ph.D.
- DERR, LAINE, Lecturer, English, Evergreen State College, B.A.; Portland State University, M.A.
- DIPPO, JEANETTE, Lecturer, Health, State University of New York College at Cortland, B.S., M.S.
- DUGAN, LILLIE, Lecturer, Childhood/Early Childhood Education, State University of New York College at Cortland, B.S., M.S.
- EARLEY, BERNIE, Lecturer, English, State University of New York College at Brockport, B.S.; Brooklyn College, M.F.A.; University of California at Davis, M.F.A.; State University of New York at Binghamton, Ph.D.
- EDWARDS, ROBERT, Lecturer, History, Hartwick College, B.A.; University of Alabama, M.A.

Adjunct Faculty

- AMES, EDGAR, Lecturer, Educational Leadership, State University of New York College at Oswego, B.A., M.S., C.A.S.
- ATKINSON, SUE, V., Lecturer, Foundations and Social Advocacy, Tufts University, B.A.; State University of New York at Binghamton, M.S.Ed.
- BARBATO, GWEN, Lecturer, Speech Pathology and Audiology, State University of New York College at Cortland, B.S.; Ithaca College, M.S.
- BEARDSLEY, TAMARA, Lecturer, Foundations and Social Advocacy, Tompkins Cortland Community College, A.S.; State University of New York College at Cortland, B.S., M.S.Ed.
- BENINCORE POSSE, MYRIAM, Lecturer (Spanish), International Communications and Culture, Los Libertadores, University of Colombia, Licenciatura; The Alicante University, Spain, A.B.D.
- BISCHOFF, MARK, Lecturer, Mathematics, St. Bonaventure University, B.S., Alfred University, M.S.Ed., University of North Carolina, Ph.D.
- BITTENBENDER, DEBORAH, Lecturer, Literacy, Sacred Heart College, B.A.; Dowling College, M.S.
- BROWN, DEBRA, Lecturer, English, Ithaca College, B.A., M.A.
- BUTCHER, THOMAS, Lecturer, Physical Education, State University of New York College at Cortland, B.S.E., M.S.E.

- ENRIGHT, MICHELE, Lecturer, Childhood/Early Childhood Education, Syracuse University, B.S.; State University of New York College at Cortland, M.S.
- ESWORTHY, BARRETT, Lecturer, History, State University of New York College at Cortland, B.A.; State University of New York at Binghamton, M.S.; State University of New York at Buffalo, M.A., Ph.D.
- FERRIS, KATHRYN, Lecturer, Mathematics, State University of New York College at Cortland, B.A., M.S.Ed.
- FERRIS, LEESA, Lecturer, Childhood/Early Childhood Education, Kent State University, B.S., M.S.
- FINKELSTEIN, MARTIN, Lecturer, Physical Education, Morehead State University, B.S.E.; Brooklyn College, M.S.E
- FORSYTHE, HEATHER, Lecturer, Speech Pathology and Audiology, Ithaca College, B.S., M.S.
- GAEBLER, GEORGE, Lecturer, Health, State University of New York Upstate Medical University, A.A.S.; State University of New York College at Cortland, B.S., M.S.Ed.
- GAIBEL, IVY, Lecturer, Performing Arts, Ithaca College, B.M.E., M.M.
- GARRIGHAN, PATRICIA L., Lecturer, Communication Studies, Clarion University, B.A.; University of Nebraska at Omaha, M.A.
- GASPARINI, PAUL, Lecturer, Foundations and Social Advocacy, State University of New York at Albany, B.A., M.A.; Syracuse University, Ph.D.
- GEFELL, TERESA, Lecturer, Health, State University of New York College at Potsdam, B.A.; State University of New York College at Cortland, M.S.
- GEISENHOF, MARI, Lecturer, Educational Leadership, State University of New York College at Geneseo, B.S.; Elmira College, M.S.; State University of New York College at Cortland, C.A.S.
- GERMAIN, SIDNEY, Lecturer, Physical Education, State University of New York College at Cortland, B.S. E.; Long Island University, M.S.E.
- GODINGER, DEBORAH, Lecturer, Childhood/Early Childhood Education, The City College of New York, B.A., M.S.; Hunter College, M.S.
- GOLDEN, JOYCE, Lecturer, Mathematics, State University of New York College at Geneseo, B.A., State University of New York College at Cortland, M.S.
- GRAHAM, MARJORIE, Lecturer, Speech Pathology and Audiology, Taylor University, B.A.; University of Michigan, M.A.
- GRIFFIN, KATHLEEN, Lecturer, Art and Art History, Hartford School of Art, B.F.A.; Rhode Island School of Design, M.F.A.
- GRIMSHAW, DEBORAH, Lecturer, Foundations and Social Advocacy, Pennsylvania State University, B.S.; State University of New York College at Oswego, M.S., C.A.S.
- HALPIN, CYNTHIA, Lecturer, Performing Arts
- HANICK, MARY, Lecturer, Foundations and Social Advocacy, University of Missouri, B.A.; University of Alaska, M.A.; State University of New York at Binghamton, M.A.
- HANSON, CRAIG, Lecturer, Philosophy, Illinois State University, B.A., M.A.; Syracuse University, Ph.D.
- HARRIS, PERRI, Lecturer, Foundations and Social Advocacy, William Smith Collge, B.A.; Syracuse University, M.A., Ph.D.
- HAWKINS, LORRAINE J., Lecturer, Sociology/Anthropology, Louisiana State University, M.A.; State University of New York at Binghamton, A.B.D.
- HAY, CHRISTOPHER, Lecturer, Exercise Science and Sport Studies, State University of New York College at Cortland, B.S.
- HEFFERON, GAIL, Lecturer, Mathematics, State University of New York College at Potsdam, B.S., Shenandoah University, M.S.
- HERNANDEZ, MARIO, Lecturer, English, Vassar College, B.A.; Cornell University, M.A.; State University of New York College at Cortland, M.A.T.
- HOKE, BARBARA, Lecturer, Childhood/Early Childhood Education, State University of New York College at Oneonta, B.S.; State University of New York at Albany, M.S.
- HOUCK, DAVID JON, Lecturer, Geography, Tompkins Cortland Community College, A.A., A.S.; State University of New York College at Cortland, B.A., M.S.Ed.
- HOWARD, KAREN, Lecturer, Foundations and Social Advocacy, State University of New York College at Buffalo, B.S.; State University of New York College at Geneseo, M.S.; State University of New York College at Oswego, C.A.S.
- HOWELL, KEVIN, Lecturer, Literacy, Temple University, B.A.; State University of New York at Binghamton, M.A.; State University of New York College at Cortland, M.S.
- HUBBARD, KIM, Lecturer, Performing Arts, State University of New York College at Plattsburgh, B.A.; Pennsylvania State University University, M.A.
- HULBERT, BARBARA, Lecturer, Educational Leadership, State University of New York College at Brockport, B.S., State University of New York College at
- JADWIN, GWENYTH, Lecturer, English, State University of New York College at Plattsburgh, B.A.; State University of New York at Binghamton, M.A.
- JAGO, SANDRA Lecturer, Physical Education, State University of New York College at Cortland, B.S.E.; State University of New York College at Brockport, M.S.E.
- JOHANNNS, PETER E., Lecturer, Communication Studies, State University of New York College at Cortland, B.A.; Syracuse University, M.S.
- JONES, CLARK J., Lecturer, English, San Jose State University, B.A.; State University of New York College at Cortland, M.S.
- JONES, GREGORY, Lecturer, Literacy, B.S., M.S., State University of New York College at Cortland
- KAMINSKI, KELLY, Lecturer, International Communications and Culture, National Technical Institute for the Deaf, Rochester Institute of Technology, A.A.S.; State University of New York College at Oswego, B.A.
- KAUFMAN, REBECCA, Lecturer, Childhood/Early Childhood Education, The City College of New York, B.S., M.S.
- KEATING, DOUGLAS, Lecturer, Foundations and Social Advocacy, State University of New York College at Cortland, B.A.; Empire State College, M.A.
- KEMPF, CATHERINE, Lecturer, History, Mt Holyoke College, B.A.; University of North Carolina at Greensboro, M.A.
- KING, DONALD, Lecturer, Physical Education, State University of New York College at Cortland, B.S.E., M.S.E., C.A.S.
- KROLL LERNER, ANN, Lecturer, Sociology/Anthropology, Grand Valley State University, B.A.; Michigan State University, M.A., Ph.D.
- LAWRENCE, ROBERT, Lecturer, Childhood/Early Childhood Education, Jefferson Community College, A.A.; State University of New York College at Oswego, B.A.; State University of New York at Albany, M.S.
- LEGOS, PAT, Lecturer, Health, Ithaca College, B.S.; New York University, M.A.; Temple University, Ed.D.
- LEHR, GREGORY, Lecturer, Literacy, B.S., State University of New York College at Oswego; State University of New York at Binghamton, M.S.
- LEITMAN, JERRY, Lecturer, Physical Education, State University of New York College at Cortland, B.S.E., New York University, M.S.

- LEMCHAK, CHRISTINE, Lecturer, English, State University of New York College at Cortland, B.A., M.A.
- LONGWAY, ROBERT, Lecturer, Physical Education, State University of New York College at Cortland, B.S., M.S.
- LOY, BRIAN, Lecturer, Political Science, State University of New York College at New Paltz, B.A.; Syracuse University, M.A., J.D.
- MACK, KEVIN, Lecturer, Educational Leadership, Lock Haven University, B.S.; State University of New York College at Cortland, M.S., C.A.S.; Vanderbilt University Ed.D.
- MATZEN, WENDY, Lecturer, Literacy, LeMoyné College, B.A.; State University of New York College at Cortland, M.S.
- MAXFIELD, CHARLES, Lecturer, History, Pennsylvania State University, B.A.; Lancaster Theological Seminary, M.Div.; Union Theological Seminary, Th.M., Ph.D.
- MCCANE-SAUNDERS, BRIDGET, Lecturer, Health, State University of New York College at Brockport, B.S.; State University of New York College at Cortland, M.S.Ed.
- MCQUEEN, BRIAN, Lecturer, Educational Leadership, Daemen College, B.S.; State University of New York College at Cortland, C.A.S.
- MEGIVERN, LORI, Lecturer, Childhood/Early Childhood Education, State University of New York College at Brockport, B.S.
- MELTON-SCOTT, JACQUELINE, Lecturer, Foundations and Social Advocacy, Harvard University, M.A.
- MERCER, PATRICK, Lecturer, Recreation and Leisure Studies, Lockhaven University, B.S.; State University of New York College at Cortland, M.S.
- MILLER, JAMES, Lecturer, History, Cornell University, B.A.; University of Rochester, M.A.
- MILLER, SCOTT M., Lecturer, Sociology/Anthropology, State University of New York College at Buffalo, B.A.; State University of New York at Binghamton, M.A., A.B.D.
- MILLER, SCOTT F., Lecturer, Childhood/Early Childhood Education, State University of New York College at Cortland, B.A.; Syracuse University, M.S.
- MINCIO, KAREN, Lecturer, Childhood/Early Childhood Education, State University of New York College at Cortland, B.S.
- MOULSDALE, GARY, Lecturer, Performing Arts, Victoria University (Canada), B.A.; University of Toronto, B.M.; Cornell University, M.A.
- MURPHY, PEGGY, Lecturer, Political Science, State University of New York College at Fredonia, B.A.; Cornell University, M.A.
- NARBY, MARGARET, Lecturer, Physical Education, State University of New York College at Cortland, B.S.E., M.S.E.
- ODELL, SANDRA, Lecturer, Literacy, State University of New York College at Oswego, B.S.; State University of New York College at Cortland, M.S.
- OKBY, TALAT, Lecturer, International Communications and Culture, Cairo University, Egypt, B.A.; State University of New York at Albany, M.L.I.S.
- OLCOTT, LYNN, Lecturer, Foundations and Social Advocacy and Literacy, State University of New York College at Cortland, B.A.; University of Alaska, M.Ed.; University of California at Los Angeles, M.P.H.
- OLSON-GUGERTY, LISA, Lecturer, Health, St. Joseph's School of Nursing, A.A.S.; State University of New York College at Cortland, B.S.; University of Southern Florida, M.P.H.
- OSBORNE, GRACE, Lecturer, Educational Leadership, Hunter College, B.A.; Queens College, M.S.; State University of New York College at Cortland, C.A.S.
- OWENS, ELIZABETH F., Lecturer, Communication Studies, Cornell University, B.S., M.P.S.
- PACE, JILL, Lecturer, Health, State University of New York College at Oneonta, B.S.; State University of New York College at Cortland, M.S.
- PATTERSON, ROBERT, Lecturer, English, Ithaca College, B.A.; State University of New York at Binghamton, M.A.
- PAUL, FREDRIC, Lecturer, Mathematics, State University of New York at Albany, B.A., M.A.
- PECKENPAUGH, NANCY, Lecturer, Health, State University of New York College of Agriculture and Technology at Cobleskill, A.A.S.; State University of New York College at Plattsburgh, B.S.; State University of New York College at Cortland, M.S.Ed.
- PECKENPAUGH, RITA, Lecturer, Health, Tompkins Cortland Community College, A.A.S.; Empire State College, B.A.
- PENNEY-MCGEE, LAUREEN, Lecturer, Recreation and Leisure Studies, Glassboro State College, B.A.; State University of New York College at Cortland, M.S.
- PETROCCELLI, RHONDA, Lecturer, Physical Education, Missouri Valley College, B.S.E.; State University of New York College at New Paltz, M.S.E.
- PFISTER, LOIS, Lecturer, Performing Arts, Ithaca College, B.M.; Pennsylvania State University University, M.M.
- PITTSLEY, JACLYN, Lecturer, English, State University of New York College at Cortland, B.A., M.A.
- RADKA, BRUCE, Lecturer, Physical Education, State University of New York College at Buffalo, B.S.E., M.S.E.
- RAMSDEN, ROBERT, Lecturer, Childhood/Early Childhood Education, State University of New York College at Cortland, B.S., M.S., C.A.S.
- RANDAZZO, ANTHONY, Lecturer, Mathematics, Brooklyn College, City College of New York, B.A., M.A., Pace University, M.S.
- RAPP, R. SCOTT, Lecturer, Communication Studies, State University of New York College at Cortland, B.A.
- REITZ, MARK, Lecturer, Educational Leadership, University of Pennsylvania, B.S.; Syracuse University, J.D.
- RICHARDS, DAVID, Lecturer, Political Science, New York University, B.A.; Cornell University, M.A.; New York University, School of Law, J.D.
- RICHARDS, DIANE, Lecturer, Literacy, State University of New York College at Cortland, B.A., M.S.
- RICHARDS, JANE, Lecturer, English, State University of New York College at Oswego, B.A.; State University of New York College at Cortland, M.A.; Northeastern University, M.A.
- ROGAN, THOMAS, Lecturer, Physical Education, State University of New York College at Cortland, B.S.E.; Ball State University, M.S.E.
- ROSENBERG, LAWRENCE, Lecturer, Mathematics, Hamilton College, B.A., Temple University, M.S.Ed.
- ROSS, SHARON, Lecturer, Childhood/Early Childhood Education, State University of New York College at Oswego, B.S.; State University of New York College at Buffalo, M.S.; State University of New York College at Cortland, C.A.S.
- SACCO, ELIZABETH, Lecturer, International Communications and Culture, State University of New York College at Oswego, B.A.
- SAKELLARIOU, AMY, Lecturer (American Sign Language), International Communications and Culture, National Technical Institute for the Deaf at Rochester Institute of Technology, A.A.S.; Rochester Institute of Technology, B.S.

- SANFORD, MARY ELLEN, Lecturer, Literacy, Nazareth College, B.A.; State University of New York College at Cortland, M.S.
- SCHECTER, BARRY, Lecturer, Health, Empire State College, B.S.; Marywood University, M.S.W.
- SCHUTT, AMY, Lecturer, Earlham College, B.A.; Indiana University, M.A., Ph.D.
- SERVIO-MARIANO, BOYD, Lecturer, Sociology/Anthropology, State University of New York College at Cortland, B.A.; State University of New York at Albany, M.A., A.B.D.
- SHARMA, ANJU, Lecturer, Physics, University of Delhi (India) B.S., M.S., Ph.D.; Lehigh University, M.S.;
- SHARP, ELIZABETH, Lecturer, Art and Art History, University of North Carolina, B.A.; Tyler School of Art, M.F.A.
- SHUSDA, MICHAEL, Lecturer, Educational Leadership, State University of New York at Albany, B.S., M.S.; State University of New York College at Oswego, C.A.S.
- SIDEBOTTOM, CATHERINE, Lecturer, Childhood/Early Childhood Education, William Smith College, B.A.; State University of New York College at Buffalo, M.S.
- SONTAG, CHARLES, Lecturer, Biological Sciences, Beloit College, B.S.; University of Wisconsin - Madison, M.S.
- SPINA, MARY, Lecturer, Physical Education, State University of New York College at Cortland, B.S.E.; Adelphi University, M.S.E.
- STEWART, JOHN W., Lecturer, Educational Leadership, State University of New York at Albany, B.S., M.S., C.A.S.
- STEWART, TERRI, Lecturer, Literacy, State University of New York College at Oneonta, B.S., M.S.
- STRAUSS, JANICE, Lecturer, International Communications and Culture, State University of New York at Binghamton, B.A., M.A.T.
- SYMONETTE, VICTOR, Lecturer (German), International Communications and Culture, Florida State University, B.A., M.A.
- THOMAS, BRYAN, Lecturer, Art and Art History, Alfred University, B.F.A., M.S.; University of Massachusetts at Amherst, M.F.A.
- THOMPSON, NANCY, Lecturer, Mathematics, State University of New York College at Cortland, B.S., M.S.
- TRANCE, DAVID, Lecturer, Physical Education, Siena College, B.S.; Syracuse University M.B.A.
- TRIOLO, MARK, Lecturer, Childhood/Early Childhood Education, Springfield College, B.S.; State University of New York College at Cortland, B.S., M.S.
- TROY, JOHN, Lecturer, Mathematics, Utica College of Syracuse University, B.S., State University of New York College at Oneonta, M.S.
- TRUMAN, JOANNE, Lecturer, Literacy, State University of New York College at Oswego, B.S.; State University of New York College at Cortland, M.S., C.A.S.
- TUCCI, SYLVIA, Lecturer, Literacy, Elmira College, B.S.; State University of New York College at Cortland, M.S.
- TYTLER, CAROL, Lecturer, Foundations and Social Advocacy, State University of New York College at Plattsburgh, B.A.; Western Michigan University, M.A.
- VALENTINE, GORDON, Lecturer, State University of New York College at Cortland, B.A., M.S.E.
- VAN DER VEUR, SHIRLEY, Lecturer, Foundations and Social Advocacy, University of Delaware, B.S.; Ohio University, M.A., Ph.D.
- VORMWALD, SHEILA, Lecturer, Childhood/Early Childhood Education and Literacy, State University of New York College at Cortland, B.S., M.S.
- WALTER, JAMES, Lecturer, St. Lawrence University, B.A.; Rochester Institute of Technology, M.B.A.
- WAMBUI, BETTY, Lecturer, Philosophy, University of Nairobi (Kenya) B.A., M.A.; State University of New York at Binghamton, Ph.D.
- WANG, HAIYING, Lecturer (Chinese), International Communications and Culture, Henan Normal University, Peoples Republic of China, B.A.
- WARD, BRIAN, Lecturer, Economics, Western Michigan University, B.B.A.; Syracuse University, M.B.A.
- WELLS, SHARON, Lecturer, Childhood/Early Childhood Education, State University of New York College at Oswego, B.S.; McNeese University, M.Ed.; Nova University, Ed.D.
- WEINERT, DIANNE, Lecturer, Physical Education, State University of New York College at Buffalo, B.S.E., M.S.E.
- WEINSTEIN, LAURA, Lecturer, Childhood/Early Childhood Education, State University of New York College at Cortland, B.S.; City University of New York Lehman College, M.S.; College of New Rochelle, M.S.
- WESTGATE, ROSEANNE, Lecturer, Foundations and Social Advocacy, State University of New York College at Geneseo, B.S.; State University of New York at Stony Brook, B.S.; Greenwich University, Ph.D.
- WILKINS, MARSHA, Lecturer, Childhood/Early Childhood Education, State University of New York College at Cortland, B.S.; Hunter College, M.S.
- WISNER, BETSY, Lecturer, Psychology, Mohawk Valley Community College, A.A.S.; Utica College of Syracuse University, B.S.; State University of New York College at Cortland, M.A.; Syracuse University, M.S.W.
- WILSON, DEBORAH, Lecturer, Speech Pathology and Audiology, State University of New York College at Cortland, B.A.; Syracuse University, M.S.
- WOLFGRAMM, DORIS, Lecturer, Political Science, Rutgers University, B.A.; University of Kansas, M.A., Ph.D.
- WRIGHT, RITA, Lecturer, Health, Empire State College, B.A.
- XENAKIS, CHRISTOPHER, Lecturer, Political Science, University of Illinois at Chicago, B.A.; Western Conservative Baptist Seminary, M. Div., Th.M.; Portland State University, M.A.; Catholic University of America, M.A., Ph.D.
- YEATTS, JULIE, Lecturer, Foundations and Social Advocacy, State University of New York College at Potsdam, B.A., M.S.; Long Island University, M.L.S.
- ZIERLER, NORMAN, Lecturer, Literacy, State University of New York College at Cortland, B.A.; Hofstra University, M.S.; State University of New York College at Cortland, C.A.S.

Administration

College Council

JOHN F. EDWARDS, Vestal
WALTER FARNHOLTZ, Tully
DOROTHEA FOWLER, Cortland
KIMBERLY POTTER IRELAND, Burnt Hills
ROBERT S. ISAF, Cortland
PATRICK McHUGH, Delmar
MARIE RUMSEY, Homer
BARBARA THUESEN, Ithaca
KATIE BOYES, Student Representative

Cortland Principals and Presidents

1869-1891	JAMES H. HOOSE
1891-1912	FRANCIS J. CHENEY
1912-1943	HARRY DEWITT DEGROAT
1943-1959	DONNAL VORE SMITH
1959-1963	DONOVAN C. MOFFETT
1963-1964	BEN A. SUELTZ (Acting)
1964-1968	KENNETH E. YOUNG
1968-1978	RICHARD C. JONES
1978-1979	S. STEWART GORDON (Acting)
1979-1995	JAMES M. CLARK
1995-2003	JUDSON H. TAYLOR
2003-	ERIK J. BITTERBAUM

President's Council

ERIK J. BITTERBAUM, President
NANCY AUMANN, Associate Provost, Academic Affairs
GRADIN AVERY, Associate Provost, Enrollment Management
JOANNE BARRY, Director, Human Resources
EDWARD P. CAFFARELLA, Dean, School of Education
ELIZABETH DAVIS-RUSSELL, Provost and Vice President,
Academic Affairs
RAYMOND D. FRANCO, Interim Vice President, Institutional
Advancement
PETER D. KORYZNO, Director, Public Relations
VIRGINIA B. LEVINE, Executive Assistant to the President
YVONNE MURNANE, Director, Graduate Studies
MARY K. MURPHY, Associate Vice President, Finance
ROY H. OLSSON JR., Dean, School of Professional Studies
NASRIN PARVIZI, Associate Vice President, Facilities Management
RICHARD PEAGLER, Interim Vice President, Student Affairs
MARK J. PRUS, Dean, School of Arts and Sciences
WILLIAM E. SHAUT, Vice President, Finance and Management
PAULA N. WARNKEN, Associate Provost, Information Resources

Honors Recipients

Chancellor's Awards for Excellence in Librarianship

GRETCHEN V. DOUGLAS, Associate Librarian, 2005
M. LORRAINE MELITA, Senior Assistant Librarian, 2006

Chancellor's Awards for Excellence in Professional Service

MARLEY S. BARDUHN, Associate Dean, School of Education,
2006
SHEILA DAI, Interim Director, Counseling Center, 1991
RAYMOND D. FRANCO, Interim Vice President, Institutional
Advancement, 1986
MICHAEL C. HOLLAND, Director, Residential Services, 2005
PETER D. KORYZNO, Director, Public Relations, 2003
RICHARD PEAGLER, Interim Vice President, Student Affairs,
1999
JOHN SHIRLEY, Director, Career Services, 2001
NANCY STERNFELD, College Physician, 2004

Campus Office Administration

* Graduate Faculty

Academic Affairs

DAVIS-RUSSELL, ELIZABETH*, Provost and Vice President,
Oakland University, B.A.; New York University, M.A.; Yeshiva
University, Ed.D.; New York University, Ph.D.
AUMANN, NANCY, Associate Provost, Hope College, A.B.;
University of Wisconsin - Madison, M.A., Ph.D.
MILLER, EUNICE G., Staff Assistant to the Provost, University
of Liberia, B.S.

Academic Support and Achievement Program

CHANDLER, MARIANGELA, Director, State University of
New York College at Potsdam, B.A.; State University of New
York College at Cortland, M.S., C.A.S.
JOHNSON, KIMARI, Academic Tutor, Oberlin College, B.A.;
Cornell University, M.F.A.
McCLURE, RICKIE, Academic Tutor, State University of New
York College at Cortland, B.S.; State University of New York at
Binghamton, M.S.
MERSON, ESA, Academic Tutor, Brooklyn College, B.A.;
Hunter College, M.S.Ed.
ROSE, JEANINE L.D., Academic Tutor, Salisbury State College,
B.S.; North Carolina State University, M.S.
VIGARS, TERI, Academic Tutor, State University of New York at
Buffalo, B.A., M.A.

Access to College Education

OUCKAMA, MICHAEL, Coordinator, State University of New
York College at Oswego, B.S.; University of Miami, M.S.;
Ohio State University, Ph.D.

Admissions (Undergraduate)

See Graduate Studies Office for graduate admissions.
YACAVONE, MARK, Director, State University of New York
College at Cortland, B.S.; Alfred University, M.S.Ed.
BILL, JENNIFER L., Admissions Advisor, State University of
New York College at Cortland, B.A.
CHEETHAM, BETSY J., Admissions Advisor, State University of
New York College at Cortland, B.S.E.
DOTY, HOLLY B., Admissions Advisor, State University of New
York College at Cortland, B.S., M.S.Ed.

FELICIANO, JOSE A., Assistant Director, State University of New York College at Cortland, B.S.E., M.S.Ed.
 JOHNSON, MICHAEL A., Assistant Director, Ithaca College, B.A.; St. Lawrence University, M.Ed.
 KALWEIT, JILLIAN E., Admissions Advisor, Moravian College, B.A.
 LANGHANS, DOUGLAS W., Admissions Advisor, State University of New York College of Technology at Alfred, A.A.S.; Alfred University, B.A.
 WOOD, MARYANN, Admissions Advisor, Cayuga Community College, A.A.S., Cazenovia College, B.S.

Advisement and Transition

VAN DER KARR, CAROL, Director, Lehigh University, B.A.; State University of New York at Buffalo, M.Ed.; Syracuse University, Ph.D.
 ATKINS, MARTHA S., Academic Advisor, State University of New York at Albany, B.A.; California State University at San Jose, M.L.S.; State University of New York College at Cortland, M.A.
 COSTELL, CAROL, Coordinator of Transfer Student Support, Advisor, Kings College, B.A.; State University of New York College at Cortland, M.A.
 HINES, CHERYL, Coordinator of Non-Traditional Student Support, Advisor, State University of New York College at Cortland, B. S.
 SCHLICHT, LORI, Assistant Director, Marquette University, B.A., M.A.
 THOMAS, ABBY, Assistant Director, Alfred University, B.A.; James Madison University, M.Ed.

Athletics

SITTERLY, JOAN C., Director, State University of New York College at Brockport, B.S.; University of Colorado at Boulder, M.Ed.; Syracuse University, Ed.D.
 URTZ, MICHAEL, Associate Director, State University of New York College at Cortland, B.S., M.S.
 DERBICK, TARA, Assistant Director, Management and Marketing, Minnesota State University, B.S., M.A.

Campus Activities and Corey Union

WHITLOCK, MICHAEL J., Director, Corey Union, Campus Activities and Conferences, Broome Community College, A.A.; State University of New York College at Brockport, B.P.S., M.S.Ed.
 PRISTASH, KEVIN, Assistant Director, Corey Union, State University of New York College at Cortland, B.A., M.A.
 DUTTON, KIMBERLY, Assistant Director, Campus Activities, MacMurray College, B.S.; Miami University, M.S.
 WOHLLEBER, SANDRA, Assistant Director, Campus Activities and Greek Life, Colgate University, B.A.; University of Virginia, M.F.A.

Career Services

SHIRLEY, JOHN R., Director; Lecturer, Economics, State University of New York College at Oswego, B.S.; Clarkson University, M.B.A.
 LARSON, LOUIS, Associate Director, Anne Arundel Community College, A.A.; Mayville State, B.A.; University of North Dakota, M.A.
 BARAN, MICHELE T., Career Counselor/Technical Support Specialist, State University of New York College at Cortland, B.S., M.S.Ed.
 GRINNELL, Lisa, Career Resource Specialist, LeMoyne College, B.S.; State University of New York at Binghamton, M.A.
 OSCSODAL, PETER, Student Employment Coordinator/Career Counselor, State University of New York College of Technology at Canton, A.S.; State University of New York at Binghamton, B.S.; Syracuse University, M.S., Ph.D.

Center for Educational Exchange

MARTY, VIRGINIA R., Director, Denison University, B.A.; Syracuse University, M.A.; State University of New York at Oswego, C.A.S.
 SEIBERT, KAREN E., Assistant Director, University of Georgia, B.S.

Center for Environmental and Outdoor Education

SHELTMIRE, JACK C., Director, State University of New York College at Morrisville, A.A.S.; Utah State University, B.S.; State University of New York College at Cortland, M.S.Ed.; State University of New York College of Environmental Science and Forestry, Ph.D.
 JACOBS, RHONDA K., Assistant Director, Tompkins Cortland Community College, A.A.S.; State University of New York College at Cortland, B.S.Ed.

Classroom Media Services

VERDOW, GEORGE E., Director, State University of New York College of Agriculture and Technology at Morrisville, A.A.S.
 BABCOCK, ROBERT, Technical Support Specialist, Onondaga Community College, A.A.S.
 RUOFF, HAILEY M., Media Operations Coordinator, Mohawk Valley Community College, A.A.S.; State University of New York College at Cortland, B.A.; State University of New York at Albany, M.S.
 SNYDER, BRADFORD, Technical Services Coordinator, Rensselaer Polytechnic Institute, B.S.; State University of New York at Binghamton, M.S.

Computing Services

ACADEMIC

KAHLE, LISA G., Director, State University of New York College of Agriculture and Technology at Morrisville, A.A.S.; Cornell University, B.S.
 CHAPMAN, JAMES, Technology Support Technician
 CONSLER, SHARON, Assistant Manager, Technology Help Center, St. Lawrence University, B.A.
 DURR, JAMES, Technology Support Professional, LeMoyne College, B.A.
 HESS, VICTORIA, Instructional Computing Facilities Manager, Tompkins Cortland Community College, A.A.S.
 HILL, GERARD, Technology Support Professional, State University of New York at Buffalo, B.S.
 KLOTZ, LAURIE, Manager, Technology Help Center, Middlebury College, B.A.; University of Connecticut, M.S.
 LEONARDI, PAUL A., Macintosh Technology Support Technician, Syracuse University, B.F.A.
 MARSTALL, STEVEN, Macintosh Technology Coordinator, Emporia State University, B.F.A.
 POOLE, CHRIS, Manager, PC Services, Tompkins Cortland Community College, A.A.S.
 WITHERS, BRYANT, Information Systems Assistant, State University of New York College at Cortland, B.S.
 YONTA, MICHAEL, Database Developer, State University of New York College at Plattsburgh, B.S.
 WRIGHT, PATRICIA, Classroom Computer Support Technician

ADMINISTRATIVE

SIDEBOTTOM, DANIEL, Director, State University of New York College of Agriculture and Technology at Cobleskill, A.A.S.; State University of New York Empire State College, B.P.A.
 THOMAS, SCOTT, Assistant Director, State University of New York College at Cortland, B.S.

COULSON, JOEL, Network Technician, Wheeling Jesuit College, B.A.; State University of New York College at Cortland, M.A.
DOUGLAS, WAYNE, Senior Programmer Analyst, State University of New York at Binghamton, B.S.
FIRLIK, JUDI, Senior Programmer Analyst, Clarkson University, B.S.
GALUTZ, DIANNE, Senior Programmer Analyst, State University of New York College at Cortland, B.S.E.
PATRICK, BENJAMIN, Network Technician, State University of New York College at Cortland, B.S.
PELUSO, JOSHUA, Senior Programmer Analyst, State University of New York College at Cortland, B.S.
PUUKILA, KEVIN, Senior Programmer Analyst, Eastern College, B.S.
RUPPERT, RAYMOND, Senior Programmer Analyst, State University of New York College at Cortland, B.S.

Counseling Center

DAI, SHEILA, Interim Director, Student Development, State University of New York College at Potsdam, B.A.; Syracuse University, M.S.
FORSTER, ROBYN P., Counselor; Coordinator, Substance Abuse Prevention and Education, Springfield College, B.S.; James Madison University, M.Ed.
GOFF, BILLIE JEAN, Senior Counselor, State University of New York College at Plattsburgh, B.A., M.Ed.
SMITH, STEPHEN J., Senior Counselor, State University of New York College at Cortland, B.A.; Syracuse University, M.S.W.

Educational Opportunity Program

SMITH, KEITH D., Director, State University of New York College at Potsdam, B.A.; Syracuse University, M.S.
DAHLMAN, AMY, Senior Program Counselor, State University of New York College at Cortland, B.A., M.A.
DEARSTYNE, MARC, Senior Program Counselor, State University of New York College at New Paltz, B.A.; Syracuse University, M.S.

Enrollment Management

AVERY, GRADIN, Associate Provost, State University of New York at Albany, B.A.; State University of New York College at Oswego, M.S.

Environmental Health and Safety

WRIGHT, GLENN W., Director, Princeton University, B.A.; National Technology University, M.S.
PHILLIPS, RANDALL J., Safety Specialist, Paul Smith's College, A.A.S.; Broome Community College, A.A.S.; West Virginia University, B.S.
TWISS, AMY, Safety Specialist/Hazardous Materials Manager, State University of New York Empire State College, B.S.

Facilities Management

PARVIZI, NASRIN, Associate Vice President, Tehran University, M.S.; North Dakota State University, M.C.R.P.

Facilities Planning, Design and Construction

LALLAS, JEFFREY N., Director, Cornell University, B.A., M.P.S.
DAVENPORT, ROBERT, Site Representative/Construction Manager, State University of New York College of Technology at Delhi, A.A.S.
DAVIS, DAN, Project Coordinator, Broome Community College, A.A.S.
LARRABEE, JUANITA, Contract Administrator, State University of New York College at Cortland, B.A.; State University of New York at Binghamton, M.P.A.

WESTBROOK, JOSEPH R.A., Project Coordinator, Pratt Institute, B. Arch.
WOODIN, JOHN, J., Manager of Capital Projects, State University of New York College of Environmental Science and Forestry, B.S., M.P.A.
YOUNG, JASON, Project Coordinator, State University of New York at Buffalo, B.A.

Faculty Development Center

GATHAGAN, LAURA, Director, Nyack College, B.A.; Fordham University, M.A.; City University of New York Graduate Center, Ph.D.

Field Placement

ROSENBERG, RITA, Director, University of Rhode Island, B.S.; State University of New York College at Cortland, M.A., C.A.S.
FOSTER, LINDA A., Coordinator, Tompkins Cortland Community College, A.A.S.; State University of New York College at Cortland, B.S.; New School University, M.S.

Finance and Management

SHAUT, WILLIAM E., Vice President, Utica College of Syracuse University, B.S.; State University of New York at Albany, M.A., Ed.D.
CEFALO, MICHELLE A., Staff Assistant, Empire State College, B.S.
CHAFFEE, BRENDA, Staff Assistant, Tompkins Cortland Community College, A.A.S.
DEGOUFFE, COLLEEN, Director, Student Accounts, SUNY Albany, B.S.; SUNY Institute of Technology at Utica/Rome, M.S.
DENMON, JEFFREY, Assistant Director, Student Accounts, State University of New York College at Oneonta, B.S.
HARRINGTON, DIANA, Payroll Manager, Rochester Institute of Technology, B.S.
MARONEY, JODY L., Budget Officer, Tompkins Cortland Community College, A.A.S.; State University of New York College at Cortland, B.S.
MURPHY, MARY K., Associate Vice President for Finance, Empire State College, B.S.; Syracuse University, M.B.A.
MURRAY, GLORIA, Executive Assistant, Business Office, State University of New York College of Technology at Canton, A.A.S.; Regents College, B.S.
TUCKER, CHRISTOPHER, Property Control Manager, State University of New York College at Cortland, B.S.

Financial Advisement

CANASKI, DAVID M., Director, Canisius College, B.S.
GALLAGHER, KAREN HARTNETT, Associate Director, Hartwick College, B.A.
LANGHANS, BETH, Senior Advisor, State University of New York College at Oswego, B.S.
SLATER, KIMBERLEY J., Senior Advisor, State University of New York College at Cortland, B.S., M.S.Ed.
SWARTWOUT, KELLIE S., Advisor, State University of New York College at Cortland, B.S.
TAYLOR, KAREN T., Senior Advisor, State University of New York at Binghamton, B.S.
VOSBURGH, LAURIE, Advisor, State University of New York College at Cortland, B.A.

Graduate Studies

MURNANE, YVONNE, Director, Indiana University, B.A.;
Marquette University, M.Ed., Ph.D.
MCGINNIS PETER, Assistant Director and Professor*, Exercise
Science and Sport Studies, Swarthmore College, B.S.; University
of Illinois, M.S., Ph.D.

Health Promotion

SMITH, CATHERINE A., Health Educator, LeMoyne College,
B.A.; State University of New York College at Cortland, M.S.Ed.

Human Resources

BARRY, JOANNE, Director, Humboldt State University, B.S.;
State University of New York College at Cortland, M.S.
DANEGA, BRENT, Human Resources Assistant, State University
of New York College at Oswego, B.S., B.A.
EVANS, GARY, Associate Director, State University of New York
College at Oswego, B.S., LeMoyne College, M.B.A.
MCALLISTER, WENDY, Affirmative Action Officer/Senior
Human Resources Associate, State University of New York at
Binghamton, B.S.; University of Scranton, M.S.
SARACENE, MARY, Human Resources Associate (Employee
Benefits Administrator), Rochester Institute of Technology, B.S.

Information Resources

WARNKEN, PAULA N., Associate Provost, University of Wisconsin
– Madison, B.A.; Kent State University, M.L.S.; Xavier University,
M.Ed.

Institutional Advancement

FRANCO, RAYMOND D., Interim Vice President, State University
of New York College at Cortland, B.S., M.S.; Syracuse University,
Ed.D.
AVERSANO, TINA, Officer, Leadership Gifts, State University of
New York College at Cortland, B.A.
BATTIN, LINDA, Manager, Financial Operations, Cortland
College Foundation, Utica College of Syracuse University, B.S.
BOYLAN, ERIN, Assistant Director, Alumni Affairs, State
University of New York College at Fredonia, B.S.
BROOKS, WENDY, Newsletter Editor, Syracuse University, B.A.
DERADO, ANTHONY N., Graphic Designer, Alfred University,
B.F.A.
DERANCY, DOUGLAS A., Executive Director, Alumni Affairs,
State University of New York College at Cortland, B.S.E., M.S.
ELIA, FRANCIS P., Director, Sports Information, Siena College,
B.B.A.
GIBBONS, MICHELINA, Associate Director, Alumni Affairs,
Rochester Institute of Technology, B.S.
JANES, JENNIFER, Director, The Cortland Fund, State University
of New York College at Oswego, B.S.
JORDAK, INGRID H., Publications Editor, Loyola University
of Chicago, B.A.; State University of New York College at
Cortland, M.S.Ed.
KATZ, MICHAEL, Manager, Leadership Gifts, Princeton University,
B.A.
KORYZNO, PETER D., Director, Public Relations, Marquette
University, B.A.
MOQUIN, JESSICA, Assistant Director, The Cortland Fund,
State University of New York College at Potsdam, B.A.,
M.S.Ed.
MORSE, SHEILA A., Financial Operations Specialist, Cortland
College Foundation, Central City Business Institute, A.S.

NEGREA, SHERRIE, Staff Writer, Public Relations, University
of Chicago, B.A.; State University of New York College at
Brockport, M.A.

RAMMACHER, TRACY M., Director, Publications and
Electronic Media, State University of New York College at
Fredonia, B.A.; Syracuse University, M.A.

SURDAM, DAN, Assistant Director, Sports Information, Syracuse
University, B.S.

VANDERWOUDE, PETER W., Manager, Planned Gifts, Cornell
University, B.S., State University of New York at Binghamton, M.S.

WILSON, JENNIFER, Assistant Director, Public Relations,
Alfred University, B.A.; Syracuse University, M.S.

Institutional Research and Assessment

VAN ETTEN, SHAWN, Director, State University of New York
Institute of Technology at Utica/Rome, B.S.; State University
of New York at Albany, M.S., Ph.D.

CANFIELD, MERLE, Associate Director, Fort Hays Kansas State
College, B.A., M.A.; University of Kansas, Ph.D.

International Programs

RHEA, DEBORAH, Director, Trenton State College, B.S.; James
Madison University, M.B.A.; University of Virginia, Ph.D.

ATKINS, LARA, International Student Advisor, University of
Wisconsin – Madison, B. A.; Florida State University, M.A.;

New York University, Certificate in Museum Studies
McCARTNEY, ELIZABETH A., Assistant Director, State
University of New York College at Cortland, B.A.

Judicial Affairs

PASQUARELLO, NANETTE, Director, State University of New
York at Binghamton, B.A., M.A.

ROGERS, LYNN M., Assistant Director, State University of New
York College at Cortland, B.A., Syracuse University, M.A.

Liberty Partnerships Program

RIGHTMIRE, JEAN, Program Director, State University of New
York College at Cortland, B.S.

Library

WOOD, S. GAIL, Director, University of Maryland, B.A.,
M.L.S., M.A.

BENN, MELODY, Night Supervisor, State University of New
York College at Oswego, B.A.

CONKLIN, RONALD F., Information and Computer Literacy
Instructor, Eastern Nazarene College at Quincy, Mass., B.A.;
Elmira College, M.A.

CONNELL, MARK, Information and Computer Literacy
Instructor, State University of New York at Geneseo, B.A.;
Elmira College, B.S., M.S.

DOUGLAS, GRETCHEN, Associate Librarian, University of
Massachusetts, B.A.; Wright State University, M.Ed.; State
University of New York at Albany, M.L.S.

HARMS, DANIEL M., Coordinator of Instruction, Vanderbilt
University, B.A.; University at Buffalo, M.A.; University of
Pittsburgh, M.L.I.S.

HERRMANN, GRETCHEN, Librarian, Cornell University,
A.B.; Syracuse University, M.L.S.; State University of New
York at Binghamton, M.A., Ph.D.

HOLLISTER, AMANDA J., Senior Assistant Librarian, Ithaca
College, B.A.; Syracuse University, M.L.I.S.; State University of
New York at Binghamton, M.A., Ph.D.

McCABE, ELLEN, Senior Assistant Librarian, Mt. St. Mary College, B.A.; State University of New York at Albany, M.L.S., State University of New York College at Cortland, M.A.
MELITA, M. LORRAINE, Senior Assistant Librarian, State University of New York at Potsdam, B.A.; Syracuse University, M.L.S.
PATERSON, ELLEN R., Librarian*, State University of New York at Albany, B.S., M.L.S., C.A.S.
RITCHIE, DAVID G., Associate Librarian, Rensselaer Polytechnic Institute, B.S.; Syracuse University, M.S.L.S.
VAN HALL, DAWN M., Digital Imaging Specialist, Cleveland Institute of Art, B.F.A.; Syracuse University, M.F.A.
WILDMAN, MARC W., Senior Assistant Librarian, Regents College, B.A.; Syracuse University, M.L.S.
WIDDALL, CHRISTINE, Instructional Support Specialist, State University of New York College at Cortland, B.S.; M.S.

Multicultural Life

POSITION VACANT, Coordinator

Physical Plant

SLACK, TIMOTHY, Director, State University of New York Maritime College at Fort Schuyler, B.S.; University of Phoenix, M.A.
CURRIE, LINETTE E., Assistant Director, General Services, State University of New York College at Oswego, B.S.
HORROCKS, DAVID, Assistant Director, Buildings and Grounds, Brigham Young University, B.A.
LEVINE, ADAM, Manager, Customer Service Center/Data Systems Administrator, York College of Pennsylvania, B.S.

President

BITTERBAUM, ERIK J., President, Occidental College, B.A., M.A.; University of Florida, Ph.D.
LEVINE, VIRGINIA B., Executive Assistant to the President, State University of New York at Albany, B.A.; Pennsylvania State University, M.A., Ph.D.
BACIGALUPI, DARCI, Special Events Coordinator, State University of New York College at Geneseo, B.A.; James Madison University, M.Ed.
BARTON, LAURIE, Assistant to the President

Recreational Sports

WRIGHT, JULIAN H., Director, Mississippi State University, B.S., M.S.
BRUNELLE, ELIZABETH A., Assistant Director, Recreational Sports for Intramural Sports and Sport Clubs, State University of New York College at Cortland, B.S.E.; University of Wisconsin – LaCrosse, M.S.
MAHAR, LOUISE F., Assistant Director, Recreational Sports for Fitness, Johnson State College, B.S.; University of Tennessee, M.S.

Registrar

MARGINE, DONNA M., Registrar, Fairfield University, B.A.; State University of New York College at Cortland, M.S.
HAUSNER, DOUGLAS H., Senior Associate Registrar, Tompkins Cortland Community College, A.S.; State University of New York at Albany, B.A., M.S.
KARPENKO, RIC, Staff Assistant, Rochester Institute of Technology, B.S.
PASTORE, MICHAEL, Associate Registrar, State University of New York College at Oneonta, B.S.; University of South Florida, M.S.Ed., Saint Leo University, M.B.A.

Research and Sponsored Programs

HENDERSON-HARR, AMY, Assistant Vice President, State University of New York College at Cortland, B.A.; Syracuse University, M.S.
CLARKE, GLEN C., Associate Director, State University of New York College at Cortland, B.A.; Syracuse University, M.P.A.

Residential Services

HOLLAND, MICHAEL C., Director, Indiana University of Pennsylvania, B.A., M.A.
BROWN, JEAN D., Coordinator of Housing and Operations, State University of New York College at Cortland, B.A.; State University of New York at Binghamton, M.S.
DILLAMAN, CRAIG, Area Coordinator, University of Pittsburgh at Bradford, B.S.; Indiana University of Pennsylvania, M.A.
GINGRICH, SARAH, Assistant to the Director, Mansfield University, B.S.; M.Ed.
HENDRICK, JAMES, Assistant Director, St. Bonaventure University, B.A.; Alfred University, M.P.S.
LAKE, CYNTHIA, Assistant Director, State University of New York College at Potsdam, B.A.; The College of William and Mary, M.Ed.
BARILE, BRANDON, Residence Hall Director, Keuka College, B.A.
BRENZEL, KEVIN, Residence Hall Director, State University of New York College at Cortland, B.S.
BROWN, RICHARD CHAD, Residence Hall Director, American International College, B.A., B.S.; Michigan State, M.A.
CANALS, STEVEN, Residence Hall Director, State University of New York at Binghamton, B.A.
COLEMAN, SHELDON R., Residence Hall Director, State University of New York at Stony Brook, B.A.
JOHNSON, RYAN, Complex Coordinator, State University of New York College at Plattsburgh, B.A.
KOZIOL, NICHOLAS J., Complex Coordinator, State University of New York at Fredonia, B.A.; State University of New York at Buffalo, M.S.
PITARO, MICHAEL, Residence Hall Director, State University of New York College at Plattsburgh, B.A., M.A.
RUTHVEN, CALVIN J., Residence Hall Director, Mansfield University, B.S., M.S.
SANCHEZ, JOSE, Residence Hall Director, State University of New York College at New Paltz, B.A.
SKIPWORTH, CHERI M., Residence Hall Director, Bucknell University, B.A.; Kutztown University, M.Ed.
STANNARD, GERALD T. JR., Residence Hall Director, State University of New York College of Technology at Delhi, B.A.
UNRUH, SARAH L., Residence Hall Director, State University of New York at Potsdam, B.A.
YACASHIN, JONNATHAN, Residence Hall Director, State University of New York College at Purchase, B.A.

School of Arts and Sciences

PRUS, MARK, Dean, University of Notre Dame, B.A., University of Utah, Ph.D.
JEROME O'CALLAGHAN, Associate Dean, University College (Dublin), B.C.L.; Syracuse University, M.A., Ph.D.
SIMMONS, LINDA, Staff Assistant, University of Arizona, B.S.; State University of New York College at Cortland, M.S.

School of Education

CAFFARELLA, EDWARD, Dean, Springfield College, B.S.;
University of Massachusetts, M.Ed.; Michigan State University,
Ph.D.

BARDUHN, MARLEY, S., Associate Dean, State University
of New York College at Cortland, B.S.E., M.S.E.; Syracuse
University, Ph.D.

SIMMONS, LINDA, Staff Assistant, University of Arizona, B.S.;
State University of New York College at Cortland, M.S.

School of Professional Studies

OLSSON, ROY H. JR. Dean, Kansas State College of Pittsburg,
B.S., M.S.; University of Oregon, Ph.D.

GOLDBERG, RAYMOND, Associate Dean, University of North
Carolina at Pembroke, B.S.; University of South Carolina,
M.Ed.; University of Toledo, Ph.D.

SIMMONS, LINDA, Staff Assistant, University of Arizona, B.S.;
State University of New York College at Cortland, M.S.

Sport Facilities

ADAMS, JESSE, Manager, State University of New York College
at Cortland, B.S.; State University of New York College at
Brockport, M.S.

JEWELL, CHERYL, Assistant to Sport Facilities Manager/Ice Arena
Manager, Ohio University, B.S., M.S.

Student Affairs

PEAGLER, RICHARD C., Interim Vice President, Central State
University, B.S.; University of Connecticut, M.A.; Syracuse
University, Ed.D.

Student Development Center

DAI, SHEILA., Interim Director, State University of New York
College at Potsdam, B.A.; Syracuse University, M.S.

Student Disability Services

GOMEZ, UTE, Coordinator, Ohio University, B.S., M.S.W.

ZHE-HEIMERMAN, JEREMY, Coordinator, Test Administration
Services, LeMoyné College, B.A.; University of Oregon, M.S.;
Binghamton University, M.A.T.

Student Health Service

STERNFELD, NANCY, College Physician, Carleton College, B.A.;
Columbia University College of Physicians and Surgeons, M.D.

BIVIANO, CONNIE, Registered Nurse, State University of New
York College of Technology, B.S.; Syracuse University, M.S.

BURNS, LORI, Registered Nurse, Odessa (Texas) College School
of Nursing, A.A.S.

CAREY, CHRISTOPHER M., Physician Assistant, University
of Connecticut, B.S.; State University of New York at Stony
Brook, B.S.

COATES, JENNIFER, Registered Nurse, Tompkins Cortland
Community College, A.A.S.

GIROUX, PAULA, Nurse Practitioner, Vermont College of
Norwich, A.S., State University Institute of Technology at
Utica/Rome, B.S.; State University of New York Upstate Medical
University, M.S.

LUND, ELAINE, Nurse Practitioner/Physician Assistant,
Kingsborough Community College, A.A.S.; State University of
New York College at Buffalo, B.S.N.; State University of New
York at Binghamton, N.P.; M.S.N.

Substance Abuse Prevention and Education

FORSTER, ROBYN P., Coordinator; Counselor, Counseling Center,
Springfield College, B.S.; James Madison University, M.Ed.

Summer Sports School

WHITLOCK, MICHAEL J., Coordinator, Broome Community
College, A.A.; State University of New York College at Brockport,
B.P.S., M.S.Ed.

Summer/Winter Session

MURNANE, YVONNE, Director, Indiana University, B.A.;
Marquette University, M.Ed., Ph.D.

University Police

DANGLER, STEVEN P., Chief of Police, Mohawk Valley
Community College, A.A.S.; State University of New York
Institute of Technology at Utica/Rome B.P.S.

O'SHEA, EAMON, Access Control Coordinator, Herkimer
County Community College, A.A.

Emeritus Faculty and Staff

Honors Recipients

Distinguished Professors

STEVEN BARBASH, Emeritus, Art and Art History, 1984
VAN AKIN BURD, Emeritus, English, 1973

Distinguished Service Professors

RAM CHATURVEDI, Emeritus, Physics, 1988
GEORGE McDERMOTT, Emeritus, Geography, 1984
CHARLES N. POSKANZER, Emeritus, Health, 1989
ROGER SIPHER, Emeritus, History, 1995

Distinguished Teaching Professors

HAZEL CRAMER, Emerita, French, 1989
G. RAYMOND FISK, Emeritus, Chemistry, 1974
RAYMOND G. MALBONE, Emeritus, English, 1978
DONALD H. STEWART, Emeritus, History, 1975
JOHN E. WILLMER, Emeritus, Geography, 1977

Chancellor's Awards for Excellence in Librarianship

MARY H. BEILBY, Librarian Emerita, 1989
THOMAS L. BONN, Librarian Emeritus, 1982

Chancellor's Awards for Excellence in Teaching

BONNIE BARR, Professor Emerita of Education, 1990
HIRAM S. BLEECKER, Professor Emeritus of Physics, 1974, 1975
GEORGE DUGAN, Professor Emeritus, of Art and Art History, 1995
G. RAYMOND FISK, Distinguished Teaching Professor Emeritus of Chemistry, 1973
WILLIAM M. HOPKINS, Professor Emeritus of Psychology, 1975
LORRAINE M. KHOURI, Associate Professor Emerita of Physical Education, 1989
NORBERT LERNER, Professor Emeritus of Mathematics, 1980
RAYMOND G. MALBONE, Distinguished Teaching Professor Emeritus of English, 1975
MARY LEE MARTENS, Professor Emerita of Foundations and Social Advocacy, 2000
GEORGE L. McDERMOTT, Distinguished Service Professor and Professor Emeritus of Geography, 1978
JOSEPH S. ONELLO, Distinguished Teaching Professor Emeritus of Physics, 1988
ROBERT E. RHODES, Professor Emeritus of Anglo-Irish Literature, 1976
ROGER E. SIPHER, Distinguished Service Professor Emeritus of History, 1976
ROBERT H. VAN DAM, Professor Emeritus of Mathematics, 1978
EUGENE C. WALDBAUER, Professor Emeritus of Biology, 1979
FRANKLIN M. WALTMAN, Professor Emeritus of Spanish, 1974
JOHN E. WILLMER, Distinguished Teaching Professor Emeritus of Geography, 1973

Rozanne Brooks Dedicated Teacher Award

MARY LEE MARTENS, Professor Emerita of Foundations and Social Advocacy, 1998

Chancellor's Awards for Excellence in Professional Service

ESTHER DOHERTY, Director Emerita of Career Services, 1996
GEORGE C. FUGE, Director Emeritus of Outdoor Education, 1982
JOHN M. KOZLOWSKI, Coordinator Emeritus of Facilities, 1985
SELBY GRATION, Director Emeritus of Libraries, 1995
THOMAS NEWKIRK, Director Emeritus, Educational Opportunity Program, 1979
GENE SIGNOR, Director Emeritus of Academic Computing Services, 2000
MARCIA J. SPAETH, Associate Dean of Health, Physical Education and Recreation, (Professor Emerita and Chair of Recreation and Leisure Studies), 1977
TERRANCE D. STALDER, Associate Vice President Emeritus for Finance and Management, 1989
ANGELA THURLOW, Associate Director Emerita of Admissions, 1994
LAURENCE M. WEBSTER, Registrar Emeritus, 1988

Faculty and Staff

ALLEN, PATRICIA, Professor, Physical Education
ALSEN, EBERHARD R., Professor, English
ALT, JOHN D., Associate Professor, Sociology/Anthropology
ANDERSON, DONNA K., Professor, Music
ARNSDORFF, DOROTHY, Professor, Women's Physical Education
ASHCROFT, RONALD G., Lecturer, English
ATCHESON, GEORGE, Associate Professor, Art
ATKINS, BRUCE B., Professor, English
ATKINS, MARTHA S., Director, Sponsored Programs
BA-YUNUS, ILYAS, Professor, Sociology/Anthropology
BANSE, ANDREW M., Dean, Graduate Studies and Continuing Education
BARBASH, STEVEN A., Distinguished Professor, Art and Art History
BARR-LARKIN, BONNIE B., Professor, Education
BARTHOLOMEW, WARREN, Professor, Recreation and Leisure Studies
BEADLE, GORDON B., Professor, History
BEARD, RAYMOND S., Professor, Speech and Theatre Arts
BEILBY, MARY, Coordinator, Collection Development
BELL, V. LAWRENCE, Associate Professor, Education.
BIERBAUM, EUGENE M., Professor, Communication Studies
BLEECKER, HIRAM, Professor of Physics
BLUMBERG, FREDRIC, Assistant Professor, Theatre
BOGARD, DOLORES A., Professor, Physical Education/Associate Athletic Director
BOGARD, MORRIS R., Associate Vice President, Academic Affairs
BONN, THOMAS L., Librarian
BOOTH, VIRGINIA SPRINGER, Assistant Professor, IETE
BOWEN, JOHANNA E., Associate Librarian
BOYLE, JAMES J., Vice President for Institutional Advancement
BROWN, GERARDO, Assistant Professor, Foreign Languages
BROWNELL, JOSEPH W., Professor, Geography
BRUSH, FLORENCE, Associate Professor, Physical Education
BUFFAN, JOY, Coordinator of School Partnerships, Physical Education
BUGH, JAMES E., Professor, Geology
BULL, DOUGLAS N., Associate Professor, IETE
BUNDY, KEITH, Director, Financial Aid
BURD, VAN AKIN, Distinguished Professor, English

BURDICK, FRANCIS A., Professor, History
 BURR, CARLTON, Technology Support Coordinator, Academic Computing Services
 BUTTINO, JOHN L., Coordinator, Technical Services
 CAHILL, PETER, Associate Professor, Physical Education
 CAIN, E. THOMAS, Associate Professor, Education
 CARLSON, ALDEN L., Professor, Education
 CARLSON, MARCIA K., Professor, Recreation and Leisure Studies
 CASTALLO, RICHARD, Professor, Educational Administration
 CATALANO, JOHN F., Professor, Psychology
 CATTERFELD, PATRICIA E., Assistant Fiscal Officer, Research Foundation
 CHATURVEDI, RAM P., Distinguished Service Professor, Physics
 CLARK, JAMES M., President of the College
 CLAUSEN, NANCY E., Lecturer, Biological Sciences
 COHEN, LEONARD, Associate Librarian
 COOLIDGE, MARTIN F., Director, Administrative Computing Services
 COREY, WHITNEY T., Vice President, Academic Affairs
 CRAMER, HAZEL, Distinguished Teaching Professor, French
 CUMMINGS, JAY, Assistant Director, Outdoor Education Center
 CZOMPO, ANDOR, Professor, Physical Education
 CZOMPO, ANN, Associate Professor, Physical Education
 DAHLHEIMER, HARRY, Professor, History
 DALEY, JAMES B., Instructional Support Technician, Chemistry
 DANIELS, JACK T., Head Coach, Men's and Women's Cross Country
 DELORENZO, MARILYN, Assistant Professor, Education
 DELPOPOLO, JOSEPH, Professor, Education
 DEPUE, PAUL, Associate Professor, Mathematics
 DOHERTY, ESTHER, Director, Career Services
 DONEY, RONALD C., Professor, Biology
 DUGAN, GEORGE, Professor, Art and Art History
 EHMANN, JEANNE, Assistant Professor, Education
 ELLEFSON, C. ASHLEY, Professor, History
 ELSNER, KARL, Senior Staff Assistant, Facilities Planning and Construction
 ESPOSITO, NICHOLAS, Professor, Psychology
 EVANS, CARL, Professor, Music
 FADALE, VINCENT, Assistant Director, Counseling
 FAN, KUANG-HUAN, Professor, Political Science
 FARRIS, DAN, Associate Professor, Education
 FAUTH, JOHN L., Professor, Geology
 FERNANDEZ, JULIO A., Professor, Political Science
 FISK, G. RAYMOND, Distinguished Teaching Professor, Chemistry
 FORCUCCI, SAMUEL, Professor, Music
 FUGE, GEORGE, Director, Outdoor Education
 GARRISON, DOUGLAS, Associate Dean, Education
 GAVRIELIDES, NICOLAS, Professor, Sociology/Anthropology
 GEBHARD, ANN O., Professor, English
 GEBHARD, LOUIS A., Professor, History
 GRATION, SELBY, Director, Libraries
 GUSTAFSON, JOHN A., Professor, Biology
 HAGER, ALAN D., Professor, English
 HALEY, NORBERT W., Director, College Relations and Development
 HAMMOND, ROBERT M., Professor, French Cinema and Literature
 HANCHETT, CATHERINE, Senior Assistant Librarian
 HARRISON, ROBERT W., Telecommunications Manager
 HAY, ROBERT E., Professor, Geology
 HEASLIP, W. GRAHAM, Professor, Geology
 HEATH, BEVERLY, Media Services Coordinator
 HILL, ROGER C., Professor, Speech and Theatre Arts
 HNATKO, EUGENE, Professor, English
 HOLSER, MARY ANN, Professor, Health
 HOPKINS, WILLIAM M., Professor, Psychology
 HUDSON, HERBERT E., Professor, Communication Studies
 INVENTASCH, HARVEY, Associate Professor, Education
 IRELAND, JOHN S. (Jack), Instructional Support Technician, Geology and Physics
 ISAF, MAUREEN, Senior Staff Assistant, Career Services
 ISAF, ROBERT, Associate Professor, Education
 JANIK, DEL IVAN, Professor, English
 JASSAL, HARJINDER S., Professor, Sociology/Anthropology
 JEFFERS, PETER M., Professor, Chemistry
 JESSIMAN, JOHN, Professor, Art and Art History
 KAMINSKY, ALICE R., Professor, English
 KELLY, THOMAS, Professor, English
 KENNEDY, DEVEREAUX, Associate Professor, Sociology/Anthropology
 KHOURI, LORRAINE M., Associate Professor, Physical Education
 KIRKENDALL, DON R., Professor, Exercise Science and Sport Studies
 KLANDERMAN, KENT A., Associate Professor, Physics
 KLEINBERG, DOLORES L., Associate Professor, Education
 KONOWITZ, JOHN M., Lecturer, Physical Education
 KOVAL, BESS R., Professor, Physical Education
 KOWALSKI, LIBBY, Professor, Art and Art History
 KOZLOWSKI, JOHN M., Facilities Program Coordinator
 KRAUSE, ALMA, Academic Tutor, Academic Support and Achievement Program
 KREH, DAVID H., Associate Librarian
 KROOT, RICHARD D., Associate Professor, Education
 KULLMAN, STANLEY, Associate Professor, Physics
 LALLA, PETER D., Chief of Police, University Police
 LANE, WILLIAM C., Associate Professor, Sociology/Anthropology
 LEAF, BORIS, Professor, Physics
 LEHR, ROBERT, Associate Professor, Psychology
 LEHR, SUE, Associate Professor, Foundations and Social Advocacy
 LERNER, NORBERT, Professor, Mathematics
 LEWIS, CATHERINE PORTER, Professor, International Communications and Culture (French)
 LEWIS, ROBERT F., Associate Professor, Health Education
 LEYMAN, LARETHA, Professor, Physical Education
 LUDEWIG, JOSEPH E., Publications Editor
 LYON, WILLIAM F., TV Producer/Director
 MALBONE, RAYMOND G., Distinguished Teaching Professor, English
 MANNING, WARREN, Director, Career Planning and Placement
 MARCIANO, JOHN D., Professor, Education
 MARGISON, RICHARD, Vice President, Business and Finance
 MARTENS, MARY LEE, Professor, Foundations and Social Advocacy
 MASON, ELLIOTT B., Professor, Biological Sciences
 MAYER, LUTZ, Associate Professor, Music
 McCHESNEY, JAMES, Director, Physical Plant
 McCONNELL, JAMES, Associate Professor, Chemistry
 McDERMOTT, GEORGE, Distinguished Service Professor, Geography
 McDERMOTT SPAETH, MARCIA, Professor, Recreation and Leisure Studies
 McGINLEY, PHYLLIS, Associate Professor, Physical Education
 McGOVERN, TERRENCE J., Senior Assistant Librarian
 McHUGH, DONALD P., Director, Human Resources
 MENGEL, GORDON H., Associate Professor, IETE
 MEYER, GERALD D., Professor, English

MEYER, JACQUELINE, Lecturer, Speech Pathology and Audiology
MILLER, RICHARD J., Professor, Chemistry
MINELLA, VINCENT C., Director, Instructional Resources
MOONEY, ALLEN C., Professor, Art and Art History
MOSBO, E. PAUL, Associate Professor, Mathematics
MOSELEY, M. LOUISE, Professor, Physical Education
NACCI, R. EUGENE, Vice President, Finance and Management
NANIA, FRANK, Professor, Education
NEWKIRK, THOMAS, Director, Educational Opportunity Program
NEWMAN, WILLIS R., Professor, Biological Sciences
NORTH, COLLEEN K., Assistant Professor, IETE
O'CONNELL, PAMELIA, Associate Professor, Speech Pathology and Audiology
OGDEN, JOHN, Director, International Programs
O'LOUGHLIN, THOMAS, Professor, Mathematics
ONELLO, JOSEPH, Distinguished Teaching Professor, Physics
PACE, ANGELA, Professor, Education
PALMER, JAMES C., Professor, Theatre
PAPALIA, ANTHONY S., Director, Counseling Center
PARKER, JACK, Coordinator, Student Teaching
PERRIGO, PAMELA, Associate Professor, Education,
PETERS, DOROTHY D., Academic Tutor, Academic Support and Achievement Program
PETRIE, JACK C., Associate Professor, Education
PICERNO, VINCENT, Professor, Music
PHILLIPS, M. GAIL, Associate Professor, Chemistry
POSKANZER, CHARLES N., Distinguished Service Professor, Health
PRENTISS, BARD, Associate Professor, Art and Art History
PRITCHARD, DOROTHY M., Associate Librarian
RADMORE, PETER, Assistant Professor, IETE
RALSTON, LEONARD F., Professor, History
RAY, GRAVES FRANK, Assistant Professor, History
RHODES, ROBERT E., Professor, Anglo-Irish Literature
ROBERTS, A. LEE, Director, Athletics
ROMEU, JORGE L., Associate Professor, Mathematics
ROSS, SHARON, Lecturer, Education
SCHAFFER, JO D., Curator, Visual Resources
SCHUHLE, JACOB H., Associate Librarian
SCHWAGER, ROBERT, Professor, Philosophy
SCIDA, VIRGINIA M., College Accountant
SECHRIST, WILLIAM, Professor, Health
SHAFFER, JESSIE ADAMS, Associate Professor, Education
SHATZKY, JOEL L., Professor, English
SHEDD, PATRICIA, Professor, English
SIGNOR, GENE, Director of Academic Computing Services
SILBERMAN, ROBERT, Professor, Chemistry
SIPHER, ROGER, Distinguished Service Professor, History
SISSON, BRETA C., Budget Control Officer
SMITH, HELEN, Associate Professor, Education
SMITH, LAWRENCE, Associate Professor, Mathematics
SNELL, C. JANE, Dean, School of Professional Studies
SNELL, JOHN D., Assistant Professor, Physical Education
SPAINHOWER, ERNEST D., Instructor, Biological Sciences
SPENCE, ALEXANDER P., Professor, Biological Sciences
SPINK, CHARLES H., Professor, Chemistry
SPRAGUE, JUNE E., Professor, English
STALDER, TERRANCE D., Associate Vice President, Finance and Management
STECK, JANET B., Director, Art Gallery
STEELE, THOMAS, Professor, Physical Education,

STEWART, DONALD H., Distinguished Teaching Professor, History
STILES, LAUREN A., Associate Librarian
STILES, VICTORIA, Associate Professor, German and Cinema Studies
STOCKHOLM, ALAN J., Professor, Physical Education
STOKES, SYLVIA, Professor, Physical Education
SURETTE, GERALD, Associate Professor, Economics
SWARR, PHILIP, Assistant Vice President, Academic Affairs, Director, Institutional Research and Records
TALENTINO, ARNOLD V., Professor, English
TAUBE, FREDERICK, Professor, Physical Education
TAYLOR, ANTHONY, Professor, Psychology
TAYLOR, IRMGARD C., Professor, International Communications and Culture (German)
TAYLOR, JUDSON H., President of the College
TAYLOR, W. WILLIAM, Vice President, Student Affairs
THORPE, JAMES F., Professor, Art and Art History
THURLOW, ANGELA, Associate Director, Admissions
TIBURZI, ANTOINETTE, Associate Provost for Enrollment Management and Professor of Physical Education
TOMIK, WILLIAM J., Professor, Physical Education
TOOMEY, TOM, Foreign Student Advisor
TOOR, DAVID, Professor, English
TROIKE, DOROTHY R., Professor, Literacy
USCHALD, WILLI A., Director, International Programs and Professor of Foreign Languages
VANARIA, LOUIS, Professor, History
VAN DAM, ROBERT H., Professor, Mathematics
WALDBAUER, EUGENE, Professor, Biological Sciences
WALDRON, SIDNEY R., Professor, Sociology/Anthropology
WALKER, ALICE, Professor, Psychology
WALLACE, ROBERT, Assistant Professor, Physical Education
WALLACE, SALLY, Assistant Professor, Physical Education
WALTMAN, FRANKLIN M., Professor, Spanish
WANG, BEULAH, Lecturer, Physical Education
WEBSTER, LAURENCE M., College Registrar
WHEELER, ROBERT G., Computer Center Director
WICKMAN, KENNETH P., Associate Professor, Economics
WIGGANS, DOROTHY, Assistant Professor, IETE
WILLMER, JOHN E., Distinguished Teaching Professor, Geography
WILLS, SUZZANE, Associate Professor, Physical Education
WILSON, SANDRA TIMMS, Lecturer of Physical Education
WOOSTER, KENNETH, Associate Professor, Mathematics
YAPLE, CHARLES, Professor, Recreation and Leisure Studies
YOUNG, DAVID R., Associate Professor, Education
ZADO, ANNA B. RUSH, Lecturer, Physical Education
ZIMMERMAN, FREDERICK J., Professor, Art and Art History
ZODIKOFF, DAVID, Associate Professor, Education

Other Information

Accreditations

State University of New York College at Cortland is accredited by The Middle States Association of Colleges and Secondary Schools.

The Middle States Commission on Higher Education may be reached at 3624 Market St., Philadelphia, Pa., 19104, Phone: (215) 662-5606, Fax: (215) 662-5501, www.msache.org.

The teacher preparation programs at the State University of New York College at Cortland are accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036, phone (202) 466-7496. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

SUNY Cortland has also received national program recognition or approval from the following associations:

Adolescence Education: English by the National Council of Teachers of English

Adolescence Education: Mathematics by the National Council for Teachers of Mathematics

Adolescence Education: Social Studies by the National Council for Social Studies

Adolescence Education Science Programs by the National Science Teachers Association

Athletic Training by the Commission on Accreditation of Athletic Training Education

Chemistry Department by the American Chemical Society

Childhood Education by the Association for Childhood Education International

Early Childhood by the National Association for the Education of the Young Child

Educational Leadership by the Educational Leadership Constituent Council

Literacy Department by the International Reading Association and the National Council of the Teachers of English

Physical Education by the American Alliance for Health, Physical Education/National Association for Sport and Physical Education

Recreation and Leisure Studies Department by the National Recreation and Park Association

Teaching Students with Disabilities by the Council for Exceptional Children (CEC)

Retention Rates*

GENDER/ETHNICITY	INITIAL COHORT ENTERING FALL 1999	GRADUATE AT CORTLAND W/I 4 YEARS	GRADUATE AT CORTLAND W/I 5 YEARS	GRADUATE AT CORTLAND W/I 6 YEARS	TRANSFER TO A SUNY 4-YR W/O CORTLAND DEGREE	TRANSFER TO A SUNY 2-YR W/O CORTLAND DEGREE	TRANSFER TO NON-SUNY 4-YR W/O CORTLAND DEGREE	TRANSFER TO NON-SUNY 2-YR W/O CORTLAND DEGREE	PERSISTERS STILL ENROLLED @ CORTLAND FALL 2005	ATTRITION
<i>Female</i>										
White/NonHispanic	689	308	421	428	68	121	39	9	1	23
Black/NonHispanic	8	4	6	6	1	1	0	0	0	0
Hispanic	18	11	13	13	0	4	0	0	1	0
Asian/Pacific Islander	6	1	2	2	0	1	1	0	0	2
Amer Indian/Alaskan	3	1	1	1	0	2	0	0	0	0
Nonresident Alien	1	0	0	0	0	0	1	0	0	0
<i>Subtotal</i>	725	325	443	450	69	129	41	9	2	25
<i>Male</i>										
White/NonHispanic	465	115	218	225	53	114	18	7	5	43
Black/NonHispanic	8	2	3	3	1	3	0	0	0	1
Hispanic	16	3	6	6	0	4	1	3	0	2
Asian/Pacific Islander	5	0	1	1	2	2	0	0	0	0
Amer Indian/Alaskan	0	0	0	0	0	0	0	0	0	0
Nonresident Alien	0	0	0	0	0	0	0	0	0	0
<i>Subtotal</i>	494	120	228	235	56	123	19	10	5	46
<i>Total</i>	1219	445	671	685	125	252	60	19	7	71

*Disclosure of completion, persistence and transfer rates for full-time, first-time baccalaureate level students entering in Fall 1999, pursuant to terms of the Student Right-To-Know- Act (status as of the Fall 2005 semester)

Retention Rates Expressed as a Percentage of the Entering Cohort*

GENDER/ETHNICITY	INITIAL COHORT ENTERING FALL 1999	GRADUATE AT CORTLAND W/I 4 YEARS	GRADUATE AT CORTLAND W/I 5 YEARS	GRADUATE AT CORTLAND W/I 6 YEARS	TRANSFER TO A SUNY 4-YR W/O CORTLAND DEGREE	TRANSFER TO A SUNY 2-YR W/O CORTLAND DEGREE	TRANSFER TO NON-SUNY 4-YR W/O CORTLAND DEGREE	TRANSFER TO NON-SUNY 2-YR W/O CORTLAND DEGREE	PERSISTERS STILL ENROLLED @ CORTLAND FALL 2005	ATTRITION
<i>Female</i>										
White/NonHispanic	100%	44.70%	61.10%	62.12%	9.87%	17.56%	5.66%	1.31%	.15%	3.34%
Black/NonHispanic	100%	50%	75%	75%	12.5%	12.5%	0.00	0.00	0.00	0.00
Hispanic	100%	61.11%	72.22%	72.22%	0.00	22.22%	0.00	0.00	5.56%	0.00
Asian/Pacific Islander	100%	16.67%	33.33%	33.33%	0.00	16.67%	16.67%	0.00	0.00	33.33%
Amer Indian/Alaskan	100%	33.33%	33.33%	33.33%	0.00	66.67%	0.00	0.00	0.00	0.00
Nonresident Alien	100%	0.00	0.00	0.00	0.00	0.00	100%	0.00	0.00	0.00
<i>Subtotal</i>	100%	44.83%	61.10%	62.07%	9.52%	17.79%	5.66%	1.24%	.28%	3.45%
<i>Male</i>										
White/NonHispanic	100%	24.73%	46.88%	48.39%	11.40%	24.52%	3.87%	1.51%	1.08%	9.25%
Black/NonHispanic	100%	25%	37.5%	37.5%	12.5%	37.5%	0.00	0.00	0.00	12.5%
Hispanic	100%	18.75%	37.5%	37.5%	0.00	25%	6.25%	18.75%	0.00	12.5%
Asian/Pacific Islander	100%	0.00	20%	20%	40%	40%	0.00	0.00	0.00	0.00
Amer Indian/Alaskan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Non-resident Alien	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Subtotal</i>	100%	24.29%	46.15%	47.57%	11.34%	24.90%	3.85%	2.02%	1.01%	9.31%
<i>Total</i>	100%	36.51%	55.05%	56.19%	10.25%	20.67%	4.92%	1.56%	.57%	5.82%

*Disclosure of completion, persistence and transfer rates for full-time, first-time baccalaureate level students entering in Fall 1999, pursuant to terms of the Student Right-To-Know- Act (Status as of the Fall 2005 semester)

Frequently Called Numbers

Admissions Office	(607) 753-4711
Advisement and Transition	(607) 753-4726
Affirmative Action Office	(607) 753-2302
Athletics Department Office	(607) 753-4963
Auxiliary Services Corporation (ASC)	(607) 753-4627
Bursar's Office (Student Accounts)	(607) 753-2313
Campus Activities and Corey Union Office	(607) 753-2321
Campus Information (Switchboard)	(607) 753-2011
Emergencies (24 hours)	(607) 753-2111 or 911
Financial Advisement Office	(607) 753-4718
Graduate Studies Office	(607) 753-4800
Memorial Library Circulation/Reserves Desk	(607) 753-2525
Reference Desk	(607) 753-2590
Outreach Services	(607) 753-5430
President's Office	(607) 753-2201
Registrar's Office	(607) 753-4702
Residential Services	(607) 753-4724
School of Arts and Sciences	(607) 753-4312
School of Education	(607) 753-5430
School of Professional Studies	(607) 753-2701
Student Affairs Office	(607) 753-4721
Student Development Center	(607) 753-4728
Summer/Winter Session Office	(607) 753-4207
University Police	(607) 753-4124

Academic Calendars 2006-2008

Fall Semester 2006

President's Opening Address and faculty meetings	Thursday, Aug. 24
Advisement and registration for new students	Friday, Aug. 25
Academic Convocation	Sunday, Aug. 27
All classes begin	Monday, Aug. 28
Labor Day (No classes in session)	Monday, Sept. 4
First-Quarter Student Teaching begins	Tuesday, Sept. 5
* Rosh Hashanah	Saturday, Sunday, Sept. 23, 24
* Yom Kippur	Monday, Oct. 2
First-Quarter Classes end	Thursday, Oct. 12
October Break begins following all evening classes	Thursday, Oct. 12
Classes resume 8 a.m. and Second-Quarter begins	Monday, Oct. 16
First-Quarter Student Teaching ends	Friday, Oct. 20
Second-Quarter Student Teaching begins	Monday, Oct. 23
Thanksgiving Recess begins - 8 a.m.	Wednesday, Nov. 22
Classes resume - 8 a.m.	Monday, Nov. 27
** Last day for in-class examinations	Friday, Dec. 1
All classes end	Friday, Dec. 8
Study Days	Saturday, Sunday, Dec. 9, 10
Final Examination Period	Monday, Dec. 11 through Friday, Dec. 15
Second-Quarter Student Teaching ends	Wednesday, Dec. 20

Winter Session 2007

All classes begin	Wednesday, Jan. 3
Martin Luther King, Jr. Day (no winter classes in session)	Monday, Jan. 15
All classes end	Wednesday, Jan. 17

Spring Semester 2007

President's State of the College Address and faculty meetings	Thursday, Jan. 18
Advisement and registration for new students	Friday, Jan. 19
All classes begin	Monday, Jan. 22
Third-Quarter Student Teaching begins	Monday, Jan. 22
Third-Quarter Classes end	Friday, March 9
Spring Recess begins - 6 p.m.	Friday, March 9
Third-Quarter Student Teaching ends	Friday, March 16
Spring Recess ends and Fourth-Quarter Classes begin - 8 a.m.	Monday, March 19
Fourth-Quarter Student Teaching begins	Monday, March 19
* Passover	Tuesday, Wednesday, April 3, 4
* Good Friday	Friday, April 6
Easter	Sunday, April 8
Scholars' Day	Wednesday, April 18
Honors Convocation	Saturday, April 21
** Last day for in-class examinations	Tuesday, May 1
All classes end	Tuesday, May 8
Study Days	Wednesday, Thursday, May 9, 10
Final Examination Period	Friday, May 11 through Wedday, May 16
Fourth-Quarter Student Teaching ends	Wednesday, May 16
Graduate Commencement	Friday, May 18
Undergraduate Commencement	Saturday, May 19

* No examinations or quizzes may be given during the period designated for observance of religious holidays. Observance of Jewish holidays will begin at 4 p.m. the day before the holiday and end at 7 p.m. the day of the holiday. Observance of Good Friday will begin at noon and end at 3 p.m.

** No examinations or quizzes may be given the five class days preceding the final examination period without the approval of the dean.

Fall Semester 2007

President's Opening Address and faculty meetings	Thursday, Aug. 23
Advisement and registration for new students	Friday, Aug. 24
Academic Convocation	Sunday, Aug. 26
All classes begin	Monday, Aug. 27
Labor Day (No classes in session)	Monday, Sept. 3
First-Quarter Student Teaching begins	Tuesday, Sept. 4
* Rosh Hashanah	Thursday, Friday, Sept. 13, 14
* Yom Kippur	Saturday, Sept. 22
First-Quarter Classes end	Thursday, Oct. 11
October Break begins following all evening classes	Thursday, Oct. 11
Classes resume 8 a.m. and Second-Quarter begins	Monday, Oct. 15
First-Quarter Student Teaching ends	Friday, Oct. 19
Second-Quarter Student Teaching begins	Monday, Oct. 22
Thanksgiving Recess begins - 8 a.m.	Wednesday, Nov. 21
Classes resume - 8 a.m.	Monday, Nov. 26
** Last day for in-class examinations	Friday, Nov. 30
All classes end	Friday, Dec. 7
Study Days	Saturday, Sunday, Dec. 8, 9
Final Examination Period	Monday, Dec. 10 through Friday, Dec. 14
Second-Quarter Student Teaching ends	Wednesday, Dec. 19

Winter Session 2008

All classes begin	Monday, Jan. 7
All classes end	Friday, Jan. 18

Spring Semester 2008

President's State of the College Address and faculty meetings	Tuesday, Jan. 22
Advisement and registration for new students	Tuesday, Jan. 22
Third-Quarter Student Teaching begins	Tuesday, Jan. 22
All classes begin	Wednesday, Jan. 23
Third-Quarter Classes end	Friday, March 7
Spring Recess begins - 6 p.m.	Friday, March 7
Third-Quarter Student Teaching ends	Friday, March 14
Spring Recess ends and Fourth-Quarter Classes begin - 8 a.m.	Monday, March 17
Fourth-Quarter Student Teaching begins	Monday, March 17
* Good Friday	Friday, March 21
Easter	Sunday, March 23
Scholars' Day	Wednesday, April 9
Honors Convocation	Saturday, April 12
* Passover	Sunday, Monday, April 20, 21
** Last day for in-class examinations	Tuesday, April 29
All classes end	Tuesday, May 6
Study Days	Wednesday, Thursday, May 7, 8
Final Examination Period	Friday, May 9 through Wednesday, May 14
Fourth-Quarter Student Teaching ends	Wednesday, May 14
Graduate Commencement	Friday, May 16
Undergraduate Commencement	Saturday, May 17

Index/Campus Map

Index

A

About SUNY Cortland, 8
Absence from Class, 62
Academic Calendars, 329
Academic Computing Services, 293
Academic Departments, 71
Academic Excellence, Recognition of, 68
Academic Honor Societies, 68
Academic Integrity, 60
Academic Policies, 59
Academic Progress, 28, 29
Academic Records, 61
Academic Standards Policy, 66
Academic Standing, 28
Academic Support and Achievement Program, 290
Access to College Education (ACE), 296
Accessibility for Students with Disabilities, 298
Accreditations, 326
Adapted Physical Education, 234
Address Change, 61
Administration and Faculty, 301
Administration
 Board of Trustees, State University of New York, 303
 College Council, 315
 President's Council, 315
Administrative Computing Services, 293
Admissions
 Advanced Standing, 17
 Alumni Admission, 15
 Applications, 14
 Deposit(s), 14, 19
 Early Admission, 14
 Early Decision, 14
 Educational Opportunity Program, 15
 Freshman, 14
 High School Students, 18
 International Baccalaureate, Credit for, 17
 International Students, 17
 Non-degree (Non-matriculated) Students, 18
 Part-time Students, 18
 Special Talent, 15
 Transfer Students, 15-17
Adolescence Education
 Biology, 72, 95
 Chemistry, 72, 101
 Earth Science, 72, 167
 English, 72, 139
 French, 72, 197
 French and Spanish, 198
 Mathematics, 72, 218
 Physics, 72, 240
 Physics and Mathematics, 72, 219, 240
 Social Studies and African American Studies, Dual Major, 74
 Social Studies and Anthropology, Dual Major, 80
 Social Studies and Economics, Dual Major, 133
 Social Studies and Geography, Dual Major, 162
 Social Studies and History, Dual Major, 182
 Social Studies and International Studies, Dual Major, 212
 Social Studies and Political Science, Dual Major, 245
 Social Studies and Sociology, Dual Major, 269
 Spanish, 72, 198

Advanced Placement Program, 17
Advancement of Technology in Education (CATE), Center for, 193
Advisement, 60
Advisement and Transition, 290
Advisement Guidelines, 60
Affirmative Action Policy, 2
African American Studies, 74
Aging, Center for, 193
Air Force ROTC, 222
All-College Student Learning Goal, 8
Allied Health, Concentration in, 172
Alpha Sigma Lambda, 68
Alumni Admission, 15
American Musical Theatre Minor, 226
American Sign Language, 47, 203
Anthropology/Sociology Department, 77
Anthropology, Major in, 78
 Concentrations:
 Americas Archaeology, 79
 Applied Anthropology, 78
 Ethnic Studies, 79
 World Archaeology, 79
Antlers, Raquette Lake, 295
Applications for Admission, 14
Archaeology, Minor in, 80
Areas of Study, 4
Armed Forces Credits, 17
Army ROTC, 222
Art and Art History Department, 84
Art, Major in, 84, 85
Art, Minor in, 85, 86
Art Gallery, 84
Arts and Sciences, School of, 9
Asia and Pacific Basin, Concentration in, 208
Asian/Middle Eastern Studies Minor, 90
Assessment Philosophy, 8
Associate Degrees, Transfer of, 16
Athletics Department, 91
Athletic Facilities, 290
Athletic Training, Major in, 149
Attendance Policy, 62
Attrition Report (Student Retention Rates), 327
Auditing Courses, 63
Auxiliary Services Corporation (ASC), 291
Average, Grade Point
 Computing of, 65
 Required, 29, 44, 65, 66

B

Bachelor's Degree Requirements, 44
Biological Sciences, Cooperative Programs, 95
Biological Sciences Department, 92
Biology, Concentration in, 108
Biology, Major in, 92
Biology, Minor in, 95
Biomedical Sciences, Major in, 93
Brauer Field Station, 295
Buckley Amendment, 61
Business Economics, 131-133

C

Camp Management, Concentration in, 260
Campus Activities and Corey Union Office, 292
Campus Map, 336
Campus Resources, 289
Campus Security Policy, 299
Campus Statistics Act, 299
Career Services, 297
Center for Advancement of Technology in Education (CATE), 193
Center for Aging, 193
Center for Educational Exchange, 296
Center for Environmental and Outdoor Education, 146
Center for International Education, James M. Clark, 194
Center for Multicultural and Gender Studies, 195
Certificates, Initial and Professional for Teaching, 49
Challenge Examinations, 17
Chancellor's Awards for Excellence, 304, 315, 320
Changes in Degree Requirements, 61
Change of Major, 60
Change of Name and Address, 61
Change of Schedule, 63
Chemistry Department, 100
 Environmental Science, Concentration in, 101
Child Abuse and Maltreatment Workshop Requirement for Teacher Certification, 49
Child Care Center, 292
Childhood/Early Childhood Education Department, 105
Chinese Language Courses, 203
Cinema Study, 120
Clark, James M. Center for International Education, 194
Class Year, Definition of, 62
College Council, 315
College Health Promotion and Prevention Services, Concentration in, 173, 175
College-Level Examination Program (CLEP), 17
College Store, 291
Communication Studies Department, 121
 Concentrations:
 Journalism, 122
 Media Production, 122
 Public Relations and Advertising, 121
Communication Studies, Major in, 121
Communications Studies, Minor in, 122
Community Health Education, Concentration in, 173
Comparative Politics and International Relations Concentration in, 246
Composition Requirement, 38, 44, 46
Computer Applications, 127
Computing Services
 Academic Computing Services, 293
 Administrative Computing Services, 293
Concentration(s)
 Definition of, 54
 Directory and List of, 4, 54-57
Conservation Biology, 94
Corey Union Office, 292
Cooperative Education Course (CPV 400), 196

Cooperative Programs
 Biological Sciences, 95
 Student Teaching, 64
 COR 101: First-Year Experience Course, 196
 Costs, Estimated, 22
 Counseling Center, 297
 Course Activity Fees, 20, 22
 Course Information
 Course Numbers, 52
 Frequency Codes, 52
 Frequency of Offerings, 52
 Prefixes, 53
 Prerequisites, 52
 Section Numbers, 52
 For Courses Taken in Military Service, 17
 For Equivalency Examinations, 17
 For International Baccalaureate Courses, 17
 From Noncollegiate Organizations, 17
 Sources of Additional, 17
 Transfer from Other Colleges, 15, 62, 67
 Credit from Other Colleges, 62
 Credit Hour System, 62
 Crime Statistics, 299
 Criminology, 267, 268
 Cultural Diversity Statement, 7

D

Dance Courses, 228
 Dean's List, 63
 Degree Candidacy, 44
 Degree Requirements, 35
 Changes in, 61
 Deposits
 Room Deposit, 14, 17, 19, 21
 Tuition Deposit, 14, 17, 19, 21
 Dining Services, 291
 Disabilities, (Student Disability Services), 298
 Disabilities Studies Institute, 58, 12
 Dismissal, Academic, 66
 Distinguished Faculty, 304, 320

E

Early Admission Program, 14
 Early Childhood Education Major, 106
 Early Childhood Education/Childhood Education, 107
 Earth Science, 108, 167
 Economics Department, 129
 Concentrations:
 Environmental Management, 131
 Financial Management, 132
 Human Resource Management, 132
 International Business and Economics, 133
 International Political Economy and Public Policy, 130
 Minors, 134
 Education, School of, 10
 Educational Opportunity Program (EOP), 15
 Emeritus Faculty and Staff, 320
 Employment Opportunities for Students, 26, 28, 297
 Engineering, Cooperative Program with Chemistry or Physics, 101, 239, 251
 English Department, 138
 English as a Second Language Courses, 203
 English, Test as a Foreign Language (TOEFL), 17
 Enrollment, 60
 Entering SUNY Cortland, 13

Environmental and Cultural Interpretation,
 Concentration in, 260
 Environmental Health, Concentration in, 173
 Environmental Management, Concentration in, 131
 Environmental and Outdoor Education
 Center for, 146
 Minor, 146
 Environmental Science, 147
 Concentration with major in:
 Biology, 93
 Chemistry, 101
 Geology, 167
 Physics, 239
 Environmental Science Courses, 148
 Environmental Studies Courses, 147
 Equivalency Examinations and Programs, 17
 Evaluation, 63
 Examination Policy, 63
 Exercise Science and Sport Studies Department, 148
 Expenses, 19, 22

F

Faculty and Administration, 301
 Faculty, 304
 Family Educational Right and Privacy Act (FERPA), 61
 Fees
 College Fee, 19
 Room Deposit and Tuition Deposit, 19
 Fees and Assessments, 61
 Parking and Vehicle Registration, 19
 Payment Policies, 20
 Program Service Charge, 19
 Refunds, 21
 FERPA, 61
 Field Experiences, 50, 64
 Financial Advisement, 24
 Academic Standing for Financial Aid Eligibility, 28
 Federal Financial Aid Programs, 26, 27
 Independent/Nontraditional Students, 27
 State Financial Aid Programs, 24
 Financial Management, Concentration in, 132
 Fingerprinting, Requirement for New York State Teaching Certificate, 49
 Fitness Development, Major in Kinesiology, 151
 Fitness Facilities, 296
 Food Service, 291
 Foreign Language, 197
 Requirements for Graduation, 38, 44, 47
 Requirements for Teacher Certification, 49
 Foreign Literature in English Translation Courses, 204
 Forestry, Co-op Program in, 95, 252
 Foundations and Social Advocacy Department, 157
 Fraternities and Sororities, 292
 French, 197-200
 Frequency Codes, 52
 Frequently Called Numbers, 328
 Freshmen Admission, 14
 Full-time Status, 62

G

General Education, The New Cortland GE Program, 42
 General Education Requirements, 38
 for Transfer Students, 16
 General Studies
 See Individualized Degree Program, 192
 Gerontology, Social, 269, 270

Geography Department, 160
 Geographic Information Systems, 160
 Geology Department, 166
 Concentrations:
 Environmental Science, 167
 Water Resources, 167
 Major in, 166
 Minor in, 168
 Geophysics, Concentration in, 239
 German Courses, 205-206
 Grade Point Average, 44, 65
 Grades, Reporting of, 65
 Grading
 Policies, 65
 System, 70
 Graduation
 Procedure, 69
 Retention Rate, 327
 With Honors, 69

H

Health Care Administration and Planning,
 Concentration in, 172
 Health Communication, Concentration in, 174, 176
 Health Department (Academic Programs), 171
 Concentrations:
 Allied Health, 172
 College Health Promotion and Prevention Services, 173, 175
 Community Health Education, 173
 Environmental Health, 173
 Health Care Administration and Planning, 172
 Health Communication, 174, 176
 Wellness Health Promotion, 175, 177
 Health Education Programs, 175-177
 Health Promotion (Student Development Center), 298
 Health Science Programs, 171-175
 HEGIS Codes, 54-57
 High School Student Admission, 18
 Higher Education Examination Pass Rates, 58
 History Department, 182
 Honor Societies, 68
 Honors Convocation, 68
 Honors Program, 68, 188
 Honors Recipients, 304, 315, 320
 Housing (Residential Services), 297
 Hoxie Gorge, 295
 Human Resource Management, Concentration in, 132
 Human Service Studies, 190
 Huntington Camp, Raquette Lake, 295

I

Identification and Reporting of Child Abuse and Maltreatment Workshop, Requirement for Teacher Certification, 49
 Identification (I.D.) Card, 18, 291
 Inclusive Special Education, 158
 Courses, 159
 Incomplete Grades, 70
 Independent Students, 27
 Individualized Degree Program, 192
 Initial Certificate (Teaching), 49
 Interdisciplinary Centers
 Center for Advancement of Technology in Education (CATE), 193
 Center for Aging, 193
 Center for International Education, James M.

Clark, 194
Center for Multicultural and Gender Studies, 195
Interdisciplinary Studies Courses, 196
International Baccalaureate Courses, Credit for, 17
International Business and Economics,
Concentration in, 133
International Communications and Culture
Department, 197
International Education, James M. Clark Center
for, 194
International Political Economy and Public Policy,
Concentration in, 130
International Programs (Study Abroad), 286
International Student Admission, 17
International Studies, 212
Internships, 64, 297

J
Jewish Studies, 214
Journalism, Concentration in, 122

K
Kinesiology, 150
Knowledge Base (G.E. Program), 38

L
Latin American Studies Minor, 215
Law and Justice, Concentration in, 244
Leave of Absence, 67
Leisure Recreation Program Delivery,
Concentration in, 258
Liberal Arts Requirements, 44
Liberty Partnerships Program, 296
Library Services and Facilities, 294
Literacy Department, 216
Loans, 26, 28

M
Mailing Address, 1
Major(s),
Change of, 60
Definition of, 54
Directory and list of, 4, 54-57
Management Courses, 137
Map of Campus, 336
Mathematics Department, 217
Mathematics and Physics, Adolescence Education,
219, 240
Matriculation Guidelines, 62
Media Production, Concentration in, 122
Memorial Library, 294
Migrant Education Outreach Program, 10, 58
Military Science (ROTC), 222
Military Service, Credit for Courses, 17
Minimum Grade Point Average, 29, 66
Minor(s)
Definition of, 54
Directory and List of, 4, 54-57
Missed Examinations, 65
Mission Statement, 7
Monthly Payment Plan Option, 20
Multicultural Life Office, 294
Multicultural and Gender Studies, Center for, 195
Music, Minor in, 227
Musical Theatre Major, 226

N
Name Change, 61
Native American Studies, 225
Natural Resource Recreation Management,
Concentration in, 260
New Communication Media, Major in, 122
New Cortland General Education Program, 42
New Media Design, Major in, 85
New York State Teachers Examination
Requirements, 49
Non-matriculated (Non-degree) Students, 18
Numbering System for Courses, 52

O
Off-Site Facilities
Hoxie Gorge Nature Preserve, 295
Outdoor Education Center at Raquette Lake, 295
Robert C. Brauer Memorial Field Research Station,
295
Orientation, 60
Outdoor Education, Center for Environmental
and, 146
Outdoor Education Facilities, 295
Outdoor Leadership, Concentration in, 259
Outdoor Recreation, 258
Concentrations:
Camp Management, 260
Environmental and Cultural Interpretation, 260
Natural Resource Recreation Management, 260
Outdoor Leadership, 259
Outreach Services, 296
Access to College Education (ACE), 296
Center for Educational Exchange (CEE), 296
Liberty Partnership Program (LPP), 296

P
Parking, 19, 20, 299
Part-time Employment (Student), 28
Part-time Student Award for Academic
Achievement, 65
Part-time Study, 18
Financial Aid for, 25
Pass/No Credit Option, 66
Payment Policies, 20
Pell Grants, 26
Performing Arts Department (Music and Theatre),
225
Perkins Loan, 26
Persian Gulf Veteran Tuition Award, 26
Phi Eta Sigma, 68
Phi Kappa Phi, 68
Philosophy Department, 231
Physical Education Department, 233
Physics Department, 238
Physics and Mathematics, Adolescence Education,
219, 240
Political Science Department, 243
Concentrations:
Comparative Politics and International Relations,
246
Law and Justice, 244
Public Administration and Public Policy, 244, 246
Pre-Engineering (Co-op Program), 251
Pre-Environmental Science and Forestry
(2+2 Program), 252
Pre-Law Advisement, Internships, 243
Prefixes, Course, 53

Prerequisites, Description of, 52
Presentation Skills Requirement, 38, 48
President's Council, 315
President's List, 65
President's Message, 6
Presidents of College, Former, 315
Probation and Dismissal Policy, 66
Professional Certificate (Teaching), 49
Professional Studies, School of, 11
Professional Writing, 140
Proficiency Examinations, College, 17
Program Codes, 54-57
Program Service Charge, 19
Psychology Department, 252
Public Administration and Public Policy, 244, 246
Public Relations and Advertising,
Concentration in, 121

Q
Quality Points, 65
Quantitative Skills Requirement, 38, 48

R
Raquette Lake, Outdoor Education Center, 295
Readmission, 67
Records, Student, 61, 69
Recreation and Leisure Studies Department, 257
Recreation, Major in, 258
Leisure/Recreation Program Delivery,
Concentration in, 258
Recreation Management, Major in, 260
Recreational Sports Department, 296
Refunds, 21
Registration
For Full-time Students, 60
For Part-time Students, 18
Registration of Programs, 54-57
Religious Beliefs and Class Attendance, 62
Religious Studies Courses, 265
Repayment of Financial Aid Funds, 22
Reporting Absences and Illnesses, 56
Residence Requirement for Graduation, 44
Residency, 18
Residential Services, 297
Retaking Courses, 63
Retention Rates, 327
Returned Check Policy, 20
Room Charges/Deposit, 19
ROTC, 222

S
Schedule Changes, 63
Scholars' Day, 68
Scholarships, 30
School of Arts and Sciences, 9
School of Education, 10
School of Professional Studies, 11
School Violence Prevention Training, 49
Science Courses, 266
Secondary Education (See Adolescence Education), 72
Section Numbers, 52
Security Policy, 299
Skills Base (G.E. Program), 38
Social Gerontology
Concentration, 269
Minor, 270

Social Philosophy, 231
 Social Studies, Adolescence Education
 Dual Majors:
 African American Studies, 74
 Anthropology, 80
 Economics, 133
 Geography, 162
 History, 182
 International Studies, 212
 Political Science, 245
 Sociology, 269
 Sociology
 Major in, 267
 Minor in, 269
 Sociology/Anthropology Department, 266
 Concentrations:
 Criminology, 267, 268
 Social Gerontology, 269
 Spanish, 112, 199, 200
 Special Admission Opportunities, 15
 Special Education, Inclusive, 158
 Special Education, Inclusive, Courses, 159
 Speech and Hearing Science, 276
 Speech and Language Disabilities, 276
 Speech Pathology and Audiology Department, 275
 Sport Management, 279
 Sport Studies, 152
 Standards of Academic Performance, 65
 State University of New York (SUNY)
 Board of Trustees, 303
 List of Universities, Centers and Colleges, 303
 System Overview, 302
 Student
 Attrition/Retention Rates, 326
 Costs, Estimated, 22
 Housing, 297
 Learning Goal, All-College, 8
 Responsibility, 60
 Services, 289
 Student Development Center, 297
 Career Services, 297
 Counseling Center, 297
 Health Promotion, 298
 Student Disability Services, 298
 Student Health Service, 298
 Substance Abuse Prevention and Education, 298
 Student Disability Services, 298
 Student Health Services, 298
 Student Academic Support, 290
 Student Teaching, 44
 Adolescence Education: Biology (7-12), 95
 Adolescence Education: Chemistry (7-12), 101
 Adolescence Education: Earth Science (7-12), 167
 Adolescence Education: English (7-12), 139
 Adolescence Education: French (7-12), 197
 Adolescence Education: French and Spanish (7-12), 198
 Adolescence Education: Mathematics (7-12), 218
 Adolescence Education: Physics (7-12), 240
 Adolescence Education: Physics and Mathematics (7-12), 219, 240

Adolescence Education: Social Studies (7-12)
 African American Studies, 74
 Anthropology, 80
 Economics, 133
 Geography, 162
 History, 182
 International Studies, 212
 Political Science, 245
 Sociology, 269
 Adolescence Education: Spanish (7-12), 198
 Childhood Education, 105
 Credit for, 64
 Early Childhood Education, 105
 Health Education, 175
 Physical Education, 234
 Inclusive Special Education, 158
 Speech and Language Disabilities, 276
 Student Union (Corey Union), 292
 Studio Art, 84, 86
 Study Abroad Programs, 286
 Substance Abuse Prevention and Education, 298
 Summer Session, 18
 Supplemental Educational Opportunity Grants (SEOG), 26
 Suspension, 66

T

TAP (Tuition Assistance Program), 24, 62
 Tau Sigma, 68
 Teacher Certification Exam Pass-Rates, 58
 Teaching Certificate
 Examinations, 44
 Initial and Professional Certificates, 44, 50
 Requirements for, 44
 Terminology Guide, 51
 Test of English as a Foreign Language (TOEFL), 17
 Theatre, Minor in, 227
 Therapeutic Recreation, Major in, 261
 Title II Pass Rates, 58
 Title IV Student Aid, 26
 Title IX Policies, 2
 Tourism Development, 161, 163
 Transcripts, 69
 Transfer Admission, 15
 Transfer Credit Evaluation, 16
 Transfer Students, 15-16
 Trustees, SUNY Board of, 303
 Tuition and Fees, 18, 23
 Tuition Assistance Program (TAP), 24, 62
 Tuition Liability Schedule, 21

U

University Police Department, 299
 Urban Studies Minor, 283

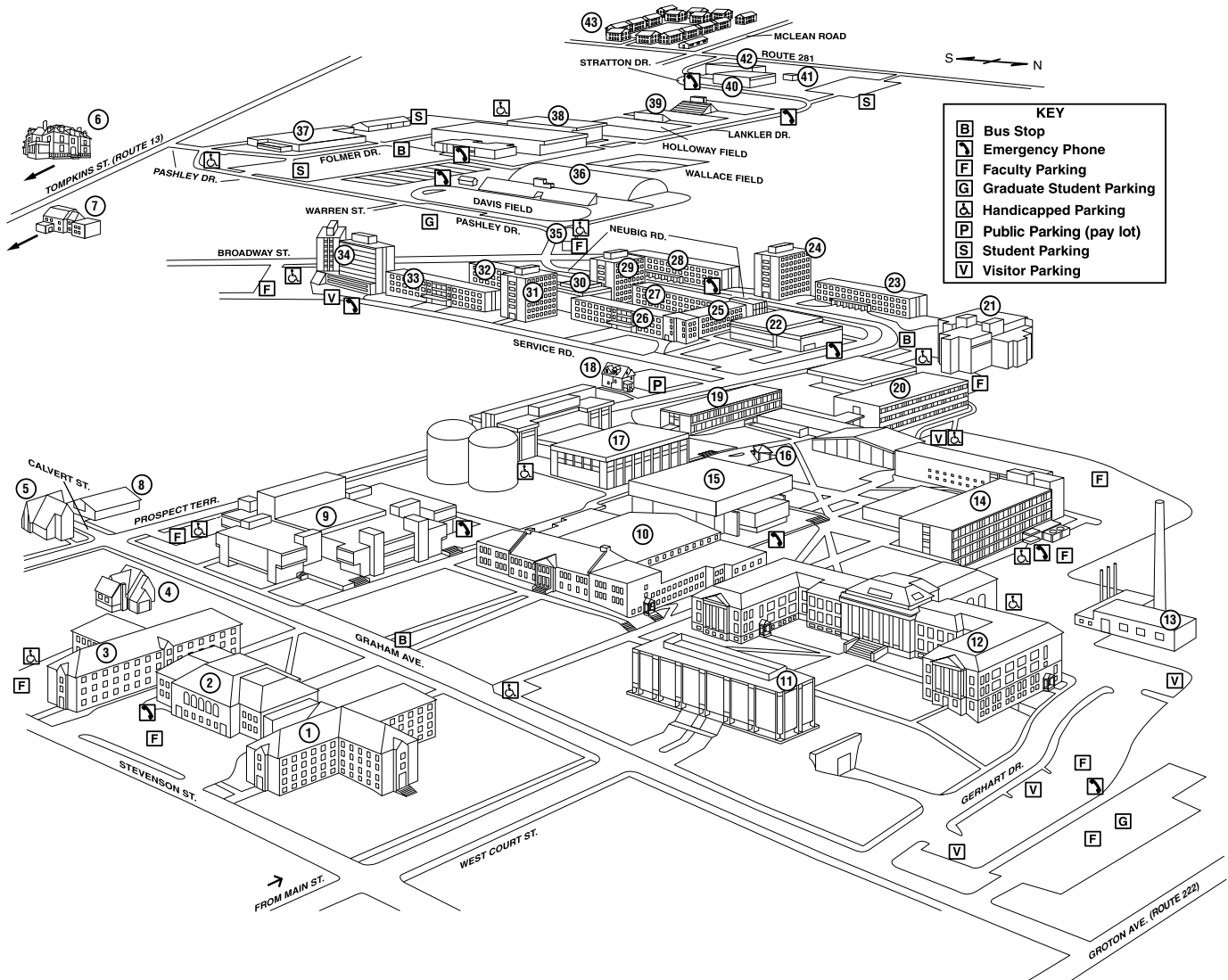
V

Values Course
 History, 188
 Varsity Team Participation, 236
 VESID (Vocational Rehabilitation) Grants, 25
 Veterans' Awards and Benefits, 25-27
 Vietnam Veteran Tuition Awards, 26
 Volunteer Opportunities, see Career Services, 297

W

Water Resources, 167
 Wellness Health Promotion, Concentration in, 175, 177
 Winter Studies Course (INT 201), 196
 Withdrawal from College, 67
 Withdrawal from Courses, 67
 Women's Studies
 Concentration in, 211
 Minor in, 284
 Work-Study, 26
 Writing Assistance, 46
 Writing-Intensive Course Requirements, 38, 46

Campus Map



Buildings

Bldg. Name	Bldg. No.	Bldg. Name	Bldg. No.	Bldg. Name	Bldg. No.
Alger Hall.....	29	Hayes Hall	32	President's Residence	4
Alumni House	6	Heating Plant	13	Randall Hall.....	28
Bishop Hall.....	27	Hendrick Hall	33	* Service Group	42
* Bowers Hall.....	14	* Higgins Hall	31	Shea Hall	26
Brockway Hall	2	Interfaith Center	5	Smith Tower	34
* Casey Tower.....	34	Leadership House.....	18	Sperry Center	15
Chemical Management Facility	41	Lusk Field House	36	* Stadium Complex.....	39
Cheney Hall.....	1	* McDonald Building	7	* Studio West	37
* Clark Hall	24	* Memorial Library	17	* Van Hoesen Hall	20
Commissary/Receiving.....	40	* Miller Building	11	* West Campus Apts.	43
* Corey Union	21	Moffett Center	10	Whitaker Hall	35
Cornish Hall	19	Neubig Hall	22	* Winchell Hall	30
DeGroat Hall	3	Newman Center	8		
* Dowd Fine Arts Center.....	9	Newmark Pavilion	16		
Fitzgerald Hall.....	23	* Old Main	12		
Glass Tower Hall	25	* Park Center	38		

* Building has a defibrillator (AED Cabinet)