2006-2007 Graduate Catalog
Information

The catalog for the State University of New York College at Cortland is published by the Division of Institutional Advancement. This catalog covers graduate programs for the 2006-2007 academic year. Information in it is accurate as of August 2006. Circumstances may require that a given course be withdrawn or that alternative offerings be made. Registration information for each academic term is available on SUNY Cortland’s Web site under “Quick Links” at “Banner Web” and on the registrar’s home page under “Course Schedule and Registration Information.”

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.

The catalog includes admission information, academic policies of the College, requirements for master’s degrees, descriptions of courses and requirements for certificates of advanced study.

Those interested in general information about the College should contact the Graduate Studies 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.
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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)
Introduction
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. Finally, although in the past SUNY Cortland has primarily served undergraduate students, it has increasingly enrolled more students at the graduate level and is fully committed to meeting the educational needs of those seeking advanced degrees.

Throughout the years, SUNY Cortland has served 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
College 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.

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 in the arts and sciences, education and 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. SUNY Cortland 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 a one-hour 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.
Welcome to Graduate Education at SUNY Cortland

The goal is to produce graduates who can make a difference in an ever-changing world. At Cortland, students will be challenged and motivated to high achievement as they interact with faculty in an active learning environment.

SUNY Cortland is a comprehensive college of arts and sciences offering graduate programs in liberal arts and a variety of professional fields. The commitment is to excellence in teaching, scholarship, research and service to community. Faculty have received the Chancellor's Award for Excellence in Scholarship and Creative Activities, the Chancellor's Award for Excellence in Teaching and other teaching distinctions. Good teaching is essential as students are prepared to be life-long learners. Cortland is an active community of scholars and teachers who synthesize both theory and practice throughout the learning process. A personal interest is taken in the well being of students to help all attain their educational goals.

The Graduate Studies Office is a valuable resource for graduate students at Cortland. You are assisted beginning with pre-admission through graduate commencement and even post-master's study. The office processes admission applications, provides information about assistantships, aids with registration for courses and provides program information and requirements, including teacher certification. The staff is knowledgeable about graduate policies and procedures and ready to help students journey successfully through the program.

Cortland is a great place to be for a personal touch in graduate education. Students and their success in meeting their academic and career goals is a priority.

Mission Statement

The purpose of Graduate Studies at SUNY Cortland is to provide advanced study in a variety of academic disciplines and professional fields. Graduate study fulfills four objectives:

1. the expansion, deepening and strengthening of professional knowledge as a scholarly and creative activity;
2. the improvement of techniques for the dissemination and application of existing knowledge and the generation of new knowledge;
3. the development of a greater understanding of the theories and findings underlying individual disciplines;
4. the fostering of a critical ability to deal analytically and insightfully with the problems, methods and instruments of research in a given area of study.

The foundation of Graduate Studies is a faculty that is committed to quality teaching, scholarship and service. The development of independent and life-long learners with the capacity for continued professional and personal growth is the goal. Graduate Studies recognizes the unique dimensions of students' lives in pursuit of an advanced degree and offers support and respect for degree completion.

Administrators

Yvonne M. Murnane, director; Peter McGinnis, assistant director; Mary Cervoni, program aide, Summer and Winter Session Office; Mary E. Franco, staff assistant, Mohawk Valley Graduate Center at SUNYIT.

Staff

Nancy Kuklis, Annie Wilcox, Sandra Kline

Role of the Director

The director serves as the spokesperson for the graduate community of the College, advocates and develops graduate programming, provides accurate information, and instruction when required, on all matters related to graduate affairs, and provides leadership in all aspects of the governance of graduate affairs at the main campus and the Mohawk Valley Graduate Center at SUNYIT.
ROLE OF THE ASSISTANT DIRECTOR

The assistant director of graduate studies interacts with graduate students on all aspects of program completion from pre-admission to degree conferral and assists in the maintenance, refinement and/or revisions of all policies and procedures related to graduate studies, including the integration of the registrar’s function in the Graduate Studies Office. The assistant director represents the director of graduate studies on committees that pertain to the functioning of the office and student participation.

ROLE OF THE STAFF ASSISTANT AT THE MOHAWK VALLEY GRADUATE CENTER AT SUNYIT

The staff assistant of the Mohawk Valley Graduate Center at SUNYIT assists the director and assistant director by providing accurate information about graduate programs to the Mohawk Valley community, providing forms for students as well as interacting with faculty for the director and assistant director.

SUMMER AND WINTER SESSION OFFICE

The Summer and Winter Session Office provides a variety of courses in one ten-week, two five-week and four two-and-a-half-week sessions in the summer and a two-week session in January. Many students use these opportunities to fit in additional courses that allow them to graduate earlier, or to concentrate on a particularly difficult subject.

All policies and procedures related to Summer and Winter Sessions are implemented by this office, including cancellation of classes, scheduling of classrooms, faculty contracts and pay arrangements.

A preliminary listing for summer is available on the SUNY Cortland Web site in October. The complete summer listing is available on the Web in March.

A preliminary listing for winter is published on a flyer and is available in August. The complete winter listing is available on the Web in October.
ADMINTISTRATORS
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 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 undergraduate 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 for undergraduate education.

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, CENTERS AND GRADUATE ACADEMIC PROGRAMS WITHIN THE SCHOOL

Adolescence Education*
  English (7-12)
  Mathematics (7-12)
  Second Language Education
  Social Studies (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

* Includes graduate academic programs
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 undergraduate 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 for undergraduate education.

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.
**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 undergraduate 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 for undergraduate education.

**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*

*Includes graduate academic programs
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.

Departments, Centers 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
Institute for Civic Engagement
International Programs

Division of Academic Affairs
Miller Building, Room 408
(607) 753-2207
www.cortland.edu/administration/provost
Entering SUNY Cortland
Admission and Registration

The State University of New York College at Cortland offers courses leading to a master of arts, a master of science, a master of science in education, a master of arts in teaching, a master of science in teaching, and a certificate of advanced study. The certificate of advanced study in American civilization and culture is for international students only. The certificates of advanced study in educational leadership with concentrations in school building leader, school district leader and school district business leader are post-master’s programs.

Students may enroll in graduate-level courses on a full-time or part-time basis. Most courses are offered in the late afternoon and evening, Monday through Thursday.

Graduate students with a SUNY Card, attending full time or part time, are entitled to all campus privileges, including the use of library and recreational facilities. Personal and career counseling are available as well.

Admission to Graduate Study
The following items are required of students who plan to apply for a master’s degree or certificate of advanced study program:

1. A bachelor’s degree from a regionally accredited college or university. Applicants who apply for graduate school before obtaining their undergraduate degrees may be accepted into a program but will not be allowed to register for classes until the degree is obtained and a final, official transcript is received by the Graduate Studies Office.

2. An application for admission to graduate study along with the $65 application fee must be submitted by the following deadlines:

<table>
<thead>
<tr>
<th>Entry Term</th>
<th>Application Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>July 1</td>
</tr>
<tr>
<td>Spring</td>
<td>December 1</td>
</tr>
<tr>
<td>Summer</td>
<td>April 1</td>
</tr>
</tbody>
</table>

Completion of application requirements by the stated deadline is the responsibility of each applicant. To be assured of timely review of applications, students will need to submit them by the deadline. Completed applications received after the deadline will be considered as time and available enrollment space permit. Admission to any graduate program may close before the above published deadline.

3. Fulfillment of the specific admissions requirements of the department of the College in which enrollment is sought. Departmental requirements are listed with the descriptions of graduate curricula.

   Exceptional applicants who do not meet all of the listed admission requirements for a graduate program may be considered on an individual basis. If admitted, these students may be required to complete additional requirements for the degree (M.A., M.S., M.A.T., M.S.T., M.S.Ed., C.A.S.) beyond those stated in the catalog. These additional requirements will be determined by the graduate coordinator of the degree program and may include specific courses, limited in number, based on the students’ academic background. Applicants seeking financial aid are strongly encouraged to discuss the financial impact of such additional course work with the Financial Advisement Office.

Additional admission requirements for degree programs leading to New York State teacher certification:

1. All applicants must complete the SUNY Cortland Teacher Education Program Application.

2. In degree programs leading to professional New York State teacher certification, applicants must have initial certification before they are eligible for admission to degree status.

3. The Master of Arts in Teaching (M.A.T.) and the Master of Science in Teaching (M.S.T.) programs do not require certification.

Additional admission requirements for certificate of advanced study in educational leadership (school building leader, school district leader, and school district business leader):

1. A master’s degree from a regionally accredited college or university.

2. A completed the SUNY Cortland Teacher Education Program Application.

3. For the school building leader and school district leader programs, permanent or professional New York State teacher certification. The school district business leader program does not require teacher certification.

4. Satisfaction of the specific admission requirements of the Educational Leadership Department. These requirements are listed in this catalog under the Educational Leadership Department.

Additional admission requirements for International Students:
SUNY Cortland welcomes applications from foreign nationals seeking matriculation into graduate programs. Prospective international graduate students must meet the general admission requirements for graduate study as described above and must also meet the specific requirements for the program to which they are applying. In addition, prospective international graduate students must also provide the following materials to the Graduate Studies Office:


2. Test of English as a Foreign Language (TOEFL) exam report. The minimum score is 550 on the paper-based test or 231 on the computer-based test.

3. Official college transcripts with professional translation of all documents into English along with the original documents.

   Applications will be reviewed for admission based on academic accomplishments, ability to finance the education and level of proficiency in the English language.

   Immigration form I-20, which the applicant will use to secure an F-1 visa, will be issued to the applicant once all required information has been received and the applicant has been accepted to the College.
Part-time and Non-degree Status

Graduate students may attend day or evening classes as part of a degree program on a part-time or full-time basis. In order to work toward a degree, students must be admitted formally to degree status. Details may be obtained from the Graduate Studies Office.

Students who have not been admitted to a graduate degree program may enroll in courses as non-matriculated students by registering through the Graduate Studies Office. Graduate non-matriculated students may not register for more than nine credit hours and will only be permitted to register just prior to the opening of the semester, based on course availability.

Before non-matriculated graduate students have earned nine graduate credit hours at SUNY Cortland, they must apply through the Graduate Studies Office for matriculated status, change their status to non-degree seeking or discontinue course work at Cortland. The Financial Advisement Office should be consulted for information on financial aid and student loans.

Pre-graduate Status

Applicants with deficiencies in their undergraduate preparation may be admitted as pre-graduate students. These pre-graduate students must complete specific undergraduate courses to make up for these deficiencies. Pre-graduate students pay the undergraduate tuition rate for these undergraduate courses.

Pre-graduate students become matriculated graduate students when the their advisor notifies the Graduate Studies Office that they have successfully completed the specified undergraduate courses. The Financial Advisement Office should be consulted for information on financial aid and student loans.

Identification Cards

All students who register for courses at the College are required to have a SUNY Card. More information about the programs and services available to students with a SUNY Card can be found on page 108 in this catalog.

Registration

All graduate and non-matriculated graduate students register for courses through the Graduate Studies Office. Registration information for each academic term is available on the College’s Web site under “Quick Links” at “BANNER Web Access” and on the registrar’s home page under “Course Schedule.” Matriculated graduate students register online during the Web registration period. Detailed information about registration and billing is available on the Web.

Eligible students who do not register during the official Web registration period may enroll and pay at the time of registration on a continuous basis up until the beginning of the term. Non-matriculated graduate students may register if course availability permits, beginning approximately two weeks before classes begin — registration information is available on the College Web site for specific dates. Matriculated graduate students may register on the Web without payment until the deadline date for billing privileges is established.

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

Undergraduates in Graduate Courses

Graduate courses are numbered 500-699. Courses numbered 600-699 are exclusively for graduate students. Courses numbered 500-599 are open to juniors and seniors in good academic standing — cumulative grade point average of 2.0. Undergraduate students enrolled in graduate 500-level courses will receive undergraduate credit for these courses.

Senior undergraduate students in their final semester may request permission to register for a 500-level course for graduate credit. A form for this purpose is available from the respective associate dean. Approval must be obtained from the school associate dean for the 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.

Mohawk Valley Graduate Center at SUNYIT

The Mohawk Valley Graduate Center at SUNYIT (MVGC) is operated by SUNY Cortland at SUNY Institute of Technology in Utica, N.Y., and is supervised by the director of graduate studies. The center offers graduate courses leading to master’s degrees in literacy education and the post-master’s degree program leading to the certificates of advanced study in educational leadership (school building leader, school district leader or school district business leader). All courses are offered at the MVGC except for the culminating experience in each program. Some health and other courses also are offered. A complete listing of courses is available at the MVGC.

Summer Session

A Summer Session schedule of courses and registration information is available in early spring on the Web on the registrar’s home page.

Graduate courses are typically available in two consecutive five-week sessions. Some short (intensive) courses may be offered over two-week sessions. The maximum number of credit hours a student may take each Summer Session is eight, for a total of 16.

A student taking a three- or four-credit hour short (intensive) course during one five-week term may not take a class that meets the full five-week term, but may register for another short (intensive) course or, if the schedule permits, two short (intensive) courses with exclusions made for physical education activities and clinics. None of the courses may overlap.

The financial aid rules for Summer Session differ slightly from those for fall and spring. An advisor in financial advisement should be consulted for details.
Tuition and Fees

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 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 intend 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 non-residents.

Dependent students are considered residents of the state where their parents live. Their documentation would rely on information relating to themselves and parents or legal guardian. 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 students’ family (parents, spouse, children), voter registration, vehicle registration, real property ownership or evidence of residential rental lease, students’ assets or liabilities, evidence of utilities in the students’ name, sources and extent of parental or other income, and place of residence during school recesses.

Driving a vehicle registered to a 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 students’ matriculation status. Non-matriculated 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 graduate students will be charged graduate 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 billed charges are fully covered by financial aid at the time payments are due or Web payment options are utilized.

Full-time* resident graduate
(annual – fall and spring semesters) ..................................................$6,900

Full-time* nonresident graduate
(annual – fall and spring semesters) ..................................................$10,920

Part-time resident graduate
(per credit hour) .............................................................................$288

Part-time nonresident graduate
(per credit hour) .............................................................................$455

* Students are considered full time for tuition and financial aid purposes at 12 or more credit hours.
A minimum of six credit hours is required for matriculated graduate students to receive federally guaranteed subsidized or unsubsidized student loans. The Financial Advisement Office should be contacted 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 varies by full-or part-time status and for students on campus for a first class after 4 p.m. Students can register for parking online at www.cortland.edu/univpolice/dpspark.htm. The University Police Department is open 24 hours a day for permit pick up.

- Full-time graduate student, per year $112.50
- Full-time graduate student, per semester $56.20
- Part-time graduate student, per year $63.70
- Part-time graduate student, per semester $31.90
- Classes beginning after 4 p.m., per year $15.00

**Room and Board**
Graduate students are not normally housed on campus. Room and board could be requested on a space-available basis or to accommodate special needs when necessary. If a student intends to occupy a room, a room deposit of $150 will be required at the time of application for an on-campus housing assignment. This will be applied to room charges at the time of billing.

Commuter board plans are available separately through the Auxiliary Services Corporation (ASC) located in Neubig Hall.

**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.

Optional student health insurance is available through ASC. 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 of New York 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 January. Summer advance registrants will be billed in 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 drop/add 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 Graduate Studies 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 account balances and late fees 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. Post-dated checks cannot be accepted.

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. Students will receive a full refund of tuition and fees when a course is canceled by the College.

College withdrawal procedures must be followed in order to qualify for a refund. The Graduate Studies Office must have an official withdrawal form on file. Unofficial withdrawals do not qualify for refunds.

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 Graduate Studies 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 students who withdraw to enter full-time active duty in the Army, Navy, Marine Corps, Air Force or Coast Guard of the United States. Students who are members of a National Guard or Army, Navy, Marine Corps or Air Force Reserve Unit are entitled to reduced liability only if, in the judgement of the designated school official, they are unable to attend classes due to hardship beyond their control and they have 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:

<table>
<thead>
<tr>
<th>Length of term</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full semester</td>
<td>0</td>
<td>30%</td>
<td>50%</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>12-week term</td>
<td>0</td>
<td>40%</td>
<td>60%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>10-week term</td>
<td>0</td>
<td>50%</td>
<td>70%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>9-week term</td>
<td>0</td>
<td>55%</td>
<td>75%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Quarter or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-week term</td>
<td>0</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>7-week term</td>
<td>0</td>
<td>65%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-week term</td>
<td>0</td>
<td>70%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-week term</td>
<td>0</td>
<td>75%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Second day of classes | Remainder of first week | After first week |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4-week term</td>
<td>0</td>
<td>50%</td>
</tr>
<tr>
<td>3-week term</td>
<td>0</td>
<td>65%</td>
</tr>
<tr>
<td>2-week term</td>
<td>0</td>
<td>80%</td>
</tr>
<tr>
<td>1-week term</td>
<td>100% — no refund</td>
<td></td>
</tr>
</tbody>
</table>
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 weeks for processing.

**COLLEGE FEE**

Once the semester begins, the College Fee is nonrefundable, unless class is cancelled by the College.

**PROGRAM SERVICE OR COURSE ACTIVITY FEES**

The Program Service Fee is refundable only if students withdraw 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 on the date personal effects 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 federal 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*

<table>
<thead>
<tr>
<th></th>
<th>IN STATE</th>
<th>OUT OF STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$7,937</td>
<td>$11,957</td>
</tr>
<tr>
<td>Room</td>
<td>$4,900-$6,320 depending on room choice</td>
<td></td>
</tr>
<tr>
<td>Meal Plan</td>
<td>$3,190-$3,590 depending on plan choice</td>
<td></td>
</tr>
<tr>
<td>Other Costs:</td>
<td>May include books, supplies, lab/activity fees, parking/registration and personal expenses</td>
<td></td>
</tr>
</tbody>
</table>

*Based on 2006-2007 full-time/resident and nonresident. Subject to revision.
## New York State Residents – Charges Per Semester*

<table>
<thead>
<tr>
<th>CREDIT HOURS</th>
<th>TUITION</th>
<th>COLLEGE FEE</th>
<th>PROGRAM SERVICE CHARGE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>144.00</td>
<td>0.85</td>
<td>21.16</td>
<td>166.01</td>
</tr>
<tr>
<td>1.0</td>
<td>288.00</td>
<td>0.85</td>
<td>42.30</td>
<td>331.15</td>
</tr>
<tr>
<td>1.5</td>
<td>432.00</td>
<td>1.28</td>
<td>63.46</td>
<td>503.06</td>
</tr>
<tr>
<td>2.0</td>
<td>576.00</td>
<td>1.70</td>
<td>84.60</td>
<td>662.30</td>
</tr>
<tr>
<td>2.5</td>
<td>720.00</td>
<td>2.13</td>
<td>105.76</td>
<td>836.56</td>
</tr>
<tr>
<td>3.0</td>
<td>864.00</td>
<td>2.55</td>
<td>126.90</td>
<td>992.90</td>
</tr>
<tr>
<td>3.5</td>
<td>1,008.00</td>
<td>2.98</td>
<td>148.06</td>
<td>1,167.15</td>
</tr>
<tr>
<td>4.0</td>
<td>1,152.00</td>
<td>3.40</td>
<td>169.20</td>
<td>1,342.20</td>
</tr>
<tr>
<td>4.5</td>
<td>1,296.00</td>
<td>3.83</td>
<td>190.36</td>
<td>1,495.46</td>
</tr>
<tr>
<td>5.0</td>
<td>1,440.00</td>
<td>4.25</td>
<td>211.50</td>
<td>1,662.50</td>
</tr>
<tr>
<td>5.5</td>
<td>1,584.00</td>
<td>4.68</td>
<td>232.66</td>
<td>1,819.34</td>
</tr>
<tr>
<td>6.0</td>
<td>1,728.00</td>
<td>5.10</td>
<td>253.80</td>
<td>2,000.00</td>
</tr>
<tr>
<td>6.5</td>
<td>1,872.00</td>
<td>5.53</td>
<td>274.96</td>
<td>2,157.66</td>
</tr>
<tr>
<td>7.0</td>
<td>2,016.00</td>
<td>5.95</td>
<td>296.10</td>
<td>2,319.55</td>
</tr>
<tr>
<td>7.5</td>
<td>2,160.00</td>
<td>6.38</td>
<td>317.26</td>
<td>2,487.15</td>
</tr>
<tr>
<td>8.0</td>
<td>2,304.00</td>
<td>6.80</td>
<td>338.40</td>
<td>2,642.50</td>
</tr>
<tr>
<td>8.5</td>
<td>2,448.00</td>
<td>7.23</td>
<td>359.56</td>
<td>2,797.25</td>
</tr>
<tr>
<td>9.0</td>
<td>2,592.00</td>
<td>7.65</td>
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*Per credit hour. Effective Fall 2006 Semester: Tuition and fees are subject to changes without prior notice resulting from Board of Trustees or New York State legislative actions.

## Non-New York State Residents – Charges Per Semester*

<table>
<thead>
<tr>
<th>CREDIT HOURS</th>
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Financial Advisement

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 our students, their families, and the Cortland area community. Services include 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 TAP grant is a need-based 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 in 12 or more credit hours in a semester and matriculated at an approved New York State postsecondary institution; and meet family net taxable income criteria.

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 the 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 in 12 or more credit hours in a semester and matriculated at an approved New York State postsecondary institution; and
- 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.

Graduate students may receive awards for up to 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 New York State 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.

New York State Programs
Note: Students who repeat courses that they have already 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 credit 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.

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).

Federal Programs
At the graduate level, students may be eligible for loans under the Federal Stafford Student Loan program and/or Federal Perkins Loan Program, and part-time employment under the Federal Work Study Program. 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 Federal Student Aid by filing a Free Application for Federal Student Aid (FAFSA). The FAFSA may also be filed on the Web at www.fafsa.ed.gov. Upon processing, 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, students’ eligibility will be determined by the Financial Advisement Office. Funds are generally paid directly to students’ institutional accounts after classes begin each semester, except for Work Study wages.

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, and preference is given to undergraduate students. Graduate students should consult with their financial aid advisor if they believe they have “exceptional need”.

Application Procedures: Students must submit the FAFSA application to be considered for this aid source. Graduate students are rarely packaged for Perkins loans automatically, so graduate students are encouraged to meet with their financial aid advisor.

Selection of Recipients and Allocation of Awards: Loans are available to students enrolled at least half-time in a master’s 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 the campus and in the local community. Students are paid as regular part-time employees except that no FICA tax is withheld.

Application Procedures: Students must submit the FAFSA application to be considered for this aid source. Graduate students are rarely packaged for work study automatically, so graduate students are encouraged to meet with their financial aid advisor.

Selection of Recipients and Allocation of Awards: Preference in work study positions is given to full-time undergraduate students, but some graduate students are also employed. Student must continue to make satisfactory academic progress to maintain eligibility. Other factors considered by the Financial Advisement Office in placing students to positions are student location preferences, class schedule, activity schedule and health status.

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. Completion of the “Award Package Acceptance Form” through our online Bannerweb system is required for loan funds to be processed.

Special Note to First Time Borrowers: First-time borrowers at Cortland must complete a Master Promissory Note (MPN) from American Student Assistance (ASA) in Boston, Mass. Return of the completed, signed promissory note will complete the student portion of the process. In subsequent academic years, the existing MPN is used and a new MPN is not necessary. An “Entrance Interview” and selection of lender may also be required of all first-time student loan borrowers at Cortland. The College has arranged for students to perform these functions online through Banner Web.

Graduate Plus Loan
This new loan program is being offered starting with the 2006-2007 aid year. For more information, contact the Financial Advisement Office.

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 applicants’ tribe should be stated with the request. An application is necessary for each year of study. An official needs analysis from the College’s Financial Advisement Office is also required each year. First-time applicants must obtain tribal enrollment certification from the Bureau agency or tribe which records enrollment for the tribe. Awards typically range from $500 to $4,000 per year.

Selection of Recipients and Allocation of Awards: To be eligible, applicants must

• be at least one-fourth American Indian, Eskimo or Aleut;
• be an enrolled member of a tribe, band or group recognized by the Bureau of Indian Affairs;
• be enrolled in or accepted for enrollment in an approved college or university, pursuing at least a four-year degree; and
• have financial need.

Rights and Responsibilities of Recipients: For grants to be awarded in successive years, students 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 receive benefits under the Veterans Education Benefits programs 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, New York.

Tutoring is available without cost to veterans, within established norms, but must be approved and verified by the College’s Veterans Affairs coordinator.
While veterans are required to pay all tuition and 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, 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 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. Institutions are required to report promptly to the VA interrupted attendance or termination of study on the part of students receiving benefits.

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, a financial aid advisor should be consulted.

Financial Independence for Student Financial Aid Programs
The Federal Student Aid program criteria for financial independence may be found in the FAFSA application. By federal law and regulation, students admitted to a graduate program are considered financially “independent” of their parents, regardless of living arrangements or financial support.

The financial independence criteria for the New York State TAP program are distinct from the federal criteria and hence may result in opposite dependency status determinations for the TAP program and federal programs. The independence criteria for TAP 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 consult with their financial aid advisor.

Matriculation and Pursuit of Program
For purposes of financial aid eligibility, students’ status (full-time, half-time, etc.) is determined by including only those credits that contribute to the degree being pursued. While it may be possible to attend additional courses for personal growth and enrichment (outside of those courses required for the degree program), those credits cannot be used to establish or increase eligibility for federal or New York State student aid, including VA benefits. This provision also applies to any course work taken abroad through the International Programs Office, and most undergraduate-level course work taken by graduate students.

Other Sources of Aid
Prospective students are encouraged to explore scholarship 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.

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.

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.

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.

<table>
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<tr>
<th>Year of Eligibility</th>
<th>Percent Completed</th>
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<tbody>
<tr>
<td>1st</td>
<td>50 percent (6 credit hours)</td>
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<tr>
<td>2nd</td>
<td>75 percent (9 credit hours)</td>
</tr>
<tr>
<td>3rd</td>
<td>100 percent (12 credit hours)</td>
</tr>
<tr>
<td>4th</td>
<td>100 percent (12 credit hours)</td>
</tr>
</tbody>
</table>

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 be granted only for exceptional and unusual circumstances beyond the students’ direct control.
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 available to graduate students are the Federal Work Study Program, Federal Perkins Loan, and the Federal Family Education Loan Program, including Subsidized and Unsubsidized Stafford Loans.

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 student 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).

**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 students’ 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 academic records are changed subsequent to the evaluation date, students 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.

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

<table>
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<th>Compatibility Standard</th>
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<th>6th</th>
<th>7th</th>
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<tr>
<td><strong>GRADUATE LEVEL (except professional)</strong></td>
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<td>6</td>
<td>12</td>
<td>21</td>
<td>30</td>
<td>45</td>
<td>60</td>
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**Standards of Satisfactory Academic Progress for Determining Continuing Eligibility for Federal Title IV Student Aid**

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<th>MINIMUM CUMULATIVE GRADE POINT AVERAGE</th>
<th>CUMULATIVE CREDITS EARNED/ATTEMPTED</th>
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<tbody>
<tr>
<td>GRADUATE-LEVEL STUDENTS</td>
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</tr>
</tbody>
</table>

**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(s) beyond the student’s direct control that contributed to or caused the academic difficulty.

Appeal letters should be addressed to the financial advisement director 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 students 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:** Students who lose 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 and 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. Such re-evaluation shall be based upon demonstrated correction of the previous academic difficulty 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.
Assistantships and Fellowships

Foundation Graduate Assistantships
Award: Merit-based award comprised of partial tuition waiver and stipend. Amount is determined annually. 
Eligibility Criteria: Presented to master’s degree candidates who work as graduate assistants in academic/administrative departments.

Graduate Assistantships by Department
Award: Merit-based partial tuition waiver. Some departments may award a stipend. Assistantships are renewable for a second year. 
Eligibility Criteria: Awarded to matriculated graduate students who either teach or perform other functions for academic or administrative departments. 
Availability: Check with the Graduate Studies Office or on the Human Resources Web page under “Jobs” in mid-March for various assistantships. These do vary year by year based on program needs.

Graduate Diversity Fellowships
Award: Merit-based award of up to $10,000 per year comprised of partial tuition waiver and stipend. Amount is determined annually. Annual award covers above and beyond the state and federal aid the student receives. 
Eligibility Criteria: Awarded to students who will contribute to the diversity of the SUNY Cortland campus. Students having a diverse background or historical disadvantages are encouraged to apply.

Additional information on graduate assistantships can be found on the Web at cortland.edu/gradstudies/.

Scholarships

Graduate student scholarship opportunities are limited; therefore, students are advised to pay close attention to deadlines and criteria. Scholarships often have a financial need component. It is recommended that graduate students file the Free Application for Federal Student Aid (FAFSA) each year regardless of whether or not they are interested in student loans. The FAFSA is the main financial aid application that is required for all need-based scholarships.

Unless stated otherwise, scholarship recipients must comply with the standards of Satisfactory Academic Progress (SAP) guidelines on page 26 of this catalog in order to maintain their scholarships. SAP is reviewed after each semester. Students who lose federal aid eligibility will lose their scholarship as well. Students who lose eligibility should follow the same appeal procedures as outlined for Federal Student Aid on page 26 of this catalog.

The following list is complete as of publication of this catalog, but new awards are added frequently. The College’s scholarship coordinator, located in the Financial Advisement Office, maintains a database of Cortland scholarships and other external scholarships. In addition, the scholarship coordinator routinely posts new internal and external scholarship opportunities to the scholarships and financial aid special interest mailing list and publishes a complete listing of all Cortland scholarships annually. Students interested in applying for Cortland scholarships are encouraged to review those listed in this catalog. Scholarship application information may be found on the Cortland Web site.

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:
- Newly matriculated or non-matriculated graduate students, or matriculated or non-matriculated undergraduate students with plans to enroll in a graduate program within one-and-a-half years. 
- Assistant coaches with responsibilities consistent with Level 5 or above

Recipients may not participate as athletes in intercollegiate athletics.

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.

Community Scholarship for Student Volunteers and Interns
Award: One-time merit-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.

Graduate Opportunity Program Tuition Scholarship
Award: One-time need-based award of cost of tuition per semester.
Eligibility Criteria: Available to matriculated graduate students who were former EOP, HEOP or SEEK program graduates.

Non-Traditional Student Scholarship
Award: One-time merit/need-based award of up to $500. 
Eligibility Criteria: Awarded to a full or part-time student having completed at least 12 credit hours of study at SUNY Cortland and 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 a 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 (7-12). 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.

Student Government Association Leadership Scholarship
Award: One-time merit-based award of up to $1,250
Eligibility Criteria: Available to full-time sophomores, juniors, seniors or graduate students with a minimum 2.5 grade point average and demonstrated leadership skills through SGA or other campus service projects as first priority, with community service in the Cortland area as a second priority.

Marion C. Thompson Memorial Scholarship
Award: One-time merit/need-based award of up to $1,500.
Eligibility Criteria: Available to a junior, senior or graduate student majoring in English who has demonstrated academic success and financial need.
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). Certain 500-level courses are for graduate students only.

600-699 courses are 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.

070 section numbers indicate courses offered at off-campus locations.

090 section numbers indicate that the course is a Mohawk Valley graduate course.

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 are for that department’s majors only or may be reserved for a special population or cohort of students.

700-799 section numbers are reserved for students not in the major department.

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 canceled 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 Web on the registrar’s home page. 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

<table>
<thead>
<tr>
<th>PREFIX TITLE</th>
<th>DEPARTMENT OR PROGRAM CENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>African American Studies</td>
</tr>
<tr>
<td>AED</td>
<td>Adolescence Education</td>
</tr>
<tr>
<td>AFS</td>
<td>Air Force – ROTC</td>
</tr>
<tr>
<td>ANT</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ARA</td>
<td>Arabic</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>AST</td>
<td>Asian/Middle Eastern Studies</td>
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<td>ATH</td>
<td>Art History</td>
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<td>ATR</td>
<td>Athletic Training</td>
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<td>ATS</td>
<td>Studio Art</td>
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<td>ATT</td>
<td>Art Theory</td>
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<td>BIO</td>
<td>Biology</td>
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<tr>
<td>BMS</td>
<td>Biomedical Sciences</td>
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<tr>
<td>CAP</td>
<td>Computer Applications</td>
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<td>CHE</td>
<td>Chemistry</td>
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<td>CHI</td>
<td>Chinese</td>
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<tr>
<td>CIN</td>
<td>Cinema Study</td>
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<td>COM</td>
<td>Communication Studies</td>
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<td>CON</td>
<td>Conservation Biology</td>
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<td>COR</td>
<td>Cortland Experience</td>
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<td>CPN</td>
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<td>CPV</td>
<td>Cooperative Education</td>
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<td>CRM</td>
<td>Criminology</td>
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<td>DNC</td>
<td>Dance</td>
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<td>ECO</td>
<td>Economics</td>
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<td>English as a Second Language</td>
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<td>EST</td>
<td>Environmental Studies</td>
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<tr>
<td>EXS</td>
<td>Exercise Science</td>
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<tr>
<td>FLT</td>
<td>Foreign Literature in Translation</td>
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<tr>
<td>FRE</td>
<td>French</td>
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<tr>
<td>FSA</td>
<td>Foundations and Social Advocacy</td>
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<td>GER</td>
<td>German</td>
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<td>GLY</td>
<td>Geology</td>
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<td>GRT</td>
<td>Gerontology</td>
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<td>HLH</td>
<td>Health</td>
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<tr>
<td>HUS</td>
<td>Human Service Studies</td>
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<tr>
<td>ICC</td>
<td>International Communications and Culture</td>
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<td>INT</td>
<td>Interdisciplinary Studies</td>
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<td>IST</td>
<td>International Studies</td>
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<td>ITA</td>
<td>Italian</td>
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<td>IST</td>
<td>Jewish Studies</td>
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<td>Literacy</td>
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<td>Mathematics</td>
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<tr>
<td>MCS</td>
<td>Computer Science</td>
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<tr>
<td>MGS</td>
<td>Multicultural and Gender Studies</td>
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<td>MGT</td>
<td>Management</td>
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<tr>
<td>MLS</td>
<td>Military Science – ROTC</td>
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<td>MUS</td>
<td>Music</td>
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<td>Physical Education</td>
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<td>Study Abroad</td>
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<td>Science, General</td>
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<td>SHH</td>
<td>Speech Hearing-Handicapped</td>
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<td>SOC</td>
<td>Sociology</td>
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<td>SPA</td>
<td>Spanish</td>
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<td>Special Education</td>
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<td>SPM</td>
<td>Sport Management</td>
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<td>THT</td>
<td>Theatre</td>
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<td>VAL</td>
<td>Values</td>
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<td>WRM</td>
<td>Water Resources Management</td>
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<tr>
<td>WST</td>
<td>Women's Studies</td>
</tr>
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</table>

*Note: The table continues with the list of course prefixes.*
Programs of Study, Program and HEGIS Codes

All majors offered by SUNY Cortland are listed on the inventory of Registered Degree and Certification Programs maintained by the New York State Education Department. The number assigned to each major is referred to as the Higher Education General Information Survey (HEGIS) Code. This chart may not represent all concentrations offered at SUNY Cortland. For more information, contact New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, N.Y. 12230.

Degrees awarded: Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Science (M.S.), Master of Science in Teaching (M.S.T.) and Master of Science in Education (M.S.Ed.). A Certificate of Advanced Study (C.A.S.) is also awarded.

<table>
<thead>
<tr>
<th>Program Codes and HEGIS Codes</th>
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<tr>
<td><strong>CERTIFICATES OF ADVANCED STUDY</strong></td>
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<td>American Civilization and Culture</td>
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<td>School Building Leader</td>
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<td>School District Business Leader</td>
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<td>School Building and District Leader</td>
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<td><strong>BIOLOGY</strong></td>
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<td>Adolescence Education (7-12)</td>
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<tr>
<td>Adolescence Education (7-12) with Middle Childhood Extension (5-6)</td>
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<td><strong>CHEMISTRY</strong></td>
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<td><strong>CHILDHOOD/EARLY CHILDHOOD</strong></td>
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<td>concentration: Social Studies</td>
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<tr>
<td>concentration: Technology</td>
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<td><strong>EARTH SCIENCE</strong></td>
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<td><strong>EXERCISE SCIENCE</strong></td>
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<td>Teaching Students with Disabilities</td>
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<td>Annotation: Severe and Multiple Disabilities</td>
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<tr>
<td>concentration: Non-certification</td>
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<tr>
<td>concentration: Physical Education Certification</td>
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<td>PROGRAM</td>
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<td>Adolescence Education (7-12)</td>
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<td>with Middle Childhood Extension (5-6)</td>
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<td>Certification in Physical Education</td>
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<tr>
<td>concentration: Curriculum and Instruction</td>
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<tr>
<td>concentration: Coaching Pedagogy</td>
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<td>(pending SUNY and NYSed approval)</td>
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<td><strong>PHYSICS</strong></td>
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<tr>
<td>Adolescence Education (7-12)</td>
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<td>Adolescence Education (7-12)</td>
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<td>with Middle Childhood Extension (5-6)</td>
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<tr>
<td><strong>PHYSICS AND MATHEMATICS</strong></td>
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<td>Adolescence Education (7-12)</td>
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<tr>
<td>with Middle Childhood Extension (5-6)</td>
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<tr>
<td><strong>RECREATION EDUCATION</strong></td>
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<td>Certification: Recreation Education</td>
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<tr>
<td>concentration: Environmental and Outdoor Education</td>
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<tr>
<td>concentration: Management of Leisure Services</td>
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<tr>
<td>concentration: Therapeutic Recreation</td>
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<tr>
<td>Recreation</td>
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<tr>
<td>concentration: Environmental and Outdoor Education</td>
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<tr>
<td>concentration: Management of Leisure Services</td>
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<tr>
<td>concentration: Therapeutic Recreation</td>
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<td><strong>SECOND LANGUAGE EDUCATION</strong></td>
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<td>concentration: Spanish</td>
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<tr>
<td>concentration: English as Second Language</td>
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<tr>
<td>extension: Bilingual Extension</td>
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<td><strong>SOCIAL STUDIES</strong></td>
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<tr>
<td>Adolescence Education (7-12)</td>
</tr>
<tr>
<td><strong>SPORT MANAGEMENT</strong></td>
</tr>
</tbody>
</table>
Policies
Academic Policies

Non-matriculated Student Attendance
Students who hold a bachelor’s degree and wish to attend graduate courses on a part-time, non-matriculated basis, may do so by registering for the courses. All prerequisites for these courses must be fulfilled.

Non-matriculated students are not assigned advisors and register after degree students. Students who wish to become matriculated or pursue a degree, will need to apply formally for admission by the time they complete nine credit hours or three courses.

Full-time Graduate Status
Students qualify academically as full-time graduate students if they satisfy one of the following:

1. They are registered for nine credit hours (see note below) or more of course work.
2. They have been awarded a graduate assistantship and are registered for six credit hours or more.
3. They are registered for and working full-time on a thesis or independent study. (See note below.)

Note: The full-time definition above does not apply to any student accounts or financial aid issues such as tuition fee charges, federal financial aid (including student loans), state financial aid, veterans benefits or scholarships. The minimum full-time definition for all financial purposes is 12 credit hours per semester.

Maximum Credit Load
The recommended course load is nine to 12 credit hours for graduate study, and graduate students in good standing in consultation with their advisors may register for 14 hours for the fall and spring semesters. For summer sessions, the maximum number of credit hours a student may take each summer session is eight, for a total of 16.

Students taking a three-credit hour short (intensive) course during one five-week term may not take a class that meets the full five-week term, but may register for another short course or, if the schedule permits, two short courses with exclusions made for physical education activities and clinics. None of the courses may overlap. Students taking one-week (intensive) courses are not eligible for financial aid.

Minimum Average Required for Master’s Degree and Certificate of Advanced Study
The master’s degree or certificate of advanced study is awarded to students who have an overall 3.0 grade point average. To enroll in the thesis project or comprehensive exam, a student must have achieved a 3.0 grade point average.

All students enrolled in a master’s degree or certificate of advanced study program are required to maintain a minimum 2.8 cumulative grade point average in graduate work. Students whose cumulative grade point average remains below 2.8 for two consecutive terms of enrollment may be dismissed from the College. At the end of the first semester during which the students’ grade point average falls below 2.8, students are notified that they are in danger of dismissal. The director or assistant director of graduate studies will make notification of dismissal in writing. No grade below C- will be counted toward a master’s degree or a certificate.

Change of Major
Students who want to transfer from one degree program to another must have the approval of the department supervising the new degree program and the director of graduate studies. Change of status forms are available in the departmental offices, on the Web and in the Graduate Studies Office. The department in which degree or certificate study is being pursued has the prerogative to accept or refuse courses completed as part of another curriculum.

Prerequisites
Students enrolled in courses at the graduate level are expected to have the appropriate preparation to enable them to participate fully in those courses. They are responsible for any prerequisites listed for the specific graduate courses.

Incomplete Grades
Work required for incomplete graduate courses (INC) must be completed within one year. The grade of E (failure) automatically is assigned for incomplete courses at the end of one year. If the last class requirement for a degree has a grade of INC (with all other graduation requirements having been met), then the date of the degree will be determined by the date that the INC grade is resolved. Resolution refers to the date on which the student submits the completed work as verified by campus date stamp or postmark. If the INC grade is resolved during the semester or summer session or within 15 business days of the last day of exams for the semester or summer session, then the date of degree conferral will be for that semester (May or December) or summer session (August).

Withdrawal
From a Course
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.

From the College
Students who withdraw from the College for any reason are subject to the procedures described in the academic policies section of this catalog. In addition, students who are withdrawing are expected to notify, in writing, the director of graduate studies by filling out the appropriate withdrawal form.

Leave of Absence
A leave of absence for a specific period of time may be granted to students in good academic standing, that is, not subject to academic dismissal. Students 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. Students not returning to register within a specified time will be classified as official withdrawals. Application for a leave of absence must be made in the Graduate Studies Office.
Retaking Courses
Students may retake a particular graduate course only once, and the cumulative average will reflect only the last grade received. A retake form must be filed in the Graduate Studies Office at the beginning of the semester during which the course will be retaken.

Pass/No Credit Option
Courses taken on a Pass/No Credit basis may not be applied to a SUNY Cortland graduate degree or certificate program. Non-matriculated students may take graduate courses for which they are qualified on a Pass/No credit basis. However, courses taken on a Pass/No credit basis may not be later applied toward a SUNY Cortland degree or certificate program. Matriculated students may not take any course applicable to a Cortland degree or certificate program on a Pass/No Credit basis. Only work of C quality or better may receive a pass grade and students must complete all required work for the course.

Degree Candidacy
Not all degree programs require candidacy. For programs requiring candidacy, students must complete, at Cortland, six credit hours of graduate courses approved by the department in which the graduate-degree program is being pursued. If the grades are As, Bs or a 3.0 grade point average in these approved six hours of course work, students should file for candidacy for the graduate degree.

Application for Candidacy forms are available in the Graduate Studies Office and online. More information on candidacy is available from the graduate coordinator of the degree program or the Graduate Studies Office.

In programs where completion of the master’s degree partly fulfills requirements for professional or permanent certification to teach in New York State, requirements for initial or provisional certification in the teaching area must be obtained before candidacy for the degree can be approved.

Transfer of Academic Credit
Graduate students cannot transfer more than six credit hours of graduate work from another regionally accredited institution. Such transfer credit must have been completed within five years prior to graduate degree conferred at Cortland. This transfer occurs after candidacy for the degree is attained. For programs not requiring candidacy, six credit hours must be earned at Cortland with a 3.0 grade point average or above before the transfer credits are accepted.

Since all such courses must fit into a specific curriculum of SUNY Cortland, prior approval by the department of specialization should be obtained for all courses to be transferred after course work is begun at Cortland. Special forms for this purpose are available in the Graduate Studies Office or online. Only courses with grades of A or B will be transferable. Transfer credit may be applied to the fulfillment of course requirements but is not computed in the grade point average.

Completion of a Degree or Certificate Program
Students nearing completion of a graduate degree or certificate program must complete an Application for Graduation form online only. If applicable, an application form for New York State certification is available from the Graduate Studies Office.

While the College has established three graduation dates for both undergraduate and graduate students in May, August and December, formal commencement ceremonies are conducted only in May. Students graduating in August or December of a given year are eligible to participate in Commencement held in May of that year.

The following deadlines are established for filing an application for graduation and payment of the teaching certificate fee of $50, payable to State Education Department:

<table>
<thead>
<tr>
<th>Graduation Date</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>March 1</td>
</tr>
<tr>
<td>August</td>
<td>May 1</td>
</tr>
<tr>
<td>December</td>
<td>Oct. 1</td>
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</tbody>
</table>

Requirements for the Award of Master's Degrees or Certificates of Advanced Study
The following requirements have been established for the award of master’s degrees and certificates of advanced study at State University of New York College at Cortland:

1. The master’s degree program shall include a minimum of 30 credit hours of graduate-level courses approved by the department of specialization. The Certificate of Advanced Study in American Civilization and Culture requires 18 credit hours of graduate course work. The Certificate of Advanced Study for school building leader and school district leader requires 30 credit hours of course work beyond the master’s degree, and the Certificate of Advanced Study for school district business leader requires 36 credit hours beyond the master’s degree.

2. All degree requirements must be completed within five years of first enrollment in courses required for a degree program, even if such enrollment is on a non-matriculated basis.

3. According to New York State Education Department regulations, all graduate degree requirements leading to the professional teaching certificate must be completed within five years of receipt of the initial teaching certificate.

4. A minimum grade point average of 3.0 in graduate work must be maintained.

5. No grade below C- will be counted toward a master’s degree or a certificate.

6. A minimum of nine credit hours in a degree program must be taken in courses at the 600 level.

7. In the M.A.T. and M.S.T. degree programs leading to initial certification, two consecutive semesters or its equivalent of a foreign language must be completed to apply for certification.

8. Every master’s degree program at Cortland will include satisfactory completion of at least one of the following special requirements, in addition to regular classroom work. The major department will advise students regarding which of these options will be available.

A. A comprehensive examination in the area of study. The examination may not be taken before candidacy for the degree is established. It may be repeated according to regulations established by individual departments, but shall not be taken more than three times.

B. A thesis prepared under the supervision of the department of specialization and subject to the Standards of Graduate Study at SUNY Cortland, acceptable for a maximum of six credit hours of the required program. Formal approval of the thesis topic will not be granted until after candidacy for the degree is established. Theses will be submitted in proper form and prepared in accordance with A Guide for the Preparation of Theses, which is available from the Graduate Studies Office or the individual departments.

C. A special project for up to six credit hours, as determined by the department of specialization. Formal approval of the plan for this special project may not be obtained until after candidacy for a degree is established.
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 associate 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
Students are responsible for arranging with their instructors 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 instructor and the director of graduate studies.

Reporting of Grades
A final grade report is issued at the end of each academic session. At mid-semester students may access and review their estimates and/or quarter grades on the Web.

A change of grade due to instructor error or student appeal must be submitted by the end of the semester following the one in which the course was taken. Once a degree is conferred, the academic record is permanent and cannot be altered. Therefore, no further grade adjustments will be made.

Quality Points/Grade Point Average
The 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 grades have been earned. 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.

Guidelines

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. 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, through negligence, 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 Graduate Studies Office 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.

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. Personal data forms are available in the Graduate Studies Office.

Academic Records
Grades are reported to the Registrar's Office, from which official 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.

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 per week outside of class for each credit hour.

Reporting Absences and Illness
If students 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 Graduate Studies Office. The assistant director will notify the 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 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.
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 week of the semester. Classes may be dropped and added without penalty during this period only. Quarter courses (second and fourth) 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 director of graduate studies in addition to the instructor.

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 such 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-b. 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.

Academic Integrity
The College is an academic community whose mission is to promote scholarship through the acquisition, preservation and transmission of knowledge. Fundamental to this goal is the institution’s dedication to academic integrity. Providing an atmosphere that promotes honesty and the free exchange of ideas is the essence of academic integrity. In this 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. It is also available at www.cortland.edu/judaffairs/relatedpol/sa.html.

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 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.

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
Graduation Procedure
Commencement information and degree/diploma announcements are mailed in October to potential master's degree and certificate of advanced study recipients with at least 18 hours towards the degree or certificate. All candidates for the master's degree or a certificate of advanced study must file for diploma receipt and commencement participation online. In order to apply for both the degree/diploma award and ceremony participation online, students must log on to their SUNY Cortland Web account, at the main menu they must click on Academic Services/Registration and then the Graduation and Commencement menu. Additional information and updates on Graduate Commencement are available on the SUNY Cortland Web site.

Students are required to apply for their degree or advanced certificate prior to March 31. 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.

Each year in early April a Grad Finale™ occurs, offering a variety of services related to graduation.

Teaching Certification Application
Students wanting New York State teaching certification must file an application with a fee of $50. Contact the Graduate Studies Office for information about the online teacher certification application. It is recommended to begin this application process at the time of application for the degree/diploma.

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 for students who have any outstanding obligations to the College. Transcript requests will be returned if there is a “HOLD” on a student’s 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.
Field Experiences:
Student Teaching, Fieldwork, Internships

Eligibility
Certain programs have additional eligibility requirements, which are fully explained under appropriate department sections of this catalog.

To be eligible for student teaching, fieldwork or internships, 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.

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.

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. They 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 placements.

Even after placements have been confirmed (contingent upon 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 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.
### Grading System

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS AWARDED</th>
<th>DEFINITION AND SPECIAL CHARACTERISTICS OR CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>yes</td>
<td>Superior performance</td>
</tr>
<tr>
<td>B</td>
<td>yes</td>
<td>Good performance</td>
</tr>
<tr>
<td>C</td>
<td>yes</td>
<td>Fair performance</td>
</tr>
<tr>
<td>D</td>
<td>yes</td>
<td>Minimally acceptable performance</td>
</tr>
<tr>
<td>E</td>
<td>no</td>
<td>Failure of a course</td>
</tr>
<tr>
<td>IN</td>
<td>no</td>
<td>Incomplete, which automatically becomes an E if work is not made up by end of the prescribed period. Graduate students have one full academic year to make up an incomplete. The grade of E (failure) automatically is assigned or incomplete courses at the end of the year. Exceptions may be granted only upon petition to the instructor and the assistant director of graduate studies. 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 assistant director of graduate studies 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.</td>
</tr>
<tr>
<td>P</td>
<td>no</td>
<td>Pass, for courses taken on Pass/No credit basis.</td>
</tr>
<tr>
<td>LG</td>
<td>no</td>
<td>Late Grade, was not available when the grade report or transcript was printed</td>
</tr>
<tr>
<td>NC</td>
<td>no</td>
<td>No Credit, for courses taken on Pass/No credit basis.</td>
</tr>
<tr>
<td>E/I</td>
<td>no</td>
<td>Indicates that the annotated Cortland course has been repeated or a graduate grade has been removed, and has been excluded (E) from the grade point average calculation and cumulative totals. All grades remain on the transcript, but only the last grade is included (!) in the grade point average and cumulative totals. Students repeating courses must file a form with the Graduate Studies Office during the period in which the course is retaken at Cortland.</td>
</tr>
<tr>
<td>X</td>
<td>no</td>
<td>Indicates official withdrawal from a College course without academic penalty. Such withdrawal must be approved by the instructor, advisor and director of graduate studies.</td>
</tr>
<tr>
<td>N</td>
<td>no</td>
<td>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.</td>
</tr>
<tr>
<td>W</td>
<td>no</td>
<td>Withdrawal from College</td>
</tr>
<tr>
<td>WV</td>
<td>no</td>
<td>Waiver (course requirements were met through Advanced Placement or Proficiency Examination). No credit is granted for such courses.</td>
</tr>
<tr>
<td>H</td>
<td>no</td>
<td>Honors</td>
</tr>
<tr>
<td>S</td>
<td>no</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>no</td>
<td>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.</td>
</tr>
</tbody>
</table>

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. However, no grade below C- will be counted toward a master’s degree or a certificate. Failure of a course is indicated by E. The above letter grades and notations are used by the registrar.
Programs,
Degree Requirements,
Course Descriptions
Adolescence Education

SCHOOL
Arts and Sciences

SUNY Cortland offers 15 graduate certification programs that prepare candidates to teach in grades 7-12. Adolescence education programs are available in the following areas of study, leading to a Master of Arts in Teaching (M.A.T.) or a Master of Science in Education (M.S.Ed.):

Adolescence Education: Biology (7-12) — M.A.T.
Adolescence Education: Biology (7-12) — M.S.Ed.
with Middle Childhood Extension (5-6)
Adolescence Education: Chemistry (7-12) — M.A.T.
Adolescence Education: Chemistry (7-12) — M.S.Ed.
with Middle Childhood Extension (5-6)
Adolescence Education: Earth Science (7-12) — M.A.T.
Adolescence Education: Earth Science (7-12) — M.S.Ed.
with Middle Childhood Extension (5-6)
Adolescence Education: English (7-12) — M.A.T.
Adolescence Education: English (7-12) — M.S.Ed.
with Middle Childhood Extension (5-6)
Adolescence Education: Mathematics (7-12) — M.A.T.

Adolescence Education: Mathematics (7-12) — M.S.Ed.
with Middle Childhood Extension (5-6)
Adolescence Education: Physics (7-12) — M.A.T.
Adolescence Education: Physics (7-12) — M.S.Ed.
with Middle Childhood Extension (5-6)
Adolescence Education: Physics and Mathematics (7-12) — M.S.Ed.
with Middle Childhood Extension (5-6)
Adolescence Education: Social Studies (7-12) — M.S.Ed.

Note: Program is in the Geography and History departments.

Second Language Education:
English as a Second Language (K-12)—M.S.Ed.
French (7-12)—M.S.Ed.
Spanish (7-12)—M.S.Ed.

Note: Programs are in the International Communications and Culture Department.

All adolescence education programs are housed in the School of Arts and Sciences, in the department area of content. For specific program requirements, the appropriate department pages should be consulted. Additional requirements for New York State teacher certification are found on pages 108-109 of this catalog.

Adolescence Education

COURSE DESCRIPTIONS

AED 600: Introduction to Adolescence Education
(A) Secondary school programs and forces that have produced them. Criticisms and future of secondary schools. Selected topics in educational measurement and evaluation. Formerly listed as EDU 600. (3 cr. hr.)

AED 642: Methods I: Teaching the Sciences in the Middle and Secondary Schools
(S) This course begins with an examination of the history and foundations of education, with an emphasis on the history of science education. It then examines disciplinary models and strategies for classroom management. Students will develop tools for measurement and evaluation of performance and achievement for students with diverse abilities and interests. Students will participate in short and long-range lesson planning and curriculum development. Federal and state laws, policies and procedures for dealing with students with disabilities will be examined. Strategies for collaborating with administrators, faculty/staff, parents/guardians and community members will be discussed. Includes 25 hours of field experience in middle and secondary schools. Prerequisites: PSY 533, AED/EDU 600. (3 cr. hr.)

AED 643: Methods II: Teaching the Sciences in the Middle and Secondary Schools
(F) Students will participate in the development of sample course syllabi, a comprehensive laboratory safety plan, field trip proposal and strategies for facilitating parental/community involvement. Students will design and implement classroom demonstrations and laboratory exercises. Alignment of lesson plans with state and national learning standards and state core curriculum guides, strategies for motivation of students with diverse needs and learning styles, and development of assessment tools that parallel those of Regents examinations will be emphasized. Students will explore the uses of technology to enhance the teaching-learning environment in the science classroom. The course will conclude with a discussion of the importance of continuing self-evaluation and professional growth and development. Twenty-five hours of experience in middle and secondary school. Prerequisite: AED 642. (3 cr. hr.)

AED 644: Seminar for Field Practicum
(A) Seminar for field experiences in adolescence education: science (7-12). Biweekly meetings to discuss observations made in middle and secondary school classrooms. Twenty-five hours of field experience required. Prerequisite: AED/EDU 600. (1 cr. hr.)

AED 645: 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 533, AED 643 and 644. See major department for eligibility criteria. S, U grades are assigned. (14 cr. hr.)

AED 646: Seminar in the Teaching of Science in the Middle and Secondary Schools
(S) Significant curriculum patterns, practices, research investigations based on individual needs, interests. (3 cr. hr.)

AED 661: Language Development in Adolescents for Non-Literature Majors
(B) Combines models of first-language acquisition, the structure of the English language, cooperative learning, sentence combining and accelerated learning to develop an overall model for enhancing language development of all adolescents, regardless of dialect and socioeconomic standards. (3 cr. hr.)
Adolescence Education: Science (7-12)

SCHOOL
Arts and Sciences

FACULTY
Rena Crockett Janke (Coordinator)

PROGRAMS OFFERED
Master of Arts in Teaching in Adolescence Education:
- Biology (7-12)
- Chemistry (7-12)
- Earth Science (7-12)
- Physics (7-12)

Master of Science in Education in Adolescence Education:
- Biology (7-12)
- Chemistry (7-12)
- Earth Science (7-12)
- Physics (7-12)
- Physics/Mathematics (7-12)

Master of Arts in Teaching: Adolescence Education: Biology (7-12) [abi]
Master of Arts in Teaching: Chemistry (7-12) [ach]
Master of Arts in Teaching: Earth Science (7-12) [aes]
Master of Arts in Teaching: Physics (7-12) [aph]

The M.A.T. is designed for applicants who have a bachelor's degree in biology, chemistry, geology (earth science), or physics, or a closely related field, and who are seeking initial certification to teach one of the sciences in grades 7-12.

CAREER POTENTIAL
- Teacher: biology, chemistry, earth science or physics in grades 7-12
- Teacher: seventh or eighth grade general science (requires study in at least three sciences)

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program as stated in this catalog, the applicant for enrollment in the program leading to the M.A.T. in adolescence education: science (7-12) should present the following:
1. All undergraduate transcripts that reflect the requirements listed under relevant science:
   - Biology
     - evidence of completion of a bachelor's degree in biology or functionally related area
     - at least 30 credit hours of course work in biology
     - at least 12 credit hours of course work in chemistry
     - at least eight credit hours of introductory physics
     - at least four credit hours of physical geology
   - Chemistry
     - evidence of completion of a bachelor's degree in chemistry or functionally related area
     - at least 30 credit hours of course work in chemistry
     - at least eight credit hours of course work in both introductory biology and introductory geology
     - at least eight credit hours in introductory physics
   - Earth Science
     - evidence of completion of a bachelor's degree in geology or functionally related area
     - at least 30 credit hours of course work in geology/earth science, including a course in meteorology
     - at least eight credit hours of course work in biology and eight credit hours in chemistry
     - at least eight credit hours in physics, plus three credit hours of astronomy
   - Physics
     - evidence of completion of a bachelor's degree in physics or functionally related area
     - a least 30 credit hours of course work in physics
     - at least eight credit hours in chemistry
     - at least eight credit hours of course work in introductory biology or introductory geology
     - Calculus I, II, III and differential equations

2. An overall undergraduate grade point average of at least 2.5 and a grade point average in the major of at least 2.5.
3. Three letters of recommendation from former professors or professional colleagues who can speak to the candidate's preparation and competence for teaching science in grades 7-12.
4. An interview with the coordinator of adolescence education: science (7-12).
5. Application to the SUNY Cortland Teacher Education Program.

PROGRAM REQUIREMENTS
A. Content: *Nine credit hours in area of specialization: biology, chemistry, geology or physics
B. Pedagogy: *33 credit hours, 19 credit hours of course work plus 14 credit hours of student teaching
   LIT 549: Literacy in the Middle and Secondary School
   AED 661: Language Development in Adolescents for Non-Literature Majors
   AED 600: The Secondary School
   AED 642: Methods I: Teaching Science in the Middle and Secondary School
   AED 643: Methods II: Teaching Science in the Middle and Secondary Schools
   AED 644: Field Practicum
   AED 645: Student Teaching
   PSY 533: Advanced Developmental Psychology
   One of the following courses must be taken to fulfill New York State certification requirements:
   - HLH 110: Personal and Community Health or
   - HLH 199: Critical School Health Issues
   *Nineteen credit hours in pedagogy and nine credit hours in content must be taken prior to student teaching. Submission of a professional development portfolio and a minimum overall grade point average of 3.0 are required to be eligible to student teach.
C. Culminating Master's Project: Three credit hours
   SCI 699: Master's Project: Inquiry Curriculum Design

Note: Specific information regarding additional requirements for qualification for the initial certificate in New York State may be found on pages 108-109 of this catalog.

TOTAL CREDIT HOURS REQUIRED: 45
Master of Science in Education
Adolescence Education: Biology (7-12) [ABI]

CAREER POTENTIAL
- Teacher: biology (grades 7-12)
- Science department chair

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to an M.S.Ed. in adolescence education: biology (7-12) should present the following:
1. All undergraduate transcripts that reflect evidence of completion of a bachelor’s degree in biology or functionally related subject area. The transcripts need to show at least 30 credit hours of course work in the area of the certification.
2. Documentation of an initial/provisional certificate, or a certificate of qualification for provisional certification, to teach biology in grades 7-12 issued by the New York State Education Department.
3. An overall undergraduate grade point average of at least 2.5.
4. Three letters of recommendation from former professors or professional colleagues who can speak to the candidate’s preparation and competence for teaching biology in grades 7-12.
5. An interview with the coordinator of adolescence education: science (7-12).

PROGRAM REQUIREMENTS
A. Content: 21 credit hours in the sciences
   12 credit hours in graduate biology
   Nine credit hours in chemistry, geology or physics
B. Pedagogy: Six credit hours
Option I: Without middle childhood extension
   AED 646: Seminar in Teaching Science in the Middle and Secondary Schools
   Education elective from the areas of social, historical, philosophical or psychological foundations of education
Option II: Leads to a middle childhood extension certificate for grades 5-6
   EDU 533: Introduction to Middle Childhood Education
   PSY 533: Advanced Developmental Psychology
C. Culminating Master’s Project: Three credit hours
   SCI 699: Master’s Project: Inquiry Curriculum Design

ADDITIONAL REQUIREMENTS
Other requirements for the award of the degree may be determined by the departments concerned and must be ascertained by the student in consultation with the adolescence education science coordinator.

Note: Specific information regarding additional requirements for qualification for the professional certificate in New York State may be found on pages 108-109 of this catalog.

TOTAL CREDIT HOURS REQUIRED: 30

Master of Science in Education
Adolescence Education: Chemistry (7-12) [ACH]

CAREER POTENTIAL
- Teacher: chemistry (grades 7-12)
- Science department chair

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to an M.S.Ed. in adolescence education: chemistry (7-12) should present the following:
1. All undergraduate transcripts that reflect evidence of completion of a bachelor’s degree in chemistry or functionally related subject area. The transcripts need to show at least 30 credit hours of course work in the area of the certification.
2. Documentation of an initial/provisional certificate, or a certificate of qualification for initial or provisional certification, to teach chemistry in grades 7-12 issued by the New York State Education Department.
3. An overall undergraduate grade point average of at least 2.5.
4. Three letters of recommendation from former professors or professional colleagues who can speak to the candidate’s preparation and competence for teaching chemistry in grades 7-12.
5. An interview with the coordinator of adolescence education: science (7-12).

PROGRAM REQUIREMENTS
A. Content: 21 credit hours in the sciences
   12 credit hours in graduate chemistry
   Nine credit hours in biology, geology or physics
B. Pedagogy: Six credit hours
Option I: Without middle childhood extension
   AED 646: Seminar in Teaching Science in the Middle and Secondary Schools
   Education elective from the areas of social, historical, philosophical or psychological foundations of education
Option II: Leads to a middle childhood extension certificate for grades 5-6
   EDU 533: Introduction to Middle Childhood Education
   PSY 533: Advanced Developmental Psychology
C. Culminating Master’s Project: Three credit hours
   SCI 699: Master’s Project: Inquiry Curriculum Design

ADDITIONAL REQUIREMENTS
Other requirements for the award of the degree may be determined by the departments concerned and must be ascertained by the student in consultation with the coordinator of adolescence education: science (7-12).

Note: Specific information regarding additional requirements for qualification for the professional certificate in New York State may be found on pages 108-109 of this catalog.

TOTAL CREDIT HOURS REQUIRED: 30
Master of Science in Education
Adolescence Education: Earth Science (7-12) [AES]

CAREER POTENTIAL
• Teacher: earth science (grades 7-12)
• Science department chair

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to an M.S.Ed. in adolescence education: earth science (7-12) should present the following:
1. All undergraduate transcripts that reflect evidence of completion of a bachelor’s degree in geology/earth science or functionally related subject area. The transcripts need to show at least 30 credit hours of course work in the area of the certification, including astronomy and meteorology.
2. Documentation of an initial/provisional certificate, or a certificate of qualification for provisional certification, to teach earth science in grades 7-12 issued by the New York State Education Department.
3. An overall undergraduate grade point average of at least 2.5
4. Three letters of recommendation from former professors or professional colleagues who can speak to the candidate’s preparation and competence for teaching earth science in grades 7-12.
5. An interview with the coordinator of adolescence education: science (7-12).

PROGRAM REQUIREMENTS
A. Content: 21 credit hours in the sciences
   12 credit hours in graduate geology
   Nine credit hours in biology, chemistry or physics
B. Pedagogy: Six credit hours
   Option I: Without middle childhood extension
   AED 646: Seminar in Teaching Science in the Middle and Secondary Schools
   Education elective from the areas of social, historical, philosophical or psychological foundations of education
   Option II: Leads to a middle childhood extension certificate for grades 5-6
   EDU 533: Introduction to Middle Childhood Education
   PSY 533: Advanced Developmental Psychology
   C. Culminating Master’s Project: Three credit hours
   SCI 699: Master's Project: Inquiry Curriculum Design

ADDITIONAL REQUIREMENTS
Other requirements for the award of the degree may be determined by the departments concerned and must be ascertained by the student in consultation with the coordinator of adolescence education: science (7-12).

Note: Specific information regarding additional requirements for qualification for the professional certificate in New York State may be found on pages 108-109 of this catalog.

TOTAL CREDIT HOURS REQUIRED: 30

Master of Science in Education
Adolescence Education: Physics (7-12) [APH]

CAREER POTENTIAL
• Teacher: physics (grades 7-12)
• Science department chair

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to an M.S.Ed. in adolescence education: physics (7-12) should present the following:
1. All undergraduate transcripts that reflect evidence of completion of a bachelor’s degree in physics or functionally related subject area. The transcripts need to show at least 30 credit hours of course work in the area of the certification.
2. Documentation of an initial/provisional certificate, or a certificate of qualification for provisional certification, to teach physics in grades 7-12 issued by the New York State Education Department.
3. An overall undergraduate grade point average of at least 2.5
4. Three letters of recommendation from former professors or professional colleagues who can speak to the candidate’s preparation and competence for teaching physics in grades 7-12.
5. An interview with the coordinator of adolescence education: science (7-12).

PROGRAM REQUIREMENTS
A. Content: 21 credit hours in the sciences
   12 credit hours in graduate physics
   Nine credit hours in biology, chemistry or geology
B. Pedagogy: Six credit hours
   Option I: Without middle childhood extension
   AED 646: Seminar in Teaching Science in the Middle and Secondary Schools
   Education elective from the areas of social, historical, philosophical or psychological foundations of education
   Option II: Leads to a middle childhood extension certificate for grades 5-6
   EDU 533: Introduction to Middle Childhood Education
   PSY 533: Advanced Developmental Psychology
   C. Culminating Master’s Project: Three credit hours
   SCI 699: Master's Project: Inquiry Curriculum Design

ADDITIONAL REQUIREMENTS
Other requirements for the award of the degree may be determined by the departments concerned and must be ascertained by the student in consultation with the coordinator of adolescence education: science (7-12).

Note: Specific information regarding additional requirements for qualification for the professional certificate in New York State may be found on pages 108-109 of this catalog.

TOTAL CREDIT HOURS REQUIRED: 30
Master of Science in Education
Adolescence Education: Physics and Mathematics (7-12) [APM]

CAREER POTENTIAL

• Teacher: physics and mathematics (grades 7-12)
• Science department chair

ADMISSION REQUIREMENTS

In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to an M.S.Ed. in adolescence education: physics and mathematics (7-12) should present the following:

1. All undergraduate transcripts which reflect evidence of completion of a bachelor’s degree in physics/mathematics or functionally related subject area. The transcripts need to show at least 30 credit hours of course work in physics and at least 30 hours of course work in mathematics.
2. Documentation of an initial/provisional certificate, or a certificate of qualification for initial or provisional certification, to teach physics and mathematics issued by the New York State Education Department.
3. An overall undergraduate grade point average of at least 2.5.
4. Three letters of recommendation from former professors or professional colleagues who can speak to the candidate's preparation and competence for teaching physics/mathematics in grades 7-12.
5. An interview with the coordinator of adolescence education: science (7-12).

PROGRAM REQUIREMENTS

A. Content: 24 credit hours in physics and mathematics
   12 credit hours in graduate physics
   12 credit hours in graduate mathematics

B. Pedagogy: 3-6 credit hours

Option I: Without middle childhood extension
   AED 540: Technologies in the Adolescence Mathematics Classroom

Option II: Leads to a middle childhood extension certificate for grades 5-6
   EDU 533: Introduction to Middle Childhood Education
   PSY 533: Advanced Developmental Psychology

C. Culminating Master’s Project: Three credit hours
   SCI 699: Master’s Project: Inquiry Curriculum Design

ADDITIONAL REQUIREMENTS

Other requirements for the award of the degree may be determined by the departments concerned and must be ascertained by the student in consultation with the coordinator of adolescence education: science (7-12).

Note: Specific information regarding additional requirements for qualification for the professional certificate in New York State may be found on pages 108-109 of this catalog.

TOTAL CREDIT HOURS REQUIRED: 30-33

BIOLOGICAL SCIENCES

Science

COURSE DESCRIPTIONS

Biological Sciences

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 BIO 502. Prerequisite: Four semesters of biology or permission of the instructor. (3 cr. hr.)

BIO 505: Case Studies in Conservation Biology
(M-O) 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. Prerequisite: BIO 110 and 111 or BIO 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 110-111 or BIO 201-202, 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 mechanics 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 516. Prerequisites: Four semesters of biology including a course in genetics. (3 cr. hr.)

BIO 523: Field Mycology
(M-O) 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-O) 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 529, 629: 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 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.)

BIO 600: Biology of Human Aging
(F-C) Biological aspects of human aging; cellular aging and cancer, structural and functional changes in all major body systems, age-related dysfunctions and the causes of biological aging. (3 cr. hr.)

BIO 607: Integrated Field Biology
(C-O) Examination of biological diversity and natural history through an integrated experimental approach. Occasional Saturday or weekend field trips may be required. One two-hour and one three-hour lecture/laboratory per week. Not open to students with credit for either BIO 307 or BIO 310. Prerequisite: One year of college-level biology. (3 cr. hr.)

BIO 690: Research in Biology
(O) Graduate independent research under faculty direction. Written report or thesis required. May be repeated for a maximum of six credit hours. Prerequisite: Consent of department. (1-6 cr. hr.)

Chemistry

CHE 500: Advanced Organic Chemistry
(O) Reaction mechanisms, physical organic chemistry and theoretical concepts in organic chemistry; recent developments. Prerequisites: CHE 302. (3 cr. hr.)

CHE 529, 629: 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 540: Advanced Inorganic Chemistry
(F) 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.)

CHE 607: Chemistry in Elementary School and Junior High Curriculum
(O) Various chemical topics. Typical subtitles include: Organic Chemistry, Biochemistry, Environmental Chemistry, Chemistry and Energy, Geochemistry, Agricultural Chemistry, Chemistry and the Modern World. Maximum of nine credit hours may be elected, if subtitles differ. Not open to chemistry majors. Prerequisites: Nine hours of science, consent of department. (2-3 cr. hr.)

CHE 608: Modern Chemistry in the Secondary School Curriculum
(O) Theories, concepts in chemistry for secondary school curriculum; ways of using these ideas to promote better understanding of subject. Prerequisite: Consent of department. (3 cr. hr.)

CHE 660: Radio and Nuclear Chemistry
(O) Modern techniques of nuclear chemistry, neutron activation analysis, neutron diffraction. Prerequisite: CHE 540. (3 cr. hr.)

CHE 680: Independent Study in Chemistry
(A) Directed study or research for qualified graduate students. (1-6 cr. hr.)

Geology

GLY 529, 629: 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 550: Geology of New York State
(O) 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 12 hours of geology, biology, chemistry and/or physics at 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 presentations, 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 106, or 201 and 202. Also listed as PHY 595. (3 cr. hr.)

Gly 690: Thesis  
(O) Prerequisite: Consent of department. (3-6 cr. hr.)

Gly 699: Independent Research  
(O) Advanced individual research into geological problems. Prerequisite: Thirty-six hours of geology. May be repeated for credit. (1-3 cr. hr.)

Physics

Phy 529, 629: 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 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 PHY 202 and MAT 126 or 236. 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. Prerequisite: 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. Prerequisites: 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, Schrödinger’s equation, the solution of Schrödinger’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.)

Phy 690: Independent Study in Physics  
(O) Graduate independent study and/or research under faculty direction. A written report or thesis is required. May be repeated for not to exceed six credit hours. Prerequisite: Consent of department. (1-3 cr. hr.)

Science

Sci 699: Master’s Project: Inquiry Curriculum Design  
(A) This course serves as a culminating experience for students in the Master of Arts or Master of Science in Education programs for the sciences. Students will become familiar with contemporary studies of the nature of science and with current research on the promotion of inquiry-based science at the secondary level. The primary focus will be the development of an original inquiry unit by collaborative curriculum design teams. Other assignments will include short reflective essays and lab designs. (3 cr. hr.)
American Civilization and Culture

PROGRAM

SCHOOL
Arts and Sciences

Note: This program is for international students only.

ADMISSION REQUIREMENTS
Applicants for enrollment in the program leading to the Certificate of Advanced Study (C.A.S.) in American Civilization and Culture should present the following:

1. B.A., B.S. or equivalent degree offered by a foreign university.
2. Demonstrated command of written and spoken English as verified by the appropriate scores on the TOEFL Examination.

PROGRAM REQUIREMENTS
1. A total of 18 hours of graduate course work.
2. Twelve hours of an approved interdisciplinary concentration with a demonstrable coherence and direction such as:
   - American History or Government
   - American Social and Economic History
   - American and English Literature
   - American Literature
   - Foundations of American Education
   - American Institutions

3. Six hours of graduate course electives in American civilization and culture to be selected in consultation with the advisor.
4. At least six credit hours of course work at the 600-level.
5. A minimum B (3.0) grade point average in courses taken to complete the program, with no grade below a C- counting toward certificate requirements.
6. Additional requirements: Students must meet any specific prerequisites for any course they wish to take or obtain special permission of the instructor and the department chair concerned. Special permission may require a diagnostic examination.

The specific course components of each student’s program of study must be approved by the faculty advisor and the dean of the student’s school.
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 Potter, Margaret Richardson, Patricia Roiger, Kimberly Rombach, Judith Schillo, Shufang Shi, Susan Stratton, Gail Tooker

ADJUNCT FACULTY
For a listing of adjunct faculty see pages 132-135.

PROGRAMS OFFERED
Master of Science in Teaching: Childhood Education
Master of Science in Education: Childhood Education

Master of Science in Teaching Childhood Education (1–6) [CHD]
The M.S.T. is designed to begin in the spring or fall and continue through the following spring or fall for a total of 51 credit hours, including both summer sessions.

This is a full-time program that requires field experiences in schools each semester. On completion of the courses, college requirements, and state requirements detailed below, graduates will receive a master’s degree and New York State Initial Certification.

CAREER POTENTIAL
• Elementary school teacher

ADMISSION REQUIREMENTS
1. Completion of M.S.T. Graduate Program Application submitted to the Graduate Studies Office
2. An interview with graduate programs representative
3. B.A. or B.S. in a liberal arts area from a regionally accredited college
4. Approved concentration of 36 hours in a liberal arts area
5. Minimum of two undergraduate courses in each of the following areas: English, social studies (history, geography, economics, political science, sociology), mathematics and science, as well as general preparation in the following areas: physical education, fine arts and career and occupational studies
6. Foreign language: Successful completion of one year of college-level study of a language other than English or the equivalent. See page 108 of this catalog for alternate ways of meeting this requirement.
7. Child psychology course
8. Basic competency in technology (computing) as determined by the students’ records and experiences
9. Strong academic record, demonstrated by a minimum undergraduate grade point average of 3.0 or better, GRE scores, or other standard test scores, indicating the ability to do graduate-level work
10. Letter of introduction (writing sample) that includes a self-description, background of experiences, and goals
11. Resume
12. Application to the SUNY Cortland Teacher Education Program

GRADUATION REQUIREMENTS
1. Completion of all required courses in the M.S.T. program, including the master’s project.
2. Overall grade point average of at least 3.0 in the M.S.T. program.
3. Appropriate teaching dispositions

NEW YORK STATE CERTIFICATION REQUIREMENTS
1. Health Education Course that fulfills state mandate (e.g. Health 265)
2. Passing score on the Liberal Arts and Sciences Test (LAST)
3. Passing score on the Assessment of Teaching Skills - Written (ATS-W)
4. Content Specialty Test (CST)
5. Child Abuse Identification and Reporting workshop
6. School Violence Prevention and Intervention workshop

COURSE SEQUENCE
A. First Semester: 12 credit hours
   EDU 510: Inquiry into Teaching, Technology, and Research Observation (30 clock hours)
   LIT 511: Teaching Literacy in the Primary Grades
   EDU 512: Teaching Elementary School Mathematics
   EDU 513: Teaching Elementary School Science
B. Second Semester or Summer Sessions I and II: 12 credit hours
   Session I: EDU 514: Teaching Elementary Social Studies
   EDU, FSA, LIT, SPE elective
   Session II: Tutorial (25 clock hours)
   LIT 516: Teaching Literacy in the Intermediate Grades
   EDU 650: Educational Assessment
C. Third Semester or Summer Sessions I and II: 12 credit hours
   Practicum (100 clock hours)
   EDU 656: Classroom Applications of Child Development
   EDU 657: Elementary School Practicum and Research Seminar
   EDU 658: Classroom Organization and Management: Theory and Practice
   EDU 670: Foundations of Education
D. Fourth Semester
   15 credit hours
   Teaching (minimum of two six-week, full-time teaching assignments at two levels)
   EDU 690: Student Teaching I
   EDU 691: Student Teaching II
   EDU 698: Student Teaching/Culminating Research Project Seminar

TOTAL CREDIT HOURS REQUIRED: 51
Master of Science in Education
Childhood Education [CED]

The program is intended for students who have a bachelor’s degree in elementary or childhood education. It requires a minimum of 33 credit hours of approved graduate course work including culminating experience.

CAREER POTENTIAL

• Elementary school teacher
• Curriculum specialist
• Community college/college instructor

ADMISSION REQUIREMENTS

In addition to meeting the requirements for admission to a degree program as stated in this catalog, the applicant for enrollment in the program leading to a Master of Science in Education in Childhood Education (1-6) should present the following:

1. Official transcripts documenting a bachelor’s degree from a regionally accredited college or university
2. Documentation of an initial/provisional certificate, or a certificate of qualification for initial or provisional certification, in childhood education/elementary education issued by the New York State Education Department
3. An overall undergraduate grade point average of at least 2.8
4. Recommendation forms completed by two individuals. Forms are available from the Graduate Studies Office or the Web
5. A typewritten statement demonstrating commitment to and interest in childhood education as well as ability to write clearly and well. The statement must answer the questions below.
   • What are your reasons for committing to work with students in elementary school?
   • What are your reasons for selecting SUNY Cortland for graduate studies, and specifically for M.S.Ed. in Childhood Education?
   • What are your long-term goals and how do you see this program supporting you in achieving those goals?
   • What other information do you deem relevant for reviewers to know?

Students should matriculate before beginning course work and must establish candidacy for the degree between their sixth and 15th hour of course work. According to College policy, no more than six graduate credit hours may be transferred from another college; only course work completed in the five years prior to completion of the graduate program may be included in the degree program.

ADDITIONAL REQUIREMENTS

Candidates for the degree must meet any additional undergraduate or graduate requirements for the award of the degree established by the Childhood/Early Childhood Education Department. Such additional requirements must be ascertained by the student in consultation with a Childhood/Early Childhood Education Department advisor.

Specific information regarding requirements (state examinations, identification and reporting of child abuse and maltreatment, alcohol and drug abuse education, school violence prevention training, and foreign language requirements) for New York State teaching certification can be found on pages 108-109 of this catalog.

More detailed information is found in the Graduate Advisement Manual, available at the Childhood/Early Childhood Education Department or at the department Web site.

A. Required Initial Courses: Six credit hours
   EDU 651: Understanding and Conducting Educational Research
   EDU 671: Issues in Foundations of Education
   Prerequisite: Student Teaching

B. Required Core Courses: 15 credit hours
   EDU 551: e-Learning and the American Classroom
   EDU 660: Curriculum Analysis in American Education
   LIT 539: Reading and Writing Across the Curriculum
   EDU 524: Democracy and Social Education
   EDU 522: Readings, Research and Teaching Innovations in Mathematics and Science Education

C. Required Specialty Strands: 12 credit hours
   Each student in the program must choose one specialty strand and take the courses in that strand.

SOCIAL STUDIES STRAND

One arts and sciences graduate elective at 500-600 level (3 cr. hr.) approved by strand coordinator and
EDU 640: Conflict and Controversy in Social Education
   Prerequisite: EDU 524, may be taken concurrently
EDU 647: Social Education in the Digital Age
   Prerequisite: EDU 524, may be taken concurrently
EDU 652: Master's Project or EDU 699: Master's Thesis
   Prerequisite: Completion of 30 hours of course work

MATH AND SCIENCE STRAND

One arts and sciences graduate elective at 500-600 level (3 cr. hr.) approved by strand coordinator and
EDU 610: Advanced Topics in Mathematics Education
   Prerequisite: EDU 522, may be taken concurrently
EDU 648: Seminar in Elementary Science Education
   Prerequisite: EDU 522, may be taken concurrently
EDU 652: Master's Project or EDU 699: Master's Thesis
   Prerequisite: Completion of 30 hours of course work

TECHNOLOGY SPECIALIST STRAND

One arts and sciences graduate elective at 500-600 level (3 cr. hr.) approved by strand coordinator and
GRY 520: Maps in the Classroom
EDU 630: New Media in the Classroom
   Prerequisite: EDU 551
EDU 652: Master's Project or EDU 699: Master's Thesis
   Prerequisite: Completion of 30 hours of course work

TOTAL CREDIT HOURS REQUIRED: 33
Childhood/Early Childhood Education

COURSE DESCRIPTIONS

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 (30 clock hours). Prerequisite: Admission to the M.S.T. Program. Undergraduates restricted. (3 cr. hr.)

EDU 512: Teaching Elementary School Mathematics
(B) The goal of this course is to prepare pre-service 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 pre-service 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 to 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, 512, 513 and LIT 511. (3 cr. hr.)

EDU 522: Readings, Research and Teaching Innovations in Mathematics and Science Education
(B) 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
(O) Objectives, content of science programs for children in prekindergarten through middle school. Planning pupil activities, utilizing teaching aids, materials. Prerequisite: Student teaching. (3 cr. hr.)

EDU 524: Democracy and Social Education
(B) 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 530: Seminar in Student-Centered Experiential Learning
(O) Open to elementary/secondary education majors. This is a student-centered, active participation course based primarily on John Dewey’s philosophy. Requirements such as following the Core Practices which are based on Dewey’s work and derived from Foxfire remain constant and are applied during each meeting of the course. Readings, discussions, and activities are designed to help students understand and employ the Core Practices and other concepts during the course. Prerequisites: Students teaching at the elementary, early secondary, or secondary level; 2.3 grade point average required. (3 cr. hr.)

EDU 531: Creativity in Curriculum and Instruction
(O) Research, objectives and procedures related to creativity in teaching and learning. Emphasis on development, implementation and assessment of integrated curriculum activities to enrich learning experiences and nurture creative processes. (3 cr. hr.)

EDU 532: Elementary School Mathematics II
(O) Extension of EDU 522, introduces additional math concepts including informal geometry, metrics, number patterns, probability. Prerequisite: Student teaching. (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, 442 or 443, or SSS 301-02. (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. Prerequisite: Student teaching. (3 cr. hr.)

EDU 551: e-Learning and the American Classroom
(B) 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. Prerequisites: junior, senior or graduate standing, education methods course, consent of instructor. Also listed as WST 552. (3 cr. hr.) ■

EDU 559, 659: 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 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.)

EDU 610: Advanced Topics in Mathematics Education
(B) This course explores the elementary school mathematics curriculum as well as issues involving teaching mathematics and assessing mathematics learning at grade levels K-6. Throughout the semester, these issues are connected with the research in mathematics education, the NCTM standards, and New York State M.S.T. standards. Emphasis is placed on integrating mathematics with language arts, science, technology, and real life experiences. Prerequisite which may be taken concurrently: EDU 522. (3 cr. hr.)

EDU 611: Practicum in Corrective Elementary School Mathematics
(O) Practicum in diagnosis and remedial treatment. Prerequisite: EDU 610; may be taken concurrently with EDU 610. (3 cr. hr.)

EDU 620: Research and Evaluation in Early Childhood Education
(O) Uses of types of research; techniques for studying evaluating teacher behavior, children's learning. Practicum required at beginning of concentration. (3 cr. hr.)

EDU 621: Learning Experiences for Young Children
(O) Concentrated, creative work in study, design and integration of learning experiences in specific subject, skill areas for infants through early primary years. Interdisciplinary workshops, practicum. (3-6 cr. hr.)

EDU 622: Programs and Theories in Early Childhood Education
(O) Model programs, underlying theories of learning and development. Overall curriculum design, continuity from preschool to early primary programs. Practicum, field trips to different types of programs. (3 cr. hr.)

EDU 623: Coping with Individual Differences in the Classroom
(O) Workshops in interpretive, instructional management competencies to deal effectively with educationally important differences in three- to eight-year-old children. Focus on disadvantaged child. Practicum. (2-4 cr. hr.)

EDU 627: Problems in the Teaching of Junior High School Mathematics
(O) Examination of junior high school mathematics curriculum; organizational patterns, materials, teaching techniques that develop mathematical competencies and understandings. Specific problem areas investigated. Prerequisite: Consent of instructor. (3 cr. hr.)

EDU 630: New Media in the Classroom
(B) The development of new electronic tools for the creation of learning materials and environments has provided the potential for unlimited new ways of teaching. This course will provide a theoretical framework and hands-on experience with using these tools and creating learning materials. Previous experience with computers and digital media is required. Prerequisite which may be taken concurrently: EDU 551. (3 cr. hr.)

EDU 640: Conflict and Controversy in Social Education
(B) This course involves the systematic study of the theories and methods that deal with teaching social issues to diverse populations of elementary school students. The course will consider aspects of the history of social studies and theory and research in social education. The course will address, among other things, the nature of controversial subject matters, the methods of teaching critical social-inquiry, and the ways of constructing a learning community or milieu. Attention will also be directed at developing competencies in social studies-related learning strategies, such as problem solving, critical thinking and reading, awareness of current events, and participatory citizenship activities. Prerequisite which may be taken concurrently: EDU 524. (3 cr. hr.)

EDU 664: Independent Study
(A) Independent research into problems in education under the guidance of a faculty member. Students are responsible for arranging for faculty sponsorship; sponsor will determine design of study. Consent of Childhood/Early Childhood Education Department chair required. (1-3 cr. hr.)

EDU 664: Seminar in Elementary Science Education
(B) This course will review the literature in science education. Students will examine various science education programs and assess their effectiveness in supporting national and state learning standards. Prerequisite which may be taken concurrently: EDU 524. (3 cr. hr.)

EDU 664: Educational Assessment
(B) Measurement, evaluation of pupils, curriculum. (3 cr. hr.)

EDU 665: Understanding and Conducting Educational Research
(A) An initial course in the reading, analysis, and design of research in education. EDU 651 is intended to provide graduate students with basic understanding of text, information, and methodology to be applied throughout the master’s program. Prerequisite: Student teaching. (3 cr. hr.)

EDU 662: Master’s Project
(A) The Master’s Project is a culminating experience in the master’s of education programs, building on work begun in EDU 651 and resulting in extensive research and writing on a topic appropriate to a student's program, under direction of a project advisor. Candidates' projects demonstrate comprehensive understandings of the knowledge and practices of their selected field of study and evidence that they have met all college criteria for the master's degree and the New York State Education Department criteria for the initial or professional certification.

Course 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, ■ = LAS
EDU 522, 524, 551, 651, 660, 671 and LIT 539; completion of 30-hour master's program. (3 cr. hr.)

EDU 654: Seminar In Elementary Science Education II
(O) In-depth study of area of interest to student. Development of research proposal to be implemented, evaluated as integral part of course. Prerequisite: EDU 648. (3 cr. hr.)

EDU 656: Classroom Applications of Child Development
(B) This course is designed to examine the relationship between child development and elementary school curricula with a focus on identifying children's strengths and appreciating individual differences in order to promote the optimal development and learning of children with diverse characteristics and varying abilities and disabilities. Prerequisites: EDU 516 and 650. (3 cr. hr.)

EDU 657: Elementary School Practicum and Research Seminar
(B) This course has two components. Students will participate in a 100-hour practicum in an elementary school setting. Here they will work collaboratively with the classroom teacher in areas of planning, instruction, assessment and classroom management that will lead them towards a clearer understanding of the role of the teacher in the classroom and prepare them for the more intense student teacher semester. In addition, they will attend a weekly seminar focusing on issues related to the practicum. They will also explore issues, trends, and practices in classroom inquiry and teacher action research that will lead to the development of a research proposal for the M.S.T. Program master's project. The M.S.T. Coordinator will oversee the students' practicum experience. Prerequisites: EDU 516 and 650. (3 cr. hr.)

EDU 658: Classroom Organization and Management: Theory and Practice
(B) The course will introduce students to theories of classroom organization and management which address student learning and development. The course will include exploration of teachers' practices as they relate to the structure of schools, and student diversity, learning and development. Models for organization and management of the classroom environment, materials and procedures will be discussed, as will models for identifying, preventing and resolving behavior problems and promoting personal and social responsibility. All models considered in the course will be examined in light of application to experiences in the practicum setting. Prerequisites: EDU 516 and 650. (3 cr. hr.)

EDU 660: Curriculum Analysis in American Education
(A) The purpose of this course is to give students analytical tools with which to examine and create curricula so that curriculum material will best serve the needs of all learners. The course is presented in part as an historical overview of the curriculum field to help students understand the purposes and processes of public education. (3 cr. hr.)

EDU 666: Curriculum Construction
(O) Principles, practices, issues underlying construction of curriculum for public school. Analysis of selected programs. Also listed as EDA 666. (3 cr. hr.)

EDU 668: Integrative Teaching with Technology
(O) Focuses on preparing teachers to innovatively address learning standards for mathematics, science and technology, and to integrate subjects across the school curriculum using current technologies, e.g., Geographic Information System mapping software, Global Position System, Internet sources. Team problem solving, the scientific method, field-based experiments and lesson construction are applied in a variety of methods to implement math/science/technology learning standards. Also listed as GRY 668. (3 cr. hr.)

EDU 670: Foundations of Education
(B) This course will focus on the historical, philosophical, political-economic and social foundations of education, with an investigation of the basic purposes or ends of American schooling since the rise of the Common School in the 19th century. Topics will be examined in relation to current scholarship, the links between educational thought and practice as reflected in students' observations during the practicum, and the thematic threads in the M.S.T. program. Prerequisites: EDU 516 and 650. (3 cr. hr.)

EDU 683: Supervision in Elementary School Science
(O) Organization, principles, techniques for pre-kindergarten through middle schools. Curriculum development, design emphasizing techniques for evaluation. Prerequisites: EDU 648, 654. (3 cr. hr.)

EDU 684: Supervision of Student Teaching
(O) Identification of needs, problems of prospective teachers. Ways to guide, evaluate during student teaching experience. For teachers who are or will be supervising student teachers. Sectioning for elementary, secondary emphasis. (3 cr. hr.)

EDU 687: Introduction to Counseling and Guidance
(O) Selected personality theories, related concepts of counseling; applied techniques to educational settings. (3 cr. hr.)

EDU 690: Student Teaching I
(B) The culmination of the M.S.T. Program, this faculty-supervised teaching experience emphasizes applying the principles of learning and research gained throughout the program. A six-week, first-half semester of teaching in childhood or middle childhood settings (grades 1-6). Prerequisites: EDU 658 and 670. (6 cr. hr.)

EDU 691: Student Teaching II
(B) The culmination of the M.S.T. Program, this faculty-supervised teaching experience emphasizes applying the principles of learning and research gained throughout the program. A six-week, second-half semester of teaching in childhood or middle childhood settings (grades 1-6). Prerequisites: EDU 658 and 670. (6 cr. hr.)

EDU 698: Student Teaching/Culminating Research Project Seminar
(B) The culminating activity in the M.S.T. Program, this course will connect the strands of the program through review of research and discussion of philosophy, theory and practice. This seminar will meet for one and a half hours per week during each week of student teaching and for approximately 20 hours during the week between student teaching experiences. The seminar will focus on issues related to student teaching and completing the research project. Corequisite with EDU 690 and 691. Prerequisite: EDU 657. (3 cr. hr.)

EDU 699: Master's Thesis
(A) Optional culminating activity, resulting in original research and writing on a topic appropriate to a student's program, under direction of a thesis committee. Students accepted only at option of Childhood/Early Childhood Education Department. Master's thesis guidelines available from Childhood/Early Childhood Education Department. Prerequisites: EDU 651, consent of department and completion of 24 hours of course work. (6 cr. hr.)
Educational Leadership

DEPARTMENT

SCHOOL
Education

FACULTY
Mary Kinsella (Chair)

ADJUNCT FACULTY
For a listing of adjunct faculty see pages 132-135.

PROGRAMS OFFERED
Certificate of Advanced Study: Educational Leadership
The Certificate of Advanced Study (C.A.S.) program prepares students to become school administrators. The program requires 30 to 36 credit hours, depending on the student's area of interest, including an administrative internship. Students and their advisors develop programs to fit the student's career goals.

MISSION STATEMENT
The SUNY Cortland Educational Leadership Department prepares educational leaders by integrating theory and practice to develop schools and other learning communities effectively.

A Certificate of Advanced Study (C.A.S.) will be given to students who have been accepted and satisfactorily completed all program requirements. Candidates must hold an earned master's degree.

Candidates for school building leader (SBL) and school district leader (SDL) must hold a permanent teaching certificate issued by the State of New York. Candidates for school district business leader (SDBL) must complete 66 credit hours of approved graduate study above the bachelor's degree. Candidates for the school district leader (SDL) must hold a permanent teaching certificate issued by the State of New York. Candidates for school building leader (SBL) and school district leader (SDL) programs and an official transcript showing the master's degree already conferred.

To be considered for the Educational Leadership program, applicants must include, in addition to the completed graduate school application, the following materials:
1. Certification and Degree: Proof of permanent or professional New York State teaching certification for those applicants in school building leader (SBL) and school district leader (SDL) programs and an official transcript showing the master's degree already conferred.
2. Resume: An updated resume with a minimum of three references with current phone numbers.
3. Recommendations: Three completed, signed and dated Candidate Recommendation Forms, which are available at cortland.edu/edleadership/appinfo.html. These recommendation forms must be completed by practicing school leaders who support the applicants' candidacy. Once completed by the reference person, the forms should be returned to the applicants in a signed and sealed envelope to ensure confidentiality. They should be included in the submitted packet. Please note the following:
a. Applicants from the teaching field must have one form from an administrator in their district's central office, a second form from the immediate supervisor and a third form from a practicing educational administrator of their choice.
b. Applicants from a non-teaching, non-traditional background, must have one recommendation form from their current organization's chief executive officer, one form from their immediate supervisor and a third form from an educational supervisor/administrator of their choice.
4. Essay: A written essay (one-to-two pages, double-spaced with 12-point type) that addresses the following question: What is your vision of the school leader in American public schools of the 21st century?
a. This essay is due at the time of all other application materials and becomes part of the application file; this paper should not be handed in at a separate time.
b. This paper should be well written, word processed and in the form and quality that a future school leader would proudly provide a superintendent and/or board of education for review. A rubric for this essay may be downloaded at cortland.edu/edleadership/appinfo.html.

This completed packet, along with the graduate studies application, is to be returned to the Graduate Studies Office. Once the completed application packet is received, it will be scheduled for review by the Educational Leadership Department faculty committee.
Administrative Internship

All students must complete the requirements for an administrative internship under the supervision of a practicing school administrator and a representative of SUNY Cortland. Several options for satisfying the internship requirement are available and must be approved by the department chair.

The internship for the SDBL must be conducted in a business office environment. Students must complete at least 21 credit hours of course work before beginning the internship experience. At least six of the core courses must be completed with the 21 credit hours.

Advisement is available from the full-time faculty, handouts and the catalog available in the department office. For more information, call (607) 753-2444.

Certificate of Advanced Study
School Building Leader [SBL]

Course Sequence

EDL 613: Principles of Financial Leadership
EDL 615: Educational Leadership and the Law
EDL 616: Principles of Curriculum Leadership
EDL 657: Principles of Organizational Leadership
EDL 678: Strategic Supervision and Leadership
EDL 680: Principal Leadership
EDL 683: Principles of Special Programs Leadership
EDL 696: Internship in School Leadership
EDL 699: Culminating Seminar
EDL ___: Elective

Total Credit Hours Required: 30

Note: Those students wishing to pursue a position as athletic director should take EDL 606 as an elective.

Note: Students who take EDL 690 as an elective can obtain both the SBL and SDL — School Building and District Leader [CAS_SBL_SDL]

Certificate of Advanced Study
School District Leader [SDL]

Course Sequence

EDL 613: Principles of Financial Leadership
EDL 615: Educational Leadership and the Law
EDL 616: Principles of Curriculum Leadership
EDL 657: Principles of Organizational Leadership
EDL 678: Strategic Supervision and Leadership
EDL 683: Principles of Special Programs Leadership
EDL 690: Principles of School District Leadership
EDL 696: Internship in Educational Leadership
EDL 699: Culminating Seminar
EDL ___: Two electives (six credit hours)

Total Credit Hours Required: 30

Note: Students who take EDL 680 as an elective can obtain both the SBL and SDL — School Building and District Leader [CAS_SBL_SDL]

The Educational Leadership Department strongly suggests that students apply for admission into the dual SBL_SDL program (if qualified). Students will be more marketable in the work force with the dual School Building and School District Leader program.
EDL 606: Seminar in Athletic Program Leadership
(M) The responsibilities and tasks of the position of athletic director, including the leadership roles, development of program philosophy, eligibility, coaching requirements and the political aspects of the position. (3 cr. hr.)

EDL 613: Principles of Financial Leadership
(B) The role of financial management at the building level, the management of budgets, managing building and student accounts, working with the business office and officials, the diversity of roles and responsibilities, and the legal and ethical ramifications related to financial management at the school level. (3 cr. hr.)

EDL 615: Educational Leadership and the Law
(B) The legal, political and ethical issues faced by the school leader, and a basic understanding of parent and student rights, personnel issues, contract negotiations and management, and other legal and education regulations that affect the school leader. (3 cr. hr.)

EDL 616: Principles of Curriculum Leadership
(B) An understanding of curriculum, instruction, assessment and the program reform process, addressing the curriculum development process, and models and strategies for supervision of curriculum. (3 cr. hr.)

EDL 618: Field Studies in School Leadership
(B) An opportunity to observe, speak with, and shadow school leaders and to become acquainted with the various administrative roles throughout a school organization. (3 cr. hr.)

EDL 629: Special Topics in Educational Leadership
(O) An occasional course that will address special topics and issues as they relate to educational leadership, organizational development, legal processes, new mandates or other pertinent topics of concern. (3 cr. hr.)

EDL 656: Principles of Public School Finance
(B) The concepts, principles, regulations, laws, and roles and responsibilities required for managing and leading the multiple financial functions of the school district business office. (3 cr. hr.)

EDL 657: Principles of Organizational Leadership
(B) Explores the roles, responsibilities and skills of the strategic, instructional and political leader within the organization, addressing organizational development, systems thinking, complexity theory, cultural diversity and the change process. (3 cr. hr.)

EDL 666: Leadership in Curriculum Development
(B) The principles, practices and issues specific to and underlying the development of the curriculum in the public school. Focus is on the practical application of the techniques of curriculum development for specific and selected programs. (3 cr. hr.)

EDL 678: Strategic Supervision and Leadership
(B) An in-depth understanding of supervision of instructional and non-instructional staff and student management techniques through the exploration of theories of motivation, legal ramifications and models of supervision. (3 cr. hr.)

EDL 680: Principal Leadership
(B) The role of the principal, the change process, student guidance and management, legal aspects, curriculum supervision and models of decision-making and shared leadership. (3 cr. hr.)

EDL 683: Principles of Special Programs Leadership
(B) The principles, laws, mandates and procedures required to manage and provide leadership for special programs such as pupil personnel, special education, social services and supplementary funding programs. (3 cr. hr.)

EDL 685: Facilities Maintenance and Management
(O) The management, facilitation and design of school facilities, resources and assets, including state and federal regulations and the management and supervision of capital projects. (3 cr. hr.)

EDL 690: Principles of School District Leadership
(B) A focus on district leadership as it relates to organizational development, comprehensive instructional programs, strategic planning, district-wide financial management, working with policy and decision-making bodies, personnel development and legal, political and ethical issues. (3 cr. hr.)

EDL 696: Internship in Educational Leadership
(A) A field experience practicum providing on-the-job experiences in educational leadership and administration at both the building and district levels. (3 cr. hr.)

EDL 699: Culminating Seminar
(B) A culminating course providing a comprehensive assessment of students’ leadership and administrative understanding, skills and dispositions, and preparing them for the New York State assessment in educational leadership. (3 cr. hr.)
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 132-135.

PROGRAMS OFFERED
Master of Arts in English
Master of Arts in Teaching in Adolescence Education: English (7-12)
Master of Science in Education in Adolescence Education: English (7-12)

Master of Arts
English [ENG]
A minimum of 30 credit hours of approved graduate work as described hereafter is required for the master of arts degree. A minimum of nine credit hours must be taken in courses at the 600 level.

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to a master’s degree in English should present the following:
1. At least a B average in undergraduate English courses
2. At least a B cumulative average for all undergraduate courses
3. A foreign language is desirable, but the requirement may be met concurrently with graduate study
4. Thirty-three hours of undergraduate literature or 27 hours of literature and six hours of study in the English language or linguistics

LANGUAGE REQUIREMENT
Competency in one modern foreign language or one classical language must be demonstrated before the completion of graduate work, unless this competency is demonstrated prior to admission. Competency in a foreign language is defined as the skill level attained by one year of college-level study or the equivalent of a language other than English. If this requirement has not already been met, candidates may take language courses concurrently with graduate study.

MASTER’S THESIS OR COMPREHENSIVE EXAM
Requirements for the degree include submission of a master’s thesis or passing the master’s comprehensive exam offered twice a year in April and July. The master’s thesis will be a substantial paper based on one of the approaches to literary analysis and interpretation studied in the course, Seminar in Literary Criticism, but it may originate in any graduate literature course. The paper should present an original thesis and incorporate the most recent research on the topic. This paper must be submitted at least two months prior to the date students expect to receive the degree and may not be submitted before degree candidacy is established. A passing score on the comprehensive exam is 80.

ADDITIONAL REQUIREMENTS
Other requirements for the award of the degree may be determined by the English Department and must be ascertained by students in consultation with a departmental graduate advisor.

PROGRAM REQUIREMENTS
ENG 672: Seminar in Literary Criticism
One of the following four courses
ENG 500: Old English
ENG 530: Chaucer
ENG 601: History of the English Language
ENG 632: Middle English Literature
One course in 16th or 17th-Century British Literature
ENG 538: Studies in 17th-Century English Literature
ENG 539: Milton
ENG 636: Seminar in Shakespeare
ENG 640: Studies in English 1660-1800
One course in 18th or 19th-Century British Literature
ENG 547: 19th-Century British Women Writers
ENG 645: Studies in the Romantic Era
ENG 646: Studies in the Victorian Era
One course in 20th-Century British or American Literature
ENG 548: Studies in British Literature 1950-Present
ENG 616: Studies in American Literature from 1900 to 1950
ENG 617: Studies in American Literature Since 1950
ENG 677: Seminar in Contemporary British Literature
One other course in American Literature
ENG 615: Studies in American Literature to 1900
ENG 616: Studies in American Literature from 1900-1950
ENG 617: Studies in American Literature Since 1950
ENG 622: Seminar in American Women Writers

Twelve credit hours of electives in English by advisement, to ensure, in conjunction with students’ undergraduate program, adequate distribution of courses over the fields of English and American literature. Only one non-literature elective may be taken.

Note: Requirements in the various categories may also be met by appropriate ENG 529 or 629 special topics courses.

TOTAL CREDIT HOURS REQUIRED: 30
Master of Arts in Teaching
Adolescence Education: English (7-12) [AEN]

The M.A.T. is designed for individuals who have completed a bachelor's degree and are seeking a teaching certificate in adolescence education: English (7-12). It is not open to students who already have initial certification in secondary English. The program provides:

- the pedagogical course work, practica and student teaching experiences necessary for the initial certificate that qualifies individuals to teach in the public schools in New York State;
- the opportunity for advanced study in English and the language arts; and
- the master's degree necessary for the professional certificate in adolescent education: English (7-12).

A minimum of 48-51 credit hours of approved graduate study as described hereafter is required for the M.A.T.

ADMISSION REQUIREMENTS

In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to an M.A.T. in adolescence education: English (7-12) should present the following:

1. At least a B average in undergraduate courses in English, composition or comparative literature.
2. A grade point average of at least 3.0 in all undergraduate courses.
3. One year of college-level study or the equivalent of a language other than English. If this requirement has not already been met, the candidate may take language courses concurrently with graduate study.
4. Two letters of reference. Letters from undergraduate professors teaching in the subject areas identified in number one are required.
5. A minimum of 33 hours of approved undergraduate courses in English, composition or comparative literature.

LANGUAGE REQUIREMENT

Individuals making application for an initial certificate as a teacher of adolescence education: English (7-12) in New York State are required to complete one year of college-level study or the equivalent of a language other than English. If this requirement has not already been met, the candidate may take language courses concurrently with graduate study.

M.A.T. PORTFOLIO

Students are required to submit a student-teaching portfolio that provides documentation of reflective practices and teaching and learning processes. The portfolio must be submitted at least two months prior to the date students expect to receive the degree and may not be submitted before degree candidacy is established.

STUDENT TEACHING REQUIREMENT

To be eligible to student teach, students must have completed 15 credit hours in the pedagogical core, including ENG 504, 505, AED 541, 668, 669 and six credit hours in the content core.

ADDITIONAL REQUIREMENTS

Other requirements for the award of the degree may be determined by the English Department and must be ascertained by the student in consultation with a departmental graduate advisor.

COURSE OF STUDY

A. Pedagogical Core: 33 credit hours

Students are required to take the courses listed below. ENG 504, 505, AED 541, 668 and 669 must be completed before student teaching.

- ENG 504: Seminar in the Composing Process: Rhetoric and Analysis
- ENG 505: Participant-Observer Experience: Composing Process (50 hours of fieldwork)
- AED 541: Teaching Literature and Critical Literacy
- AED 576: Practicum I: Student Teaching in the Middle School
- AED 577: Practicum II: Student Teaching in the Secondary School
- AED 663: Seminar in Research in the Teaching of English
- AED 668: Language Development in Adolescence
- AED 669: Participant-Observer Experience: Language Development (50 hours of fieldwork)
- EDU 671: Issues in Foundations of Education

B. Content Core: 15 credit hours

Students are required to take a minimum of five courses in literature and/or rhetoric. These courses are selected in consultation with the M.A.T. graduate coordinator. Course selection is intended to increase knowledge of literature and meet the content distribution required for a teacher of secondary English. A minimum of nine credit hours must be taken in courses at the 600 level. Depending on their background, students may be required to take a minimum of one course from each of the following six categories:

One course in American literature with emphasis on women authors and authors of color

- ENG 615: Studies in American Literature to 1900
- ENG 616: Studies in American Literature 1900 to 1950
- ENG 617: Studies in American Literature since 1950
- ENG 622: Seminar in American Women Writers

One course in literature before 1800

- ENG 500: Old English
- ENG 530: Chaucer
- ENG 538: Studies in Seventeenth-Century English Literature
- ENG 539: Milton
- ENG 632: Middle English Literature
- ENG 636: Seminar in Shakespeare
- ENG 640: Studies in English Literature 1660-1800

One course in British and/or Irish literature

- ENG 500: Old English
- ENG 530: Chaucer
- ENG 538: Studies in Seventeenth-Century English Literature
- ENG 539: Milton
- ENG 547: 19th Century British Women Writers
- ENG 548: Studies in British Literature 1950-Present
- ENG 549: Studies in Irish Literature
- ENG 632: Middle English Literature
- ENG 636: Seminar in Shakespeare
- ENG 640: Studies in English Literature 1660-1800
- ENG 645: Studies in the Victorian Era
- ENG 646: Studies in the Victorian Era
- ENG 677: Studies in Contemporary British Literature

One course in world literature with emphasis on women authors and authors of color

- ENG 618: Global Multicultural Literature
- ENG 678: World Drama
One course in literature for young adults with emphasis on women authors and authors of color
ENG 619: Seminar in Literature for Adolescence

One course in technology
ENG 506: Computers and the Study of English

Students who have met the content distribution may select additional courses from among the following electives
ENG 529, 629: Special Topics
ENG 601: History of the English Language
ENG 602: Rhetorical Tradition: Connecting Reading and Writing
ENG 699: Independent Study

TOTAL CREDIT HOURS REQUIRED: 48

Additional Requirements, mandated by the New York State Education Department

One of the following health courses:
HLH 110: Personal and Community Health
HLH 199: Critical School Health Issues
HLH 510: Proseminar in Health Foundations
Both of the following workshops:
Child Abuse Identification and Reporting workshop
School Violence Prevention and Intervention workshop

TOTAL CREDIT HOURS REQUIRED: 48-51

Master of Science in Education

Adolescence Education: English (7-12) [AEN]

The M.S.Ed. program is designed for individuals who hold an initial teaching certificate and are seeking a professional certificate in adolescence education: English (7-12). The M.S.Ed. program provides:
• the pedagogical course work necessary for the professional certificate;
• the opportunity for advanced study in English and the language arts; and
• the master’s degree necessary for permanent certification.

A minimum of 30 credit hours of approved graduate study as described hereafter is required for the M.S.Ed. A minimum of nine credit hours must be taken in courses at the 600 level.

ADMISSION REQUIREMENTS

In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to a Master of Science in Education in adolescence education: English (7-12) should present the following:

1. At least a B average in undergraduate English courses.
2. A grade point average of at least 3.0 for all undergraduate courses.
3. One year of college-level study in the language other than English. If this requirement has not already been met, the candidate may take language courses concurrently with graduate study.
4. Two letters of reference. Letters from undergraduate professors teaching in the subject areas identified in number one are required.
5. A minimum of 33 hours of approved undergraduate courses in English, composition, or comparative literature.

LANGUAGE REQUIREMENT

Individuals making application for an initial certificate as a teacher of adolescence education: English (7-12) in New York State are required to complete one year of college-level study or the equivalent of a language other than English. If this requirement has not already been met, the candidate may take language courses concurrently with graduate study.

M.S. Ed. PORTFOLIO

Students are required to submit a teaching portfolio that provides documentation of reflective practices and teaching and learning processes. The portfolio must be submitted at least two months prior to the date the student expects to receive the degree and may not be submitted before degree candidacy is established.

COURSE OF STUDY

A. Pedagogical Core: 12 credit hours

Students are required to take 12 credit hours of courses that link content and pedagogy:

ENG 504: Seminar in the Composing Process: Rhetoric and Analysis
AED 541: Teaching Literature and Critical Literacy
AED 668: Language Development in Adolescence
AED 663: Seminar in Research in the Teaching of English

B. Content Core: 18 credit hours

Students are required to take a minimum of six courses in literature and/or rhetoric. These courses are selected in consultation with the M.S.Ed. coordinator. Course selection is intended to increase knowledge of literature and to meet the content distribution required for a teacher of secondary English.

A minimum of nine credit hours must be taken in courses at the 600 level. Depending on their background, students may be required to take a minimum of one course from each of the following six categories:

One course in American literature with emphasis on women authors and authors of color
ENG 615: Studies in American Literature to 1900
ENG 616: Studies in American Literature 1900 to 1950
ENG 617: Studies in American Literature since 1950
ENG 622: Seminar in American Women Writers

One course in literature before 1800
ENG 500: Old English
ENG 530: Chaucer
ENG 538: Studies in Seventeenth Century-English Literature
ENG 539: Milton
ENG 632: Middle English Literature
ENG 636: Seminar in Shakespeare
ENG 640: Studies in English Literature 1660-1800

One course in British and/or Irish literature
ENG 500: Old English
ENG 530: Chaucer
ENG 538: Studies in Seventeenth Century-English Literature
ENG 539: Milton
ENG 547: 19th Century British Women Writers
ENG 548: Studies in British Literature 1950-Present
ENG 549: Studies in Irish Literature
ENG 632: Middle English Literature
ENG 636: Seminar in Shakespeare
ENG 640: Studies in English Literature 1660-1800.
ENG 645: Studies in the Romantic Era
ENG 646: Studies in the Victorian Era
ENG 677: Studies in Contemporary British Literature

One course in world literature with emphasis on women authors and authors of color
ENG 618: Global Multicultural Literature
ENG 678: World Drama

One course in literature for young adults with emphasis on women authors and authors of color
ENG 619: Seminar in Literature for Adolescence
One course in technology
ENG 506: Computers and the Study of English
Students who have met the content distribution may select
additional courses from among the following electives
ENG 529, 629: Special Topics
ENG 601: History of the English Language
ENG 602: Rhetorical Tradition: Connecting Reading and
Writing
ENG 699: Independent Study
TOTAL CREDIT HOURS REQUIRED: 30

Middle Childhood Extension (Grades 5-6)
Students electing to take the Middle Childhood Extension may
do so by completing the following additional courses:
EDU 533: Introduction to Middle Childhood Education and
PSY 533: Advanced Developmental Psychology
Students with the extension are required to fulfill a minimum
of 36 credit hours of graduate study.

Example of the M.A.T. in Adolescence Education: English (7-12) [AEN] over two years

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>AED 541</td>
<td>ENG elective*</td>
</tr>
<tr>
<td>ENG 504</td>
<td>ENG elective*</td>
</tr>
<tr>
<td>ENG 505</td>
<td>ENG 506 or ENG elective*</td>
</tr>
<tr>
<td>(50 hours field experience)</td>
<td>EDU 671</td>
</tr>
<tr>
<td>ENG 618, 678 or elective*</td>
<td>School Violence Prevention and Intervention workshop</td>
</tr>
<tr>
<td></td>
<td>*See required content distribution list</td>
</tr>
<tr>
<td>Total credit hours: 12</td>
<td>Total credit hours: 12</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Spring</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 663</td>
<td>AED 576</td>
</tr>
<tr>
<td>AED 668</td>
<td>AED 577</td>
</tr>
<tr>
<td>AED 669</td>
<td>Complete student teaching portfolio</td>
</tr>
<tr>
<td>(50 hours of field experience)</td>
<td>May degree</td>
</tr>
<tr>
<td>ENG 619 or ENG elective*</td>
<td>HLH course</td>
</tr>
<tr>
<td>Child Abuse Identification and Reporting workshop</td>
<td></td>
</tr>
<tr>
<td>*See required content distribution list</td>
<td>Total credit hours: 14-15</td>
</tr>
<tr>
<td>Total credit hours: 12</td>
<td>Total credit hours: 12</td>
</tr>
</tbody>
</table>

The following required courses are offered only in the fall semester:
ENG 504, 505 and AED 541.
The following required courses are offered only in the spring semester:
AED 663, 668 and 669.

Example of the M.S.Ed. in Adolescence Education: English (7-12) [AEN] over one year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 541</td>
<td>AED 668</td>
</tr>
<tr>
<td>ENG 504</td>
<td>AED 663</td>
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<tr>
<td>ENG 506 or elective*</td>
<td>ENG 619 or elective*</td>
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<tr>
<td>ENG 618, 678 or elective*</td>
<td>ENG elective*</td>
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<tr>
<td>ENG elective*</td>
<td>ENG elective*</td>
</tr>
<tr>
<td>*See required content distribution list</td>
<td></td>
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<tr>
<td>Total credit hours: 15</td>
<td>Total credit hours: 15</td>
</tr>
<tr>
<td>August or December degree</td>
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</tr>
</tbody>
</table>

Example of the M.A.T. in Adolescence Education: English (7-12) [AEN] over three years

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>ENG 619</td>
<td>ENG 504</td>
<td>AED 541</td>
</tr>
<tr>
<td>ENG elective*</td>
<td>ENG 505</td>
<td>AED 668</td>
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<tr>
<td></td>
<td>(50 hours of fieldwork)</td>
<td>AED 669</td>
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<td></td>
<td>AED 618 or 678</td>
<td>AED 663</td>
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<tr>
<td></td>
<td>ENG 506</td>
<td>Child Abuse Identification and Reporting workshop</td>
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<td></td>
<td>HLH course</td>
<td></td>
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<td></td>
<td>May degree</td>
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</tr>
<tr>
<td></td>
<td>Total credit hours: 9</td>
<td>Total credit hours: 8-9</td>
</tr>
<tr>
<td></td>
<td>*See required content distribution list</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>AED 576</td>
<td>AED 576</td>
<td>AED 576</td>
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<tr>
<td>AED 577</td>
<td>AED 577</td>
<td>AED 577</td>
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<tr>
<td>Complete student teaching portfolio</td>
<td>Complete student teaching Portfolio</td>
<td></td>
</tr>
<tr>
<td>May degree</td>
<td>May degree</td>
<td></td>
</tr>
<tr>
<td>Total credit hours: 9</td>
<td>Total credit hours: 12</td>
<td>Total credit hours: 12</td>
</tr>
</tbody>
</table>

Summer
EDU 671
Total credit hours: 3
December degree

The following required courses are offered only in the fall semester:
ENG 504, 505 and AED 541.
The following required courses are offered only in the spring semester:
AED 663, 668 and 669.
ENG 500: Old English
(0) 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 504: Seminar in the Composing Process: Rhetoric and Analysis
(F) An experimental and theoretical approach to the teaching of writing, focusing on research, theory and practice. M.A.T. students must be concurrently enrolled in ENG 505. Prerequisite: 3.0 grade point average. (3 cr. hr.)

ENG 505: Participant-Observer Experience: Composing Process
(F) A 50-hour field experience supervised by the course instructor. Prerequisites: Graduate status, permission of the department, 3.0 grade point average. Corequisite: ENG 504. (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 529, 629: 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 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) This course will focus on the British women writers of the nineteenth century, with attention to the various genres of the era — novel, poetry, essay. Prerequisites: The course is open to seniors in good academic standing, for undergraduate credit; credit at graduate level requires an undergraduate degree. (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 Irish Renaissance. May be repeated as subtitle changes. (3 cr. hr.)

ENG 600: Advanced Grammar and Usage
(O) Historical, social elements behind conflicting usages of current American English; problems on language learning and application of modern linguistic principles with attention to structural generative language models. (3 cr. hr.)

ENG 601: History of the English Language
(O) Prehistory of English: reconstructed Indo-European, Germanic. Historical survey of sound, structural changes from 900 to present with some attention to lexical borrowings. (3 cr. hr.)

ENG 602: Rhetorical Tradition
(O) A survey of rhetorical theory from antiquity to the present, examining the applicability of rhetorical tradition for today's writers, students and teachers. (3 cr. hr.)

ENG 615: Studies in American Literature to 1900
(O) Intensive study of a few authors or literary movement to 1900. May be repeated as subtitle changes. (3 cr. hr.)

ENG 616: Studies in American Literature From 1900 to 1950
(O) Intensive study of one or two authors or a literary movement from 1900 to 1950. May be repeated as subtitle changes. (3 cr. hr.)

ENG 617: Studies in American Literature Since 1950
(O) Intensive study of one or two authors or a literary movement since 1950. May be repeated as subtitle changes. (3 cr. hr.)

ENG 618: Global Multicultural Literature
(C) Close readings of representative texts by major contemporary writers of color from around the world. (3 cr. hr.)

ENG 619: Seminar in Literature for Adolescence
(S) Critical study, examination and evaluation of literature written specifically for adolescents and works written for an adult audience but incorporated into the canon of young adult literature. (3 cr. hr.)

ENG 622: Seminar in American Women Writers
(O) Intense examination of the literature of American Women writers with attention to literary history and criticism. (3 cr. hr.)

ENG 632: Middle English Literature
(O) Most significant works by English writers in periods 1200-1500, in Middle English. (3 cr. hr.)

ENG 636: Seminar in Shakespeare
(B) Representative problems in critical and scholarly examination of Shakespeare’s plays. (3 cr. hr.)

ENG 640: Studies in English Literature 1660-1800
(O) Two or three authors of Restoration Period, 18th century. (3 cr. hr.)

ENG 645: Studies in the Romantic Era
(O) Two or three major poets, essayists or novelists in English literature, 1780-1830. (3 cr. hr.)

ENG 646: Studies in the Victorian Era
(O) Two or three major writers in England and Ireland in the Victorian Age. (3 cr. hr.)

ENG 672: Seminar in Literary Criticism
(B) Study of examples of several contemporary approaches to literary analysis and interpretation. Use of one such approach in the writing of multiple drafts of a substantial paper which presents an original thesis and incorporates the most recent research on the topic (master’s paper). Fulfills old M.A. requirement for ENG 572. Course may be taken again for an additional three credits to complete the thesis. (3 cr. hr.)

ENG 677: Seminar in Contemporary British Literature
(O) Two or three major British writers of 20th century. (3 cr. hr.)

ENG 678: World Drama
(C) A survey of drama from a variety of cultures including Asian, African and aboriginal Australian. (3 cr. hr.)
ENG 699: Independent Study
(O) Advanced study in language and literature open to graduate English students only. Reading, research, papers, examinations and credit hours (not more than six) to be arranged with instructor who directs study and approved by Graduate English Committee. Course may be repeated but for no more than total of six hours. (1-6 cr. hr.)

Related Education Courses

AED 541: Teaching Literature and Critical Literacy
(F) This course integrates the teaching of literature and critical literacy. Lesson planning, instructional strategies and teaching with English Language Arts standards are emphasized, as are theory and methods for helping students apply critical reading and writing skills to a range of genres and levels of interpretation. Prerequisite: 3.0 grade point average in the major. (3 cr. hr.)

AED 576: Practicum I: Student Teaching in the Middle School
(B) Supervised student teaching in a middle school for students enrolled in the M.A.T. in adolescence education: English (7-12) program. Prerequisites: ENG 504, 505, AED 541, 668, 669 and 3.0 grade point average. Corequisite: AED 577. S, U grades are assigned. (6 cr. hr.)

AED 577: Practicum II: Student Teaching in the High School
(B) Supervised student teaching in a high school for students enrolled in the M.A.T. in adolescence education: English (7-12) program. Prerequisites: ENG 504, 505, AED 541, 668, 669 and 3.0 grade point average. Corequisite: AED 576. S, U grades are assigned. (6 cr. hr.)

AED 585: Participant-Observer Experience:
(A) This course is designed to help candidates accumulate the additional 40 hours of pre-service fieldwork at their first student teaching placement. Students, acting as participant/observers for the eight days prior to their first practicum, will develop the reflective disposition needed to make wise instructional decisions. Prerequisites: ENG 502, AED 541 and 662. (1 cr. hr.)

AED 586: Practicum I: Student Teaching in the Middle School
(B) Supervised student teaching in a middle school for students enrolled in the M.A.T. in adolescence education: English (7-12) program. (7 cr. hr.)

AED 587: Practicum II: Student Teaching in the Secondary School
(B) Supervised student teaching in a high school for students enrolled in the M.A.T. in adolescence education: English (7-12) program. (7 cr. hr.)

AED 661: Language Development in Adolescence for Non-Literature Majors
(B) Combines models of first-language acquisition, the structure of the English language, cooperative learning, sentence combining and accelerated learning to develop an overall model for enhancing language development of all adolescents, regardless of dialect and socioeconomic standards. (3 cr. hr.)

AED 663: Seminar in Research in the Teaching of English
(S) This study of empirical investigations of the teaching of English will culminate in students writing a review of research in a particular aspect of teaching English or conducting an original research study. Prerequisites: Completion of 12 hours of graduate work in English and 12 in education. (3 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 132-135.

Programs Offered
Master of Science in Exercise Science

Master of Science Exercise Science [EXSC]
This M.S. program is designed to provide the student with an in-depth study of the scientific aspects of exercise science and sport. It is intended to prepare individuals for careers or further graduate study in exercise and sport research and also in fitness, wellness and associated industries. The program is designed to be completed in two years.

Admission Requirements
In addition to meeting the requirements for admission to the degree program on page 16 of this catalog, applicants for enrollment to the program leading to a Master of Science in Exercise Science should present the following:
1. Official transcripts documenting a bachelor’s degree from an accredited university or college.
2. A minimum overall undergraduate grade point average of 3.0 on a 4.0 scale.
3. A score of 1,000 or greater on the combined verbal and quantitative parts of the Graduate Record Examination (GRE) with a minimum score of 400 on each part.
4. Two letters of recommendation.
5. A statement describing professional and educational goals (250 words or less).

Exceptional applicants who do not meet all of the above requirements will be considered on an individual basis. Qualified applicants without strong preparation in the basic sciences and human movement science may be required to complete specific undergraduate course work within one year of their matriculation.

Once the Graduate Studies Office receives all of the required documents, the application will be forwarded to the Exercise Science Graduate Advisory Committee.

Course Requirements
A minimum of 30 credit hours of approved graduate work as described below is required for the M.S. in Exercise Science. The program is designed to be completed in two years. If a student lacks substantial academic background in the basic sciences and human movement science, certain undergraduate courses may be required in addition to the degree requirements described herein.

A. Exercise Science Core: Nine credit hours
   1. Sport Psychology/Motor Learning
      Select one of the following courses
      EXS 546: Behavior in Sport
      EXS 649: Motor Learning
   2. Exercise Physiology
      EXS 555: Physiology of Exercise II
   3. Biomechanics
      EXS 587: Advanced Biomechanics

B. Research Core: Six credit hours
   1. Research Methods
      PED 611: Research in Physical Education and Recreation
   2. Statistics
      Select one of the following courses
      MAT 558: Mathematical Statistics
      MAT 610: Statistical Tools
      PSY 508: Interpretation of Advanced Statistical Techniques
      EXS 511: Advanced Statistical Applications in Exercise Science

C. Electives: Nine credit hours
   Choose from the list below
   EXS 535: Neuromuscular Fitness Assessment and Programming
   EXS 538: Cardiovascular Fitness Assessment and Programming
   EXS 546: Behavior in Sport
   EXS 558: Physiological Principles of Conditioning for Sports
   EXS 565: Perceptual Motor Development
   EXS 575: Nutritional Aspects of Physical Fitness and Athletic Performance
   EXS 602: Research Project (approved by advisor)
   Other graduate courses as approved by the advisor

D. Culminating Activity: Six credit hours
   EXS 650: Master’s Thesis

Total Credit Hours Required: 30
Exercise Science and Sport Studies

Course Descriptions

Athletic Training
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 511: Advanced Statistical Applications in Exercise Science
(C) Advanced statistics with application to 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. Prerequisite: MAT 201, PSY 201, COM 230, ECO 221, HLH 299, 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 529, 629: Special Topics in Exercise Science
(O) Selected Topics: May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-3 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 having 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. American College of Sports Medicine (ACSM) guidelines will be followed. Lectures and laboratory. Not open to students having 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, fat 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.)

EXS 602: Research Project
(S, M) Guidance, direction in conducting individual research project. Prerequisite: PED 611, consent of advisor. Also listed as PED 602. (3 cr. hr.)

EXS 620: History of Sport and Physical Education
(O) Examination of effect selected societies had upon sport and physical education from beginning of Western Civilization. (3 cr. hr.)

EXS 622: Seminar in Sociology of Sport
(O) Critical consideration of research, literature and theoretical positions in sociology of sport. Directed student research. Prerequisite: EXS 522. (3 cr. hr.)

EXS 649: Motor Learning
(O) Critical scholarly examination of individual’s acquisition of skill in sports. Extensive review of motor learning; research related to skill learning. Application of theoretical areas. (3 cr. hr.)

EXS 650: Master’s Thesis
(A, M) Exercise science research. (6 cr. hr.)
Master of Science in Education
Teaching Students with Disabilities [TSD]

This program is intended for students who have a bachelor's degree in childhood/elementary education. It requires a minimum of 36 credit hours of approved graduate course work including student internship and a culminating experience. Students may elect to take an additional six credit hours in approved course work to receive an annotation in teaching students with severe and/or multiple disabilities.

CAREER POTENTIAL
• Special Education Teacher, Grade 1-6
• Childhood/Elementary Education Teacher, Grade 1-6
• Resource Room Teacher, Grade 1-6
• Committee on Special Education (CSE) Chair
• Community College/College Instructor
• Developmental Disabilities Specialist

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, applicants for enrollment in the program leading to a Master of Science in Teaching Students with Disabilities (Grades 1-6) should present the following:
1. Official transcripts documenting a B.S. or B.A. in childhood (elementary) education from a regionally accredited college or university.
2. New York State Initial Certification in Childhood Education – pending or awarded.
3. A minimum undergraduate grade point average of 2.8
   Note, applicants who graduated more than 10 years prior to application, may be required to provide additional evidence of more recent academic competence, such as continuing education courses, CEUs, or other appropriate documentation.
4. Submission of a personal statement indicating
   • reasons for wanting to work with students with disabilities, including personal experiences which have influenced this decision,
   • reasons for selecting SUNY Cortland for graduate studies and this program specifically,
   • discussion of long-term professional goals and view of how this program will support achieving them, and
   • any other information deemed relevant.
5. Three letters of reference detailing the ability to meet the rigors of graduate study and the commitment to, and competence in, working with students with disabilities.
6. An interview with the TSD program coordinator or designee.

Applications will be accepted for fall admission only. Applications must be received by May 1 for fall admission. Advisement will be provided by the department chair and/or the graduate program coordinator.

ADDITIONAL REQUIREMENTS
Candidates for the degree must meet any additional undergraduate or graduate requirements for the award of the degree established by the Foundations and Social Advocacy Department. Such additional requirements must be ascertained by the student in consultation with the department.

Specific information regarding requirements (state examinations, identification and reporting of child abuse and maltreatment, alcohol and drug abuse education, school violence prevention training and foreign language requirements) for New York State teaching certification can be found on pages 108-109 of this catalog.

More detailed information is found in the Graduate Advisement Manual, available at the department office. For a copy, call (607) 753-2447.

A. Required Courses: 16 credit hours
   EDU 671: Foundations in Education
   LIT 680: Assessment and Instruction of Learners Experiencing Literacy Difficulties
   SPE 651: Research Methods
   SPE 652: Master’s Project
   SPE 683: Administration of Special Education

B. Required Core Courses: 20 credit hours
   SPE 510: Teaching the Special Education Learner in the General Classroom
   SPE 610: Advanced Assessment, Curriculum and Instruction of Students with Disabilities
   SPE 620: Discipline and Social Skill Development for Students with Disabilities
   SPE 630: Students with Disabilities in Context
   SPE 690: Internship: Teaching Students with Disabilities
   SPE 691: Seminar: Teaching Students with Disabilities (1-6)

TOTAL CREDIT HOURS: 36

Note: Annotation Courses: Six credit hours
   Annotation in Severe/Multiple Disabilities: 6 credit hours
   SPE 640: Teaching Students with Severe/Multiple Disabilities
   SPE 650: Autism Spectrum Disorders
Foundations and Social Advocacy

COURSE DESCRIPTIONS

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.)

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. Prerequisites: Junior, senior or graduate level; education methods course. Also listed as WST 552. (3 cr. hr.)

EDU 670: Foundations of Education
(B) This course will focus on the historical, philosophical, political-economic and social foundations of education, with an investigation of the basic purposes or ends of American schooling since the rise of the Common School in the 19th century. Topics will be examined in relation to current scholarship, the links between educational thought and practice as reflected in students' observations during the practicum, and the thematic threads in the M.S.T. Program. Prerequisites: EDU 516 and 650. (3 cr. hr.)

EDU 671: Issues in Foundations of Education
(A) EDU 671 presents historical, philosophical, political-economic and social foundations of education interpreted through seminal and contemporary research on issues of American schooling. Inquiry, critical thinking and writing will be focused on the thinking about and practices of education and schooling regarding diversity, equity, professionalism, leadership, public access and political control. (3 cr. hr.)

EDU 672: The History of Western Education
(O) Educational thought, practice in Western civilization from prehistoric times to twentieth century. (3 cr. hr.)

EDU 673: Social Foundations of Education
(O) Role, basic issues of education in contemporary American society. (3 cr. hr.)

EDU 674: History of American Education
(O) Development of educational institutions, thought, and practice in the United States from the colonial period to the present, including minority schooling, higher education, and teaching, in the context of American culture and economics. (3 cr. hr.)

EDU 675: Philosophical Issues in Education
(O) A study of issues in education in relation to broader philosophical conceptions of nature, knowledge, the individual and society. Topics include role of education for social structure, individual freedom and development, empowerment, social progress. Philosophers studied include Plato, Rousseau, Dewey, Freire. (3 cr. hr.)

Special Education

SPE 510: Teaching the Special Education Learner in the General Education Classroom
(A) 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.)

SPE 529: Special Topics in Special Education
(O) Special topics of interest to graduate students enrolled in the M.S.Ed. Teaching Students with Disabilities program. (1-3 cr. hr.)

SPE 610: Advanced Assessment, Curriculum and Instruction of Students with Disabilities (4), Math, Science and Social Studies
(B) This advanced course provides theoretical and practical applications of assessment (formal and informal) and pedagogy within the general education elementary curriculum for students with disabilities. The course covers the content areas of mathematics, science and social studies for students with disabilities. Students will become familiar with a variety of commercial and teacher-made packages, in order to develop and select instructional content, resources and strategies that respond to cultural, linguistic, gender and ability differences among children with disabilities. A 50-hour field component is included in this course. (4 cr. hr.)

SPE 620: Discipline and Social Skill Development for Students with Disabilities
(B) This course will focus on the historical, philosophical, political-economic and social foundations of education interpreted through seminal and contemporary research on issues of American schooling. Inquiry, critical thinking and writing will be focused on the thinking about and practices of education and schooling regarding diversity, equity, professionalism, leadership, public access and political control. (3 cr. hr.)

SPE 629: Special Topics in Special Education
(O) Advanced topics of interest to graduate students enrolled in the M.S.Ed. Teaching Students with Disabilities program. (3 cr. hr.)

SPE 630: Students with Disabilities in Context
(B) Within the contexts of home, school and community, students will learn about the multicultural and personal characteristics of elementary age children who have disabilities, including psychological and social-emotional characteristics, academic and family needs. From historical and contemporary study, students will learn about normalization, impact of medical complications, nature of developmental delays, Committee on Special Education procedures, planning and managing the school and home environment, functional analysis and related topics. This course includes a 75-hour practicum (minimum), 50 hours of which must be spent in a school setting with children with disabilities, 25 hours of which must be spent with a family whose child has a disability. Students seeking the extension in severe and/or multiple disabilities, will be placed accordingly. Prerequisite: SPE 510. (4 cr. hr.)
SPE 640: Teaching Students with Severe/Multiple Disabilities  
This course is designed to inform the student about the 
life characteristics of students with severe and/or multiple 
disabilities, including mental retardation, autism, pervasive 
developmental delay and other severe disabilities, as defined by 
federal and state statute and as considered in various theoretical 
frameworks. In addition, the student will learn about techniques, 
strategies, models of instruction and the nature of different types 
of supports to enable elementary school students with severe 
and/or multiple disabilities to successfully participate in the 
general education classroom. The role of the special educator will 
be described and defined. Prerequisite: SPE 510. (3 cr. hr.)

SPE 650: Autism Spectrum Disorders  
This course will explore the core characteristics of autism 
spectrum disorders and pervasive developmental delays, including 
social interaction disruptions, communication disturbances 
(verbal and nonverbal), movement and sensory impairments 
(including restricted and repetitive behavior patterns). Based 
upon a thorough understanding of the complexities of these, the 
course will address effective strategies for successful educational, 
social, family and community interactions. Prerequisite: SPE 510 
or PSY 605. (3 cr. hr.)

SPE 651: Understanding and Conducting Educational Research  
(A) An initial course in the reading, analysis and design of 
research in education and special education, SPE 651 is intended 
to provide graduate students with basic understanding of text, 
information and methodology to be applied throughout the 
master’s program. (3 cr. hr.)

SPE 652: Master’s Project  
(A) The Master’s Project is a culminating experience in the master 
of education programs, building on work begun in SPE 651 
and resulting in extensive research and writing on a topic appro 
priate to a student’s program, under direction of a project advisor. 
Candidates’ projects demonstrate comprehensive understandings 
of the knowledge and practices of their selected field of study and 
evidence that they have met all College criteria for the master’s 
degree and New York State Education Department criteria for the 
initial or professional certification sought. S, U grades are assigned. 
Prerequisites: SPE 510, 610, 620, 630, 651, 671, 683, 690, 691.

SPE 683: Administration of Special Education  
(O) CSE, placement, preschool, curriculum, law, finance, super 
vision. Also listed as EDA 683. (3 cr. hr.)

SPE 690: Internship: Teaching Students with Disabilities  
(B) This is the culminating experience in the Teaching Students 
with Disabilities Masters program. This is a faculty-supervised 
teaching experience in an inclusive classroom where interns will 
be expected to apply the theoretical, pedagogical and practical 
knowledge they have gained during their course of study. This 
is a six-week, one-quarter experience. For students seeking the 
annotation in severe and/or multiple disabilities, this experience 
must be in a comparable classroom where these students are 
being educated — grades 1-6. (5 cr. hr.)

SPE 691: Seminar: Teaching Students with Disabilities  
(B) This course is designed to bring together all the themes in 
research, philosophy, theory and practice that have been addressed 
in previous courses in the graduate degree program of Teaching 
Students with Disabilities. The intent of this course is to enable the 
graduate student to develop a thoughtful, comprehensive, research 
based approach to his/her teaching and professional development. 
Issues presented will relate directly to the graduate student’s experi 
cences throughout the course of study. (1 cr. hr.)

Annotation in Severe and/or Multiple Disabilities

SPE 640: Teaching Students with Severe/Multiple Disabilities  
This course is designed to inform the student about the 
life characteristics of students with severe and/or multiple 
disabilities, including mental retardation, autism, pervasive 
developmental delay and other severe disabilities, as defined by 
federal and state statute and as considered in various theoretical 
frameworks. In addition, the student will learn about techniques, 
strategies, models of instruction and the nature of different types 
of supports to enable elementary school students with severe 
and/or multiple disabilities to successfully participate in the 
general education classroom. The role of the special educator will 
be described and defined. Prerequisite: SPE 510. (3 cr. hr.)

SPE 650: Autism Spectrum Disorders  
This course will explore the core characteristics of autism 
spectrum disorders and pervasive developmental delays, including 
social interaction disruptions, communication disturbances 
(verbal and nonverbal), movement and sensory impairments 
(including restricted and repetitive behavior patterns). Based 
upon a thorough understanding of the complexities of these, the 
course will address effective strategies for successful educational, 
social, family and community interactions. Prerequisite: SPE 510 
or PSY 605. (3 cr. hr.)

SPE 651: Understanding and Conducting Educational Research  
(A) An initial course in the reading, analysis and design of 
research in education and special education, SPE 651 is intended 
to provide graduate students with basic understanding of text, 
information and methodology to be applied throughout the 
master’s program. (3 cr. hr.)

SPE 652: Master’s Project  
(A) The Master’s Project is a culminating experience in the master 
of education programs, building on work begun in SPE 651 
and resulting in extensive research and writing on a topic appro 
priate to a student’s program, under direction of a project advisor. 
Candidates’ projects demonstrate comprehensive understandings 
of the knowledge and practices of their selected field of study and 
evidence that they have met all College criteria for the master’s 
degree and New York State Education Department criteria for the 
initial or professional certification sought. S, U grades are assigned. 
Prerequisites: SPE 510, 610, 620, 630, 651, 671, 683, 690, 691.

SPE 683: Administration of Special Education  
(O) CSE, placement, preschool, curriculum, law, finance, super 
vision. Also listed as EDA 683. (3 cr. hr.)

SPE 690: Internship: Teaching Students with Disabilities  
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be expected to apply the theoretical, pedagogical and practical 
knowledge they have gained during their course of study. This 
is a six-week, one-quarter experience. For students seeking the 
annotation in severe and/or multiple disabilities, this experience 
must be in a comparable classroom where these students are 
being educated — grades 1-6. (5 cr. hr.)

SPE 691: Seminar: Teaching Students with Disabilities  
(B) This course is designed to bring together all the themes in 
research, philosophy, theory and practice that have been addressed 
in previous courses in the graduate degree program of Teaching 
Students with Disabilities. The intent of this course is to enable the 
graduate student to develop a thoughtful, comprehensive, research 
based approach to his/her teaching and professional development. 
Issues presented will relate directly to the graduate student’s experi 
cences throughout the course of study. (1 cr. hr.)
Geography

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 132-135.

PROGRAMS OFFERED
Master of Science in Education in Adolescence Education:
Social Studies (7-12)
with a concentration in either geography or history

DESCRIPTION
The Master of Science in Education in Adolescence Education: Social Studies is intended primarily for social studies teachers in grades 7-12 seeking professional or permanent certification. Since substantial graduate-level work is done either in geography or history, students may also want to use their degree for careers relevant to those academic fields.

Master of Science in Education
Adolescence Education: Social Studies (7-12) [SSA]

Students must choose a concentration of at least 18 credit hours in either geography or history and must take six hours of a cognate social science and six hours of professional education. In addition to the program requirements stated below, students must either write a master's thesis or take a written comprehensive exam based on work taken in the concentration and in professional education.

FACULTY
Scott Anderson (Geography Advisor)
William Sharp (History Advisor)

CAREER POTENTIAL
- Secondary social studies teacher
- Graduate schools
- Public historian (museum, archives)
- Business positions
- Urban planning departments
- Careers appropriate to geography or political science

SPECIAL FEATURES
- Small graduate reading and writing seminars
- Preponderance of work in subject matter areas

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to a M.S.Ed. in adolescence education: social studies (7-12) should present the following:
1. A resume
2. A letter stating educational and professional goals.
3. Official transcripts documenting a bachelor's degree from a regionally accredited college or university.

4. Documentation of an initial/provisional certificate, or a certificate of qualification for initial or provisional certification, in adolescence/secondary or elementary social studies issued by the New York State Education Department.
5. A minimum of 18 credit hours in geography or history and a minimum of 21 credit hours combined in geography and history. Under special circumstances this requirement may be reduced.
6. At least a 2.7 grade point average in the undergraduate social science major and at least a 2.5 cumulative grade point average.
7. Two letters of recommendation with at least one from an instructor in the student's undergraduate social science major or concentration.
8. Approval of the Social Studies Graduate Committee.

Note: Students must have at least a B average in their first six hours of course work in order to be admitted to candidacy for the degree.

PROGRAM REQUIREMENTS
A. Geography or History Concentration: 18 credit hours

The geography concentration must include:
1. Research and writing seminar: Three credit hours of geography at the 600 level.
2. Trends in discipline course: Three credit hours of geography at the 600 level
3. Courses combining content and pedagogy within the geography concentration: Nine credit hours of geography courses at the 500 level.
4. Elective course in concentration: Three credit hours of geography at the 500 or 600 level.
5. Proof of completion of state-mandated workshops.

The history concentration must include:
1. Research and writing seminar: Three credit hours from HIS 660, 661, 662, 663, 664
2. Trends in discipline course: Three credit hours (Any 600-level course except HIS 650, 660, 661, 662, 663, 664)
3. Courses combining content and pedagogy within the history concentration: Nine credit hours (Any history course at the 500 level except directed study)
4. Elective course in concentration: Three credit hours at the 500 or 600 level.
5. Proof of completion of state-mandated workshops.

B. Cognate Social Science: Six credit hours, which must include:
A history course combining content and pedagogy at the 500 level and an elective course in history at the 500 or 600 level.

C. Professional Education: Six credit hours, which must include:
- a. one of the following: EDU 644, 670, 671
- b. education elective (with consent of advisor)

Note: It is best to check with the History Department for changes to the requirements stated above.

ADDITIONAL REQUIREMENTS
Other requirements for the award of the degree may be determined by the Geography Department and must be ascertained by the student in consultation with a department graduate advisor.

TOTAL CREDIT HOURS REQUIRED: 30
Geography

COURSE DESCRIPTIONS

GRY 516: Tourism Planning and Development
(O) 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. Not open to students with credit for REC/GRY 415. Also listed as REC 516. (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 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 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 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 cr. hr.)

GRY 640: Seminar in Geographic Techniques
(O) Intensive work in geographic techniques. Prerequisite: Nine hours of geography. May be repeated for credit with departmental approval. (3 cr. hr.)

GRY 668: Integrative Teaching with Technology
(O) Focuses on preparing teachers to innovatively address learning standards for mathematics, science and technology, and to integrate subjects across the school curriculum using current technologies, e.g., Geographic Information System mapping software, Global Position System, Internet sources. Team problem solving, the scientific method, field-based experiments and lesson construction are applied in a variety of methods to implement math/science/technology learning standards. Also listed as EDU 668. (3 cr. hr.)

Related Education Course

EDU 644: Seminar in Teaching of Secondary Social Studies
(S-M) Selected problems in curriculum, methodology; research based upon individual needs, interests. Not credited as basic methods course for certification. Prerequisite: One year teaching experience and undergraduate course in secondary social studies. (3 cr. hr.)
Master of Science in Education
Health Education [HEC]
This program is designed for students who have completed an undergraduate degree in health education and who hold an initial teaching certificate in health.

Professional education courses: Six credit hours
- EDU 631: Curriculum Construction in Health Education
- EDU 632: Seminar in Health Education

Health courses: 24 credit hours
- HLH 601: Research Methods in Health Education
- HLH 635: School Health Program
- HLH 694: Assessment and Evaluation in Health Education and Health Promotion

Health free elective (6 cr. hr.)
Health and Pedagogy electives (9 cr. hr.)
- The following courses have been identified and/or specifically designed to link health content and pedagogy:
  - HLH 509, 510, 511, 513, 530, 535, 550, 555, 565, 573, 590, 603, 630 and 635

Culminating activity: 0-6 credit hours
- Oral comprehensive exam (0 cr. hr.)
- Master’s project (2-3 cr. hr.)
- Thesis (5-6 cr. hr.)

Note: Health free electives may be used to meet all of master’s project credit hours or three credit hours of thesis requirements.
TOTAL CREDIT HOURS REQUIRED: 30-36

Master of Science in Teaching
Health Education
The Master of Science in Teaching program is designed for those who do not hold a teaching certificate in health. The three tracks within the degree are designed to allow those with and without teacher certification to pursue health certification.

Depending on the academic background of the applicants, there may be additional requirements for the award of the degree, such as anatomy and physiology, and other health content background course work. Any additional requirements are determined on an individual basis after a review of previous course work. This information must be ascertained by the students in consultation with the Health Department’s coordinator of graduate studies. It is expected that students will initiate this consultation early in the program, before the completion of 15 credit hours.

Track A [HEA_CRT]
This program is for those individuals holding an initial teaching certificate in an area other than health education.

Professional education courses: Seven credit hours
- EDU 631: Curriculum Construction in Health Education
- EDU 632: Seminar in Health Education
- EDU 664: Advanced Field Experience in Health Education
Health courses: 27 credit hours
HLH 510: Proseminar in Health Foundations
HLH 530: Family Life Education for the Classroom Teacher or
HLH 630: Human Sexuality *
HLH 601: Research Methods in Health Education
HLH 635: School Health Program
HLH 694: Assessment and Evaluation in Health Education
   and Health Promotion
   Health free electives (12 cr. hr.)
*Student may take both HLH 530 and HLH 630, but must take at least one of these courses.

Culminating activity: 0-6 credit hours
   Oral comprehensive exam (0 cr. hr.)
   Master’s project (2-3 cr. hr.)
   Thesis (5-6 cr. hr.)

Note: Health free electives may be used to meet all of master’s project or thesis credit-hour requirements.

Additional course work:
Students must have completed, as graduates or undergraduates, the following prior to the culminating activity:
• a total of 36 credit hours of health content course work across undergraduate and graduate courses
• anatomy and physiology, which may be a part of the 36 credit hours
• a three-credit-hour course in dealing with alcohol, tobacco and other drugs, which may be a part of the 36 credit hours

TOTAL CREDIT HOURS REQUIRED: 34-40

Track B [HEA_NCRT]
This program is for those individuals who do not hold an initial teaching certificate in any area.

Professional education courses: 12 credit hours
EDU 575: Teaching Health Education
EDU 631: Curriculum Construction in Health Education
EDU 632: Seminar in Health Education
   Education-related elective (3 cr. hr.)

Health courses: 21 credit hours
HLH 510: Proseminar in Health Foundations
HLH 530: Family Life Education for the Classroom Teacher or
HLH 630: Human Sexuality *
HLH 601: Research Methods in Health Education
HLH 635: School Health Program
HLH 694: Assessment and Evaluation in Health Education
   and Health Promotion
   Health free electives (6 cr. hr.)
*Student may take both HLH 530 and HLH 630, but must take at least one of these courses.

Student teaching and field experiences: 16 credit hours
EDU 664: Advanced Field Experience in Health Education
EDU 688: Graduate Health Education Seminar
EDU 689: Graduate Student Teaching in Health Education

Culminating activity: 0-6 credit hours
   Oral comprehensive exam (0 cr. hr.)
   Master’s project (2-3 cr. hr.)
   Thesis (5-6 cr. hr.)

Note: Health free electives may be used to meet all of master’s project or thesis credit-hour requirements.

TOTAL CREDIT HOURS REQUIRED: 30-36
Undergraduate 4+1 health requirements completed as an undergraduate:

- HLH 110: Personal and Community Health
- HLH 120: Responding to Emergencies or
- HLH 220: Safety Education and Emergency Response
- HLH 232: Nutrition
- HLH 302: Human Sexuality Education or
- HLH 345: Parenting Education
- HLH 314: Mental Health and Counseling

Health

COURSE DESCRIPTIONS

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 S.A.V.E. and 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, 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 credit hours each. (2 cr. hr.)

HLH 529, 629: 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 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. Prerequisites/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.)

HLH 601: Research Methods in Health Education
(B) Nature, scope, methodology of research in education with special emphasis on health programs. Prerequisite: MAT 610, HLH 599 or equivalent. (3 cr. hr.)

HLH 603: HIV and AIDS Education
(O) Overview of HIV epidemic. Emphasis on developing comprehensive, high quality HIV education programs. Not open to students with credit for HLH 163. (3 cr. hr.)

HLH 605: Independent Study in Health
(A) Observation, participation in school and/or community health operation accompanied by written summary report; or, written report of library research. (1-3 cr. hr.)

HLH 620: Medical Care Problems and Programs
(O) Major developments, achievements, issues in fast-moving and wide-ranging field of medical care. (3 cr. hr.)

HLH 630: Human Sexuality
(B) The course explores child and adolescent development, including a focus on psychosocial development; an examination of status and trends regarding sexual values, attitudes and behavior patterns in society; issues and approaches related to parenting education and sexuality education. (3 cr. hr.) ■

HLH 635: The School Health Program
(B) This course is designed to provide the health student with the graduate-level responsibilities and competencies necessary to work as a teacher or administrator in the coordinated school health program. An examination of the theoretical and philosophical foundations of health education will be followed by current trends and movements in the profession. The course will focus on the eight component coordinated school health program model and an assessment of the coordinated school health program will be conducted along with the development of recommendations and training for professionals associated with the health program. (3 cr. hr.)

HLH 641: Graduate Readings in Health
(O) In-depth reading, study, discussion of one or more areas in health science content. (2 cr. hr.)

HLH 651: Research Problem in Health Education
(A) Experience with research problems involving formulation, conduct, formal reporting of investigation. (3 cr. hr.)

HLH 652: Master’s Thesis — Research in Health Education
(A) (6 cr. hr.)

HLH 693: Advanced Methods and Practices in Community Health Education
(B) The second course in the community health education methods sequence. Includes in-depth coverage of program implementation, social marketing concepts, coalition building and maintenance, budgeting, health communication skills, managing community health education programs, and grant seeking. Prerequisite: HLH 593. (3 cr. hr.)

HLH 694: Assessment and Evaluation in Health Education and Health Promotion
(B) Strategies and techniques for conducting needs assessments and evaluations as part of planning and implementing effective health education and health promotion programs. Grant writing techniques to seek support for conducting needs assessment, program planning and evaluation activities. (3 cr. hr.)

Related Education Courses

EDU 575: Teaching Health Education
(B) The goal of this course is to prepare the advanced pre-service 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 education majors only. (3 cr. hr.)
EDU 631: Curriculum Construction in Health Education  
(B) Based upon current theories of education applied to school health education. Opportunities to work on individual curriculum problems at any school level. (3 cr. hr.)

EDU 632: Seminar in Health Education  
(B) Historical philosophical development of health education with emphasis on status, trends. Theory, methodology utilized in instruction process for behavior development, change investigated. (3 cr. hr.)

EDU 664: Advanced Field Experience in Health Education  
(A) A seminar-based course for the graduate student seeking initial and professional certification in health education. Observations and assisting in school health education at grades pre-K-6 and 7-12 are included. S, U grades are assigned. Prerequisite: Overall grade point average of 3.0 and permission of department (1 cr. hr.)

EDU 688: Graduate Health Education Seminar  
(A) A two-week supervised seminar-based field experience for the graduate student in health education. Involves conducting observations; integrating graduate-level course concepts and understandings; and applying health education curriculum development skills. An overall grade point average of 3.0, completion of health and education course work and consent of department required. Must be taken in conjunction with EDU 689. (1 cr. hr.)

EDU 689: Graduate Student Teaching in Health Education  
(A) Upon successful completion of the one-credit, graduate-level seminar session, the student moves into the college-supervised student teaching experience of 14 weeks. S, U grades are assigned. Prerequisites: Completion of all health and education course work, 3.0 grade point average and permission of department. (14 cr. hr.)
History
DEPARTMENT

SCHOOL
Arts and Sciences

FACULTY
Sanford Gutman (Chair and M.A. advisor), William Sharp (Graduate Coordinator and M.S.Ed. advisor, history), Girish Bhat, Marica Cassis, Francis Czerwinski, Scott Moranda, Gigi Peterson, Rachel Reinhard, 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 132-135.

PROGRAMS OFFERED
Master of Arts in History
- with a concentration in either United States, European or non-Western history
Master of Science in Education in Adolescence Education: Social Studies (7-12)
- with a concentration in either history or geography

DESCRIPTION
The Masters of Arts in History serves students whose career goals will benefit by a terminal M.A. degree and by those who intend to go on for a Ph.D. in history at another institution. Many students who have an initial certificate in teaching secondary social studies also use the M.A. in history to gain professional or permanent certification, and those with provisional licenses to gain permanent certification.

The Master of Science in Education in Adolescence Education: Social Studies is intended primarily for social studies teachers in grades 7-12 seeking professional certificates or permanent certification. Since substantial graduate-level work is done either in history or geography, students may also want to use their degree for careers relevant to those academic fields.

SPECIAL FEATURES
• History Honor Society
• History Club
• Small graduate reading and writing seminars

Master of Arts in History [HIS]

CAREER POTENTIAL
• Public historian (museum, archives)
• Librarian
• History teacher
• Business positions
• Graduate or law schools

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program as stated in this catalog, the applicant for enrollment in the program leading to a Master of Arts in History should present the following:
1. A resume.
2. A letter of application including educational and professional goals.
3. Intermediate competency in a foreign language. This requirement may be met concurrently with graduate study.
4. A minimum of 24 hours of approved undergraduate history courses. Under special conditions this requirement may be reduced.
5. At least a 3.0 grade point average, on a 4.0 scale, in undergraduate history courses.
6. At least a 2.75 grade point average in all undergraduate courses.
7. Satisfactory scores on the Graduate Record Examination (GRE).
8. Two letters of recommendation, at least one from a history instructor.
9. Approval by the History Department’s Graduate Committee.

PROGRAM REQUIREMENTS
Students must take a concentration of at least nine hours in United States history, European history, or non-Western history (Asia, Africa, the Middle East, Latin America).

The department also requires six hours of course work outside the concentration. In addition to the program requirements stated below, students must either write a master’s thesis or take a written comprehensive exam based on course work and mastery of the content and historical literature in the concentration or in a combination of the concentration and a secondary field.

Other requirements for the award of the degree may be determined by the History Department and must be ascertained by the student in consultation with a department graduate advisor.

COURSE REQUIREMENTS
A. Historiography: Any 600-level course except HIS 650, 660, 661, 662, 663, 664
B. Approved courses in concentration: Nine credit hours
   Approved courses outside concentration: Six credit hours
   Choose from:
   United States: HIS 509, 524, 528, 530, 545, 550, 621, 646
   European: HIS 532, 538, 640, 645, 648
   Non-Western: HIS 531, 533, 630
   Appropriate special topics courses – 529 and 629 – may be included under U.S., Europe or non-Western
C. Research Seminar in area of concentration: Three credit hours
D. Approved electives in history or related field: Six credit hours

TOTAL CREDIT HOURS REQUIRED: 30

Master of Science in Education in Adolescence Education: Social Studies (7-12) [SSA]

Students must choose a concentration of at least 18 credit hours in either history or geography and must take six hours of a cognate social science and six hours of professional education. In addition to the program requirements stated below, students must either write a master’s thesis or take a written comprehensive exam based on work taken in the concentration and in professional education.
FACULTY
William Sharp (History Advisor)
Scott Anderson (Geography Advisor)

CAREER POTENTIAL
• Secondary social studies teacher
• Public historian (museum, archives)
• Business positions
• Graduate or law schools
• Careers appropriate to history or geography

SPECIAL FEATURES
• Small graduate reading and writing seminars
• Preponderance of work in subject matter areas

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to a M.S.Ed. in adolescence education: social studies (7-12) should present the following:
1. A resume.
2. A letter stating educational and professional goals.
3. Official transcripts documenting a bachelor's degree from a regionally accredited college or university.
4. Documentation of an initial/provisional certificate, or a certificate of qualification for initial or provisional certification, in adolescence/secondary or elementary social studies issued by the New York State Education Department.
5. A minimum of 18 credit hours in history or geography and a minimum of 21 credit hours combined in history and geography. Under special circumstances this requirement may be reduced.
6. At least a 2.7 grade point average in the undergraduate social science major and at least a 2.5 cumulative grade point average.
7. Two letters of recommendation with at least one from an instructor in the student's undergraduate social science major or concentration.
8. Approval of the Social Studies Graduate Committee.
Note: Students must have at least a B average in their first six hours of course work in order to be admitted to candidacy for the degree.

PROGRAM REQUIREMENTS
A. History or Geography Concentration: 18 credit hours
The history concentration must include:
1. Research and writing seminar: Three credit hours from HIS 660, 661, 662, 663, 664
2. Trends in discipline course: Three credit hours (Any 600-level course except HIS 650, 660, 661, 662, 663, 664)
3. Courses combining content and pedagogy within the history concentration: Nine credit hours of history courses at the 500 level, except directed study
4. Elective course in concentration: Three credit hours of history courses at the 500 or 600 level.
5. Proof of completion of state-mandated workshops.

The geography concentration must include:
1. Research and writing seminar: Three credit hours of geography at the 600 level.
2. Trends in discipline course: Three credit hours of geography at the 600 level
3. Courses combining content and pedagogy within the geography concentration: Nine credit hours of geography courses at the 500 level.
4. Elective course in concentration: Three credit hours of geography at the 500 or 600 level.
5. Proof of completion of state-mandated workshops.

B. Cognate Social Science: Six credit hours in history at the 500 or 600 level.
Note: At least one of the cognate social science courses must be a geography course if the concentration is history and two history courses if the concentration is geography.

C. Professional Education: Six credit hours, which must include:
   a. one of the following: EDU 644, 670, 671
   b. education elective, with consent of advisor

Note: It is best to check with the Geography Department for changes to the requirements stated above.

ADDITIONAL REQUIREMENTS
Other requirements for the award of the degree may be determined by the History Department and must be ascertained by the student in consultation with a department graduate advisor.

TOTAL CREDIT HOURS REQUIRED: 30

History COURSE DESCRIPTIONS

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/history majors; M.A./history, M.S.Ed. in adolescence education: social studies, 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 subtitile 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: Twelve 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. Prerequisites: 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/history majors; M.A./history, M.S.Ed. in adolescence education: social studies, M.S.Ed. in childhood education. (3 cr. hr.)

Note: Prerequisites for all history courses at the 600 level are 12 credit hours in history above the 200 level or consent of the department.

**HIS 621: Historiography of U.S. Women**  
(O) Introduction to the rich historiography of women and gender in the United States. The course will move chronologically from the colonial period through the present, highlighting particular issues and themes from the field. (3 cr. hr.)

**HIS 630: Colloquium on Modern China**  
(C) History and historiography of major issues in Modern China, especially the Western scholarship on political developments, social changes, cultural-intellectual trends and China's interactions with the world during the 19th and 20th centuries. Open only to students in the M.A. history and M.S.Ed. adolescence social studies and M.S.Ed. childhood education programs. (3 cr. hr.)

**HIS 640: Historiography of the French Revolution**  
(O) History and historiographical debates surrounding the French Revolution. (3 cr. hr.)

**HIS 645: Law and Society in Russia and the Soviet Union**  
(C) History and historiography of major issues in Russia and Soviet Union: An intensive examination of how law and social development have interacted historically in Russia and the U.S.S.R. Prerequisite: bachelor's degree in history/social studies. (3 cr. hr.)

**HIS 646: Issues in American Labor and Working-Class History**  
(C) This course is designed to introduce graduate students to the historiography of American working-class history, which is broadly defined as the historical experience of wage-earning people. Although the course will move chronologically, it is not meant to be a survey but rather to highlight particular issues in the field. (3 cr. hr.)

**HIS 650: Readings in History**  
(A) Individual study in selected areas of history at the graduate level. Prerequisite: Consent of department. (3 cr. hr.)

**HIS 660: Seminar in American History**  
(A) Directed research in depth in certain areas of American history. Open only to M.A. candidates in history and M.S.Ed. candidates in social studies. (3 cr. hr.)

**HIS 661: Seminar in European History**  
(A) Directed research in depth in certain areas of European history. Open only to M.A. candidates in history and M.S.Ed. candidates in social studies. (3 cr. hr.)

**HIS 662: Seminar in Russian History**  
(A) Directed research in depth in certain areas of Russian history. Open only to M.A. candidates in history and M.S.Ed. candidates in social studies. (3 cr. hr.)

**HIS 663: Seminar in Latin American History**  
(C) Directed research in depth in certain areas of Latin American history. Open only to M.A. candidates in history and M.S.Ed. candidates in social studies. (3 cr. hr.)

**HIS 664: Seminar in African History**  
(C) Directed research in depth in certain areas of African history. Open only to M.A. candidates in history and M.S.Ed. candidates in social studies. (3 cr. hr.)

**Related Education Course**

**EDU 644: Seminar in Teaching of Secondary Social Studies**  
(S-M) Selected problems in curriculum, methodology; research based upon individual needs, interests. Not credited as basic methods course for certification. Prerequisite: One year teaching experience and undergraduate course in secondary social studies. (3 cr. hr.)
International Communications and Culture

SCHOOL
Arts and Sciences

FACULTY
Norma Helsper (Chair), Catherine Baranello, Mark Cerosaletti, Tina Christodoulou, 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 132-135.

PROGRAMS OFFERED
Master of Science in Education in Second Language Education
Bilingual Education Extension

Master of Science in Education
Second Language Education: Certification
English as a Second Language (K-12) [SLED_ESL]
French (7-12) [SLED_FRE]
Spanish (7-12) [SLED_SPA]

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a graduate degree program stated in this catalog, the applicant for enrollment in the program leading to a M.S.Ed. in Second Language Education: English as a Second Language (K-12), French (7-12), or Spanish (7-12) must present the following:
1. Undergraduate grade point average of 2.5 or higher.
2. Passing score on the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W).
3. Provisional or initial certification in the following:
   - French or Spanish at the secondary level for those candidates choosing either of those concentrations,
   - Languages Other Than English (LOTE), English or a related liberal arts major at the secondary level, or elementary education with a concentration in LOTE or an approved related field (for those specifically choosing the ESL concentration).

LANGUAGE REQUIREMENT
Candidates for the M.S.Ed. in Second Language Education: English as a Second Language (K-12) must demonstrate competency in a foreign language by completing 12 credit hours or the equivalent of study of a language other than English.

PROGRAM REQUIREMENTS
A. Core courses for all programs: 15 credit hours
   EDU 637: Seminar in the Teaching of Secondary Foreign Languages
   EDU 671: Issues in Foundations of Education
   ICC 523: Integrating Technology in the Foreign Language Classroom
   ICC 623: Second Language Acquisition
   ICC 621: Linguistics for Foreign Language Educators

B. Specialized courses depending on program
1. English as a Second Language (K-12): 15-27 credit hours
   AED 661: Language Development in Adolescents for Non-Literature Majors, or
   ENG 601: History of the English Language
   ICC 620: Materials and Techniques for Teachers of ESL for Mathematics, Science and Social Science (25 hours of field observation)
   ICC 622: Theory and Practice of Bilingual/Multicultural Education
   ICC 624: Methods of Teaching English to Speakers of Other Languages (25 hours of field observation)
   Program-related elective
   ICC 626: ESL Student Teaching (where necessary)

2. French (7-12): 15 credit hours
   FRE 504: Teaching French Civilization
   FRE 506: Teaching French Literature
   Two graduate-level courses in French literature:
   FRE 515, 601, 602, 603
   Program-related elective:
   FRE 515, 601, 602, 603, 529, 629

3. Spanish (7-12): 15 credit hours
   SPA 604: Teaching Hispanic Civilization
   SPA 606: Teaching Hispanic Literature
   One graduate-level course in Spanish Peninsular literature:
   SPA 615
   One graduate-level course in Latin American literature:
   SPA 616
   Program-related elective:
   SPA 615, 616

C. Other Requirements:
   Graduates grade point average of 3.0 in the program
   Passing score on Content Specialty Test (CST) for ESOL, French or Spanish
   Passing score on a comprehensive examination (local or state mandated)

TOTAL CREDIT HOURS REQUIRED: 30-42
**Master of Science in Education**

**Second Language Education: Non-certification**

**English as a Second Language** [SLED_NCT]

**ADMISSION REQUIREMENTS**

In addition to meeting the requirements for admission to a graduate degree program stated in this catalog, the applicant for enrollment in the program leading to an M.S.Ed. in Second Language Education: English as a Second Language (Non-certification) must present:

1. Undergraduate grade point average of 2.5 or higher.
2. Recommendation of an undergraduate degree/major in one of the following areas: a foreign language, English, linguistics, anthropology/sociology, education, speech or a related area.

**LANGUAGE REQUIREMENT**

Candidates for the M.S.Ed. in Second Language Education: English as Second Language (Non-certification) must demonstrate competency in a foreign language by completing 12 semester hours or the equivalent of study of a language other than English.

Core Courses: 15 credit hours

**EDU 637:** Seminar in the Teaching of Secondary Foreign Languages
**EDU 671:** Issues in Foundations of Education
**ICC 523:** Integrating Technology in the Foreign Language Classroom
**ICC 623:** Second Language Acquisition
**ICC 621:** Linguistics for Foreign Language Educators

Specialized Courses – English as a Second Language: 15 credit hours

**AED 661:** Language Development in Adolescents for Non-Literature Majors, or
**ENG 601:** History of the English Language
**ICC 620:** Materials and Techniques for Teachers of ESL for Mathematics, Science and Social Science
**ICC 622:** Theory and Practice of Bilingual/Multicultural Education
**ICC 624:** Methods of Teaching English to Speakers of Other Languages

Program-related elective

**Bilingual Education Extension [BIL]**

The extension to authorize bilingual education is meant as an addition to a graduate program leading to the permanent or professional certificate in New York State. This extension must be attached to a master’s degree.

**ADMISSION REQUIREMENTS**

In addition to meeting the requirements for admission to a graduate program stated in this catalog, the applicant for enrollment in the program leading to an extension in bilingual education should contact the International Communications and Culture Department graduate coordinator for further information.

**PROGRAM REQUIREMENTS**

Fifteen credit hours of approved course work at the graduate level is required. In addition, candidates must complete college-supervised field experiences of at least 50 clock hours in providing bilingual education, as appropriate to the teaching certificate.

Core Courses: 15 credit hours

**ICC 620:** Materials and Techniques for Teachers of ESL for Mathematics, Science and Social Studies (25 hours of field observation)

**ICC 622:** Theory and Practice of Bilingual/Multicultural Education
**ICC 623:** Second Language Acquisition: Theory and Research
**ICC 624:** Methods of Teaching English to Speakers of Other Languages (25 hours of field observation)

**ICC 627:** Teaching Reading in the Second Language Context

TOTAL CREDIT HOURS REQUIRED: 15

**Additional Program Requirements**

All students in the M.S.Ed. programs must pass a comprehensive examination based on required course work. In addition, students in the M.S.Ed. certification programs must pass the New York State required examinations not already taken for the initial or provisional certification: for French and Spanish, the Content Specialty Test (CST); for ESL, the CST-ESOL. Other requirements for the M.S.Ed. may be determined by the International Communications and Culture Department and must be ascertained by students in consultation with the department’s graduate coordinator.

Students in the Bilingual Extension program must pass the New York required examination: Bilingual Education Assessment (BEA) in the target language of bilingualism. If the candidates have already passed the CST in the target language, the BEA in this language is not required.

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**International Communications and Culture**

**COURSE DESCRIPTIONS**

**General Courses**

**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. Prerequisites: Graduate status. (3 cr. hr.)

**ICC 529, 629:** 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 620:** Materials and Techniques for Teachers of English as a Second Language Through Mathematics, Science and Social Studies Content Areas

(C) Materials and techniques for the teaching of English to speakers of other languages through mathematics, science and social studies content areas. Application of theories of second-language acquisition and pedagogy to the teaching of English as a second language in these areas. (3 cr. hr.)
ICC 621: Linguistics for Second Language Educators
(C) Overview of the study of linguistics. Focus on descriptive linguistics (phonetics, phonology, syntax, and semantics) and the study of language use as a social and symbolic action. Prerequisite: Graduate status. (3 cr. hr.)

ICC 622: Theory and Practice of Bilingual/Multicultural Education
(C) Provides a foundation in the historical, sociopolitical, linguistic, and educational issues related to bilingual and multicultural education. Students develop a basic understanding of language and cultural diversity including aspects of sociolinguistics and multicultural education and learn specifically about social and pedagogical issues regarding bilingual and total immersion curricula in the United States. (3 cr. hr.)

ICC 623: Second Language Acquisition: Theory and Research
(C) Examination of theories of second language acquisition (SLA): their definitions and how they attempt to describe and explain learner language. Investigation of relationship between theory of SLA and foreign language classroom instruction. Explanation of research methodologies employed in SLA. (3 cr. hr.)

ICC 624: Methods of Teaching English to Speakers of Other Languages
(C) Methods of teaching reading, writing, speaking, and communicating in English to speakers of other languages. Application of theories of second language acquisition and pedagogy to the teaching of English as a second language. Prerequisite: Graduate status. (3 cr. hr.)

ICC 625: The Teaching of Foreign Languages in the Elementary School
(O) Appropriate psychology, rationale, current research and statistics as well as methodologies in order to create successful foreign language teaching/learning experiences in the elementary school. Course is approved by the New York State Education Department for extension of foreign language 7-12 certification to foreign language K-12. Prerequisites: One year of full-time teaching of foreign languages, provisional certification. (3 cr. hr.)

ICC 626: Student Teaching, K-12, English as a Second Language
(A) Full-time supervised student teaching in an approved elementary and secondary placement for students in the Master’s of Science in Second Language Education. Prerequisite: Graduate standing and permission of department. (12 cr. hr.)

ICC 627: Teaching Reading in the Second Language Context
(C) 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, and examines materials, teaching methods, and testing procedures used in foreign language and ESL classrooms. Prerequisite: Graduate status. (3 cr. hr.)

French Courses

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. Prerequisite: Two semesters from FRE 310, 315, 316, 318. (3 cr. hr.)

FRE 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, consent of department. (1-3 cr. hr.)

FRE 529, 629: 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 601: French Poetry
(O) Significant author or movement. May be repeated as subtitle changes. (3 cr. hr.)

FRE 602: French Fiction
(O) Significant author or school. May be repeated as subtitle changes. (3 cr. hr.)

FRE 603: French Theatre
(O) Specific dramatic author or theatre movement. May be repeated as subtitle changes. (3 cr. hr.)

FRE 609: Independent Study
(O) Independent work under direction of student’s major advisor. May be repeated as subtitle changes. (3 cr. hr.)

Spanish Courses

SPA 529, 629: 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 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.)

SPA 604: Teaching Hispanic Civilization
(C) Spain and Spanish America. In-depth study of various aspects of Spanish and Spanish American civilization, with particular focus on the development and integration of materials for use in the public school classroom. Prerequisite: Competency in Spanish. (3 cr. hr.)

SPA 606: Teaching Spanish Literature
(O) Study of second language reading research and extensive attention to pedagogical framework of teaching reading in a second language. Particular emphasis on the development of materials for classroom use by focusing on selected texts from Spanish and Spanish American literature. Prerequisite: Competency in Spanish. (3 cr. hr.)

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Course 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, ■ = LAS
SPA 615: Seminar in Spanish Peninsular Literature  
(C) Topics in Spanish peninsular literature defined by subtitle. Knowledge of Spanish required. Major texts read in Spanish. May be retaken as subtitle changes. Prerequisite: Competency in Spanish. (3 cr. hr.)

SPA 616: Seminar in Latin American Literature  
(C) Topics in Latin/Spanish American literature defined by subtitle. Knowledge of Spanish required. Major texts read in Spanish. May be retaken as subtitles change. (3 cr. hr.)

Education Courses

EDU 637: Seminar in Methods of Second Language Teaching  
(C) Methods of teaching all skill areas in second languages (reading, writing, speaking, listening, culture); curriculum patterns, practices, research in second language teaching. Prerequisite: One year of full-time teaching of foreign languages, provisional or initial certification. (3 cr. hr.)

EDU 671: Issues in Foundations of Education  
(A) EDU 671 presents historical, philosophical, political-economic and social foundations of education interpreted through seminal and contemporary research on issues of American schooling. Inquiry, critical thinking and writing will be focused on the thinking about and practices of education and schooling regarding diversity, equity, professionalism, leadership, public access and political control. (3 cr. hr.)
Certificate in the Teaching of Literacy Grades 5-12
Certificate in the Teaching of Literacy Birth to Grade 6

5. A typewritten statement demonstrating commitment to and interest in literacy education as well as an ability to write clearly and well. The question/rubric is available from the Graduate Studies Office Web site (www.cortland.edu/literacy/pdf/advisement_manual.pdf).

4. Two recommendation checklists (forms available from the Department of Graduate Studies Office Web site).

3. An overall undergraduate grade point average of at least 3.0.

2. Documentation of an initial/provisional certificate, or a certificate of qualification for initial or provisional certification, in early childhood, childhood, elementary education, middle school education, adolescence education or secondary education, special education and speech pathology and audiology issued by the New York State Education Department.

1. Official transcripts documenting a bachelor's degree from an accredited college or university.

ADMISSION REQUIREMENTS

In addition to meeting the requirements for admission to a degree program as stated in this catalog, the applicant for enrollment in the program leading to a M.S.Ed. in Literacy Education should present the following:

1. Official transcripts documenting a bachelor's degree from an accredited college or university.

2. Documentation of an initial/provisional certificate, or a certificate of qualification for initial or provisional certification, in early childhood, childhood, elementary education, middle school education, adolescence education or secondary education, special education and speech pathology and audiology issued by the New York State Education Department.

3. An overall undergraduate grade point average of at least 3.0.

4. Two recommendation checklists (forms available from the Graduate Studies Office Web site).

5. A typewritten statement demonstrating commitment to and interest in literacy education as well as an ability to write clearly and well. The question/rubric is available from the Graduate Studies Office Web site.

Before beginning course work, students must select from the following tracks:

Track 1: Study leading to the initial and professional certificate in the Teaching of Literacy Birth to Grade 6

Track 2: Study leading to the initial and professional certificate in the Teaching of Literacy Grades 5-12

Track 3: Study leading to the initial and professional certificates in both the Teaching of Literacy Birth to Grade 6 and the initial and professional certificates in the Teaching of Literacy Grades 5-12.

Students should matriculate (be accepted and enrolled in the program) before beginning course work and must establish candidacy for the degree between their sixth and 15th hour of course work.

According to College policy, no more than six graduate credit hours may be transferred from another college. In addition, only course work completed in five years prior to completion of the graduate program may be included in the degree program.

ADDITIONAL REQUIREMENTS

Candidates for the degree must meet any additional undergraduate and graduate requirements for the award of the degree established by the department. Such additional requirements must be ascertained by the student in consultation with the department's chair.

Specific information regarding requirements (state examinations, identification and reporting of child abuse and maltreatment, alcohol and drug abuse education, fingerprinting, violence prevention and foreign language requirements) for New York State teaching certification can be found on pages 108-109 of this catalog.


A. Required courses for Track 1: Study leading to the certificate in the Teaching of Literacy Birth-Grade 6

LIT 528: Language and Literacy Development
LIT 540: Current Issues in Assessment and Instruction
LIT 560: Children's Literature in the Curriculum
LIT 610: Seminar in Literary History, Instruction and Research
LIT 630: Literacy and Society
LIT 669: The Literacy Specialist and The Literacy Program
LIT 693: The Literacy Practicum
LIT 698: The Master's Project in Literacy Education

One from the following:

FSA 525: Teaching the Inner City Child
SPE 510: Teaching the Special Education Learner in the General Education Classroom
EDU/WST 552: Gender Issues in Education

TOTAL CREDIT HOURS REQUIRED: 33

B. Required courses for Track 2: Study leading to the certificate in the Teaching of Literacy Grades 5-12

LIT 528: Language and Literacy Development
LIT 550: Current Issues in Assessment and Instruction: 5-12
LIT 570: Young Adult Literature
LIT 610: Seminar in Literary History, Instruction and Research
LIT 630: Literacy and Society
LIT 669: The Literacy Specialist and The Literacy Program
LIT 681: Assessment and Instruction of Learners Experiencing Literacy Difficulties Grades 5-12
LIT 693: The Literacy Practicum
LIT 698: The Master's Project in Literacy Education
Literacy

COURSE DESCRIPTIONS

EDU 521: Elementary School Language Arts
(O) Guiding children in written, oral communication. (3 cr. hr.)

FSA 525: Teaching the Inner City Child
See Foundations and Social Advocacy Department for course description.

LIT 511: Teaching Literacy in the Primary Grades
(B) The purpose of this course is to emphasize reading, writing, listening, and speaking at the primary school level. Students will learn to assess and instruct primary grade students through class and tutoring sessions. In addition, students will investigate philosophy of literacy, related research, students with special needs, multicultural issues, the use of technology in tutoring, and integrating content areas. Prerequisite: Admission to the M.S.T. Program. Undergraduates restricted. (3 cr. hr.)

LIT 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.)

LIT 528: Language and Literacy Development
(A) Explores connections between overall language development and the specific development of print literacy. Studies theoretical perspectives of language development and examines how they are applied to learning environments. (3 cr. hr.)

LIT 539: Reading and Writing Across the Curriculum
(A) This course is intended to provide graduate students with a firm understanding of how reading and writing can be developed through content area subjects. (3 cr. hr.)

LIT 540: Current Issues in Assessment and Instruction Birth to Grade 6
(A) This course will explore developmental reading concepts. Students will explore trends and research in the field of literacy. A field experience equal to one credit hour is required. (4 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.)

LIT 550: Current Issues in Assessment and Instruction: 5-12
(A) Understanding the role of comprehension for all middle and secondary students will be emphasized through research, strategies, metacognition, and assessment. Topics include background, vocabulary, graphic organizers, purposes, questioning, study skills, and writing. Evaluating, selecting, and using textbooks will also be examined. A field experience equal to one credit hour is required. (4 cr. hr.)

LIT 560: Children’s Literature in the Curriculum
(A) The use of children’s literature for helping children demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity: stimulating interest, promoting reading growth, and increasing the motivation of learners to read widely and independently for knowledge, pleasure, personal growth, and social understandings. (3 cr. hr.)

LIT 570: Young Adult Literature
(B) Investigations of literature written for young adults, grades 5-12 with emphasis placed on reader response theory. (3 cr. hr.)

LIT 610: Seminar in Literacy History, Instruction and Research
(A) The history of literacy, literacy instruction in the United States and literacy research. (3 cr. hr.)

LIT 630: Literacy and Society
(A) Explores connections between literacy and practices of the larger society. Readings cover a wide range of theories and perspectives. Introduces important theories in the field of literacy. Classic authors and works form the majority of course content. (3 cr. hr.)

LIT 669: The Literacy Specialist and The Literacy Program
(A) Seminar format encourages students to begin synthesizing information from previous courses into coherent literacy programs in schools. Examines different approaches to reading from policy and programmatic perspectives. Emphasis is given to the concept of literacy specialists as both initiators and implementers of literacy programs. Prerequisites: LIT 528, 540 or 550. (3 cr. hr.)

LIT 680: Assessment and Instruction of Learners Experiencing Literacy Difficulties, Birth to Grade 6
(A) Explores assessment and instruction, materials, theory and research surrounding the literacy difficulties experienced by learners from birth-grade 6. A field experience equal to one credit hour is required. (4 cr. hr.)

LIT 681: Assessment and Instruction of Learners Experiencing Literacy Difficulties, Grades 5-12
(A) Explores assessment and instruction, materials, theory and research surrounding literacy difficulties experienced by learners in grades 5-12. A field experience equal to one credit hour is required. (4 cr. hr.)

LIT 693: Literacy Practicum
(A) Assessment and instruction of students experiencing literacy problems. A total of 50 clock hours in a College supervised field experience is required across two different age levels. Course divided between a weekly seminar and time spent tutoring an individual child. Prerequisites: LIT 680 or 681. (4 cr. hr.)

LIT 698: The Master’s Project in Literacy Education
(A) The Master’s Project is the culminating experience in the Literacy Education program and results in a Literacy Professional Portfolio. Through the portfolio preparation and presentation, candidates demonstrate comprehensive understandings of knowledge and practices in the teaching of literacy as well as an ability to apply these understandings in a variety of instructional settings. Candidates must also provide evidence that they have met all college criteria for the master’s degree and the New York State Education Department criteria for certification sought. S, U grades are assigned. The grade of E (failure) automatically is assigned for an incomplete at the end of one year. Prerequisites: All literacy courses; completion of 30-hour master’s program. (3 cr. hr.)
SCHOOL
Arts and Sciences

FACULTY
R. Bruce Martinglly (Chair), Abolghassem Alemzadeh, Carol J. Bell, John D. Best, Cecile Dore, Daniel L. Driscoll, George F. Feisnner, Yusuf Gurtas, Ter-Jenq Huang, Isa S. Jubran, Joanne Redden, Mahdi H. Rubaii

ADJUNCT FACULTY
For a listing of adjunct faculty see pages 132-135.

PROGRAMS OFFERED
Master of Arts in Teaching in Adolescence Education: Mathematics
Master of Science in Education in Adolescence Education: Mathematics
Master of Science in Education in Adolescence Education: Physics and Mathematics

Master of Arts in Teaching
Adolescence Education: Mathematics (7-12) [AEM]

This program leads to the M.A.T. degree as well as initial or provisional certification for teaching adolescence mathematics. The focus of the program is to provide a pedagogical foundation that complements a solid mathematical background.

CAREER POTENTIAL
• Mathematics teacher, high school or junior high school
• Curriculum coordinator
• Educational administrator

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, applicants for enrollment in the program leading to a M.A.T. adolescence education: mathematics (7-12) should present the following:
1. Official transcripts documenting a bachelor's degree from an accredited college or university.
2. A minimum of 30 credit hours of approved mathematics courses including the following:
   a) at least 12 credit hours of calculus, analysis or differential equations,
   b) at least three credit hours each in the following six areas: discrete mathematics, linear algebra, abstract algebra, geometry, probability and statistics, and history of mathematics.
3. An overall undergraduate grade point average of at least 2.5.
4. Two letters of recommendation from professors or professional colleagues that address the prospective students’ suitability for adolescence school teaching.
5. Application to the SUNY Cortland Teacher Education Program.
6. Demonstrated proficiency equivalent to successful completion of the second semester (102) of a college-level foreign language sequence.

7. An undergraduate course in either educational psychology or adolescent psychology, such as PSY 232 or 332.
8. A health education course that fulfills NYSED mandates for teacher education programs — currently approved courses include HLH 110, 199 or 510.

PROGRAM REQUIREMENTS
A. Required Core in Mathematics: 12 credit hours
   * MAT 501: Fundamental Concepts of Mathematics
   * MAT 502: Applied Concepts in Adolescence Mathematics
   MAT 603: Real Analysis and Concepts of Calculus
   MAT 604: Algebraic Structures II

B. Required Core in Professional Preparation: 36 credit hours
   * AED 540: Technologies in the Adolescence Mathematics Classroom
   * AED 600: Introduction to Adolescence Education
   * AED 601: Teaching Adolescence Mathematics
   * AED 602: Methods II: Field Experiences in Adolescence Mathematics
   * LIT 549: Literacy in the Middle and Secondary School
   * AED 661: Language Development in Adolescents for Non-Literature Majors
   EDU 671: Issues in Foundations of Education

One of the following two courses:
   PSY 501: Advanced Educational Psychology
   or
   PSY 533: Advanced Developmental Psychology
   AED 693: Student Teaching – Adolescence Mathematics I
   AED 694: Student Teaching – Adolescence Mathematics II

* Must be taken prior to student teaching.

C. Additional Requirements
1. Successful completion of either a comprehensive examination covering the material from the required core in mathematics or a graduate project that contributes to the value of mathematics or mathematics education.
2. Specific requirements for New York State teaching certification (state examinations, identification and reporting of child abuse and maltreatment, alcohol and drug abuse education, school violence prevention education, fingerprinting and foreign language requirements) can be found on pages 108-109 in this catalog.
3. Teacher candidates must submit a professional portfolio prior to graduation. Specific requirements for the portfolio may be obtained from the academic advisor.
4. Additional requirements for the M.A.T. may be determined by the Mathematics Department and must be ascertained by the students in consultation with the department’s graduate coordinator.

TOTAL CREDIT HOURS REQUIRED: 48
Master of Science in Education
Adolescence Education: Mathematics (7-12) [AEM]
This program leads to the M.S.Ed. and is intended for in-service teachers seeking a professional certificate in adolescence mathematics. The focus of the program is to provide greater subject depth and additional instructional methodologies.

CAREER POTENTIAL
- Mathematics teacher, high school, junior high, or middle school
- Curriculum coordinator
- Educational administrator

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to a Master of Science in Education in Adolescence Education: Mathematics (7-12) should present the following:

1. Documentation of an initial/provisional certificate or a certificate of qualification for initial or provisional certification in adolescence/secondary mathematics education issued by the New York State Education Department.
2. An overall undergraduate grade point average of at least 2.5 in mathematics.
3. An overall undergraduate grade point average of at least 2.5.
4. Two letters of recommendation from professors or professional colleagues that address the prospective students’ suitability for adolescence school teaching.

PROGRAM REQUIREMENTS
A. Required Core in Mathematics: 12 credit hours
   MAT 501: Fundamental Concepts of Mathematics
   MAT 502: Applied Concepts in Adolescence Mathematics
   MAT 603: Real Analysis and Concepts of Calculus
   MAT 604: Algebraic Structures II
B. Required Core in Professional Preparation: 12 credit hours
   AED 540: Technologies in the Adolescence Mathematics Classroom
   EDU 671: Issues in Foundations of Education
   Complete one of the following:
   PSY 501: Advanced Educational Psychology
   PSY 533: Advanced Developmental Psychology
Note: Students who desire middle school extension certification must complete PSY 533: Advanced Developmental Psychology.
C. Electives: Six credit hours
   1. Students elect three credit hours from MAT 500- or MAT 600-numbered courses.
   2. Students elect three credit hours from other mathematics, education, or psychology graduate courses.
Note: Students who desire middle school extension certification must complete EDU 533: Introduction to Middle Childhood Education.
D. Additional Requirements
   1. Successful completion of either a comprehensive examination covering the material from the required core in mathematics or a graduate project that contributes to the value of mathematics or mathematics education.

TOTAL CREDIT HOURS REQUIRED: 30 HOURS

Master of Science in Education
Adolescence Education: Physics and Mathematics (7-12) [APM]

CAREER POTENTIAL
- Teacher: physics and mathematics (grades 7-12)
- Science department chair

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to a M.S.Ed. in Adolescence Education: Physics and Mathematics (7-12) should present the following:

1. All undergraduate transcripts which reflect evidence of completion of a bachelor's degree in physics/mathematics or functionally related subject area. The transcript needs to show at least 30 credit hours of course work in physics and at least 30 credit hours of course work in mathematics.
2. Documentation of an initial/provisional certificate or a certificate of qualification for initial or provisional certification in physics and mathematics issued by the New York State Education Department.
3. An overall undergraduate grade point average of at least 2.5.
4. Three letters of recommendation from former professors or professional colleagues who can speak to the candidate’s preparation and competence for teaching physics/mathematics in grades 7-12.
5. Interview with the coordinator of adolescence education: science (7-12).

PROGRAM REQUIREMENTS
A. Content: 24 credit hours in physics and mathematics
   12 credit hours in graduate physics
   12 credit hours in graduate mathematics
B. Pedagogy: 3-6 credit hours
   Option I: Without middle childhood extension
   AED 540: Technologies in the Adolescence Mathematics Classroom
   Option II: Leads to a middle childhood extension of certificate for grades 5-6
   EDU 671: Issues in Foundations of Education
   PSY 533: Advanced Developmental Psychology
C. Culminating Master’s Project: Three credit hours
   SCI 690: Independent Study in Science/Mathematics Education

TOTAL CREDIT HOURS REQUIRED: 30-33

Middle Childhood Extension (Grades 5-6) [AEM_MCHD] [APM_MCHD]

Students electing to take the Middle Childhood Extension may do so by completing the following additional courses:
   PSY 533: Advanced Developmental Psychology and EDU 533: Introduction to Middle Childhood Education
Mathematics

COURSE DESCRIPTIONS

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.)

MAT 501: Fundamental Concepts of Mathematics
(F, M) Logic, sets, mathematical systems, relations, and techniques of proof. Prerequisite: Consent of department. (3 cr. hr.)

MAT 502: Applied Concepts in Adolescence Mathematics
(M, S) 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 529, 629: 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 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.)

MAT 563: Real Analysis and Concepts of Calculus
(C) Properties of functions of a real variable that relate to fundamental concepts of differential and integral calculus. Prerequisite: MAT 501. (3 cr. hr.)

MAT 560: Algebraic Structures II
(C) Advanced study of groups, rings, and fields with emphasis on applications which can be used by high school mathematics teachers. Prerequisites: MAT 501 and 502. (3 cr. hr.)

MAT 610: Statistical Tools
(O) Basic concepts of descriptive, inferential statistics. Not open to mathematics majors; intended for graduate students in other areas. May be applied toward degree only with approval of student’s major department. (3 cr. hr.)

MAT 671: High Algebra I
(O) Group theory. Permutation groups, cyclic groups, sets of generators, subgroups, cosets, normal subgroups, quotient groups, commutator groups, direct products, centers, normalizers. Prerequisite: MAT 604. (3 cr. hr.)

Related Education Courses

AED 540: Technologies in the Adolescence Mathematics Classroom
(B) 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.)

AED 601: 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. Prerequisite: AED 600. (3 cr. hr.)

AED 602: 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 on discussion and assessment of individual field experiences. Prerequisite: AED 601. (3 cr. hr.)

AED 640: Seminar in Teaching Adolescence Mathematics
(C) Significant curriculum patterns, practices, and research in mathematics pedagogy in grades 7-12; opportunities for projects. Open only to students enrolled in the M.S.Ed program in adolescence mathematics. (3 cr. hr.)

AED 661: Language Development in Adolescents for Non-Literature Majors
(B) Combines models of first-language acquisition, the structure of the English language, cooperative learning, sentence combining, and accelerated learning to develop an overall model for enhancing language development of all adolescents, regardless of dialect and socioeconomic standards. (3 cr. hr.)

AED 693: 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 602 and consent of department. (6 cr. hr.)

AED 694: Student Teaching – Adolescence Mathematics II
(A) Eight weeks of full time student teaching supervised by College faculty. H, S, U grades are assigned. Prerequisite: AED 602 and consent of department. (6 cr. hr.)

Course 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, ■ = LAS
Master of Science in Education

Physical Education [PEC]

Students must take PED 610 and PED 611 before applying for candidacy and should apply for candidacy as soon as they are eligible. Application for the degree should be at the beginning of the final course requirements. A maximum of six approved graduate credit hours may be transferred. Students may take up to nine credit hours of electives outside of physical education. All electives must be approved by the coordinator of graduate programs in physical education.

Admission Requirements

In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to a M.S.Ed. in Physical Education should present the following:

1. Official transcripts documenting a bachelor’s degree from an accredited college or university in a physical education teacher certification program.
2. A minimum of a 2.5 overall undergraduate grade-point average or a 2.8 grade-point average in the physical education major.
3. Submission of a Graduate Record Exam score (General Test).

Program Requirements

A. All students must take the physical education degree core of six credit hours:
   PED 610: Readings in Physical Education
   PED 611: Research Methods in Physical Education

   Note: Students electing the coaching pedagogy concentration will be taking these courses via the Web-based/Web-assisted format.

B. Students must choose to take the concentration in curriculum and instruction, the concentration in adapted physical education or the concentration in coaching pedagogy.

C. Curriculum and Instruction Concentration [CURR]

The purpose of this concentration is to prepare master teachers who have the corresponding awareness, knowledge and skills required to create curricula that meet current New York State and national standards and with the ability to assess these standards.

Curriculum and Instruction Core: Nine credit hours
   PED 621: Curriculum Construction in Physical Education
   PED 622: Research On Teaching Effectiveness in Physical Education
   PED 623: Assessment of Curricula and Instruction in Physical Education Curriculum and Instruction

Specialty Electives: Minimum of six credit hours
   PED 624: Elementary School Physical Education Programs
   PED 625: Lifespan Motor Development
   PED 626: Fitness Programming and Curriculum for Schools
   PED 627: Models and Theories of Adventure Learning
   PED 691: Administration of Physical Education

D. Adapted Physical Education Concentration [ADPE]

The purpose of this concentration is to prepare master teachers with special expertise in adapted physical education consistent with curricula that meet current New York State and national standards and with the ability to assess these standards.

Adapted Physical Education Core: 12 credit hours
   PED 530: Introduction to Adapted Physical Education
   PED 635: Instructional Strategies in Adapted Physical Education
   PED 636: Curriculum and Measurement in Adapted Physical Education
   PED 637: Preschool Movement Programs
   PED 638: Positive Behavior Management and Discipline

Adapted Specialty Electives: Minimum of three credit hours
   PED 531: Inclusive Outdoor Education
   PED 637: Preschool Movement Programs
   PED 638: Positive Behavior Management and Discipline

E. Coaching Pedagogy Concentration [COAP]

This program of study is pending SUNY and NYSSED approval.

The purpose of this concentration is to provide graduate students with abilities and knowledge that apply especially to coaching but also to teaching physical education. An emphasis is placed on applying current technology to coaching, teaching and research methodologies. This program is offered over three summer sessions as a residency-based online program that includes online preparation followed by nine days of in-class course work on campus.

Summer I:
   PED 610: Readings in Physical Education
   PED 611: Research Methods in Physical Education and Recreation
   PED 625: Lifespan Motor Development
   SPM 526: Digital Video Analysis
Physical Education

**COURSE DESCRIPTIONS**

**PED 530: Introduction to Adapted Physical Education**

(F) This course provides the students with knowledge required to meet the professional and legal mandates of Public Law 105-17, Individuals with Disabilities Act (IDEA) 1997, and amendments as they pertain to physical education for students with disabilities. The course is presented through a theoretical motor development perspective as it applies to the development of children with disabilities. Students will be required to complete a series of observations and labs with children with disabilities as it relates to typical motor development. Prerequisite: PED 336 or 356. (4 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.)

**PED 600: Individual Physical Education Problems**

(A) Individual study project permitting teachers with unique problems to consult with specialists in their field. Hours, credit to be arranged. (1-3 cr. hr.)

**PED 602: Research Project**

(A, M) Guidance, direction in conducting individual research project. Prerequisite: PED 601, consent of advisor. Also listed as EXS 602. (3 cr. hr.)

**PED 610: Readings in Physical Education**

(A) This course consists of a comprehensive, but foundational, investigation of recent literature and research in the various areas of study which directly influence the field of physical education. (3 cr. hr.)

**PED 611: Research in Physical Education and Recreation**

(A, M) Nature, scope, methodology; emphasizing fields of physical education and recreation. Prerequisite: PED 610, which may be taken concurrently. (3 cr. hr.)

**PED 613: Philosophy and Principles of Coaching**

(M) An inquiry into the philosophical and ethical bases of athletics and coaching resulting in the development of an applied personal philosophy of coaching. (3 cr. hr.)

**PED 621: Curriculum Construction In Physical Education**

(O) Program planning applicable to student’s local situation. Generally accepted educational aims, objectives, philosophies, principles of curriculum construction. Prerequisite: PED 610. (3 cr. hr.)

**PED 622: Research on Teaching Effectiveness in Physical Education**

(O) Course designed for teachers who want to be informed about teacher effectiveness research findings and improve own teaching practices. Participation in microteaching and reflective teaching featured. Prerequisites: PED 610 and graduate standing with teaching experience. (3 cr. hr.)

**PED 623: Assessment of Curricula and Instruction in Physical Education**

(B) Course will cover issues relating to assessment for the physical education teacher. Current issues such as the integration of New York State Learning Standards into unit planning will be a major focus. Authentic assessment techniques, assessment in the affective domain, development of cognitive tests and the development of grading systems will be addressed. Prerequisites: PED 621 and PED 622. (3 cr. hr.)

**PED 624: Elementary School Physical Education Programs**

(O) Trends in philosophy, content, methods, evaluation. Curriculum organization, integration of physical education and elementary education. Research evaluated; implications determined for use in planning conducting programs. (3 cr. hr.)

**PED 625: Lifespan Motor Development**

(F) The course is designed to provide students with an opportunity to acquire knowledge, insights and skills germane to the study of human growth and motor development over the life span. The course content focuses on movement changes throughout the life-span and their implications for the curriculum in physical education. (3 cr. hr.)

**PED 626: Fitness Programming and Curriculum for Schools**

(C) This course is designed for students who desire to expand their knowledge base on how to create and implement developmentally appropriate fitness oriented curricula for school-aged children. Topics include: aspects of developmental physiology, children’s responses to exercise, maturational changes, changes in health related fitness throughout childhood, introduction to the Physical Best Program and other fitness programs for children, nutrition, activity planning, fitness assessment and behavior modification. (3 cr. hr.)

**PED 627: Models and Theories of Adventure Learning**

(S) This course is devoted to the study of adventure education as it relates to Physical Education learning standards using current models and theories. Topics include discussions on current models of participation and levels of engagement, learning and teaching styles and relevant historical developments. Students also study the relationships of adventure education goals and objectives to current National and State educational objectives. (3 cr. hr.)
PED 633: Inclusive Coaching Methods and Programs
(M) Addresses effective coaching methods for an inclusive environment along with the development of athletic programs as they relate to diverse athletes. Diversity in this course is broadly defined as the understanding of gender, ethnic and racial considerations; development and ability-level differences; variations in learning styles; and a variety of physical, mental and emotional disabilities. This course also focuses on the promotion of interpersonal skills and the understanding of individual differences. (3 cr. hr.)

PED 634: Knowledge Test Construction
(O) In-depth coverage of knowledge test construction including test planning and organization, subjective test items, objective test items, test analysis and computer-assisted programs. Lecture and workshop format. Not open to students with credit for EDU 650. (3 cr. hr.)

PED 635: Instructional Strategies in Adapted Physical Education
(S) This course provides students with an understanding of instructional strategies using theoretical learning models from kinesiology for individuals with disabilities. The lab experience will be focused on developing an individualized educational program incorporating curricular modifications and present level of performance. (4 cr. hr.)

PED 636: Curriculum and Measurement in Adapted Physical Education
(S) This course provides students with an understanding of the comprehensive service delivery model and factors that contribute to curricular development as well as knowledge related to assessment and evaluation. The lab experience will be focused on developing a “top down plan” for an individual with a disability. (4 cr. hr.)

PED 637: Preschool Movement Programs
(S) This course is designed to provide students opportunities to learn and apply basic principles of Developmentally Appropriate Practice (DAP) framework and child centered preschool curricula in teaching movement to young children. (3 cr. hr.)

PED 638: Positive Behavior Management and Discipline in Physical Education
(M) This course is designed to address issues, models and strategies when dealing with behavior management and discipline in physical education. The Behavioralist Model, the Psychoanalytical Model and the Teaching Personal and Social Responsibility Model (TPSR) will provide the basic learning framework for the course. (3 cr. hr.)

PED 641: Graduate Readings in Physical Education
(A, M) In-depth reading, study, discussion in one or more areas. Prerequisite: Acceptance as candidate for degree. Also listed as EXS 641. (3 cr. hr.)

PED 650: Master's Thesis
(A, M) Physical education research. Also listed as EXS 650. (6 cr. hr.)

PED 651: Comprehensive Examination Seminar
(A) Students will synthesize knowledge and understanding gained in the core program and make connections across all areas of the master’s program in preparation for the comprehensive examination. Prerequisites: PED 610, 611, 621, 622, and 623 for students following the curriculum and instruction concentration; PED 530, 610, 611, 635, and 636 for students following the adapted physical education concentration; PED 610, 611, 613, 625, 633, ATR 521, EXS 558, SPM 536, 537 and 538 for students following the coaching pedagogy concentration. (3 cr. hr.)

PED 691: Administration of Physical Education
(O) Basic concepts, theories of organization, administration; application to physical education, athletics. Persistent administration problems in the field. (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

ADJUNCT FACULTY
For a listing of adjunct faculty see pages 132-135.

PROGRAMS OFFERED
Master of Science in Recreation
Master of Science in Education in Recreation Education

MAJORS OFFERED
Recreation
Recreation Education

CONCENTRATIONS OFFERED
Management of Leisure Services
Outdoor and Environmental Education
Therapeutic Recreation

DEPARTMENTAL INFORMATION
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, SUNY Cortland’s 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 further prepares students for a wide variety of career opportunities in outdoor recreation, therapeutic recreation and recreation management in a wide variety of settings and agencies.

SPECIAL FEATURES
• Very bright job market for recreation graduates, as predicted by the U.S. Department of Labor and as evidenced by the high employment rate (over 95 percent) of our graduates
• Nationally and internationally recognized faculty committed to students
• Opportunities for research, in a wide array of areas including outdoor recreation, therapeutic recreation and management
• Internship experience
• The Annual Cortland Recreation Conference — one of the premier recreation conferences in the northeast
• Outdoor Education Center in the Adirondacks
• Opportunities for international study
• Graduate assistantships, available on a competitive basis

Master of Science
Recreation [REC]

ADMISSION REQUIREMENTS
In addition to meeting the requirements for admission to a degree program stated in this catalog, the applicant for enrollment in the program leading to a Master of Science in Recreation should present the following:

1. Official transcripts documenting a bachelor’s degree from an accredited college or university.
2. Applicants are generally required to have an undergraduate cumulative grade point average of 2.8 on a 4.0 scale. However, circumstances including, but not limited to, endeavors following completion of a bachelor’s degree and performance in the last two years of a bachelor’s degree program will be considered in reviewing applications from students with lower grade point averages. Students who feel they are qualified in spite of an undergraduate grade point average below a 2.8 are encouraged to contact the department before applying for admission.
3. A resume.
4. A one- to two-page statement of educational and professional goals.
5. Names, addresses and phone numbers of three references.
6. Applicants who lack substantial academic background in recreation may be required to complete three to 12 credit hours of course work in addition to the degree requirements.

PROGRAM REQUIREMENTS
A minimum of 33-34 credit hours of approved graduate work as described below is required for the M.S. in recreation.

A. Recreation: 21 credit hours
   REC 601: Recreation Research and Evaluation I
   REC 602: Recreation Research and Evaluation II
   REC 603: Historical, Philosophical and Theoretical Perspectives of Recreation and Leisure
   A supervision or administration course (3 cr. hr.)
   Nine credit hours in one of the following concentrations:
   - Outdoor and Environmental Education (EOE)
   - Management of Leisure Services (MGLS)
   - Therapeutic Recreation (TR)

B. Supporting Area: Six credit hours
   Additional courses in recreation or in areas closely related to recreation such as health, political science, sociology, physical education, etc.

C. Electives: Six credit hours
   Behavioral, natural, or social sciences

D. Culminating Activity: 1-6 credits
   M.S. degree candidates must successfully complete a culminating activity from the three following options:
   1. REC 683: Comprehensive Examination in Recreation and Leisure Studies
   2. REC 684: Thesis
   3. REC 685: Master’s Project
Normally students earn up to six credit hours for completion of a thesis, or project in lieu of a thesis, which is substituted for course work from the requirements, upon advisement.

For each concentration — therapeutic recreation, management and outdoor/environmental education — the department requires or recommends specific courses and supporting courses. These curriculum guidelines are available from the department or its Web site.

Other requirements for the award of the M.S. may be determined by the department and must be ascertained by students in consultation with a department graduate advisor.

TOTAL CREDIT HOURS REQUIRED: 33-34

Master of Science in Education
Recreation Education [RED]

ADMISSION REQUIREMENTS

In addition to meeting the requirements for admission to a degree program stated in this catalog, applicants for admission to the M.S.Ed. in Recreation Education must meet the following requirements:

1. Official transcripts documenting a bachelor's degree from an accredited college or university.
2. Documentation of an initial/provisional certificate or a certificate of qualification for initial or provisional certification in any subject area issued by the New York State Education Department.
3. Applicants are generally required to have an undergraduate cumulative grade point average of 2.8 (on a 4.0 scale). However, circumstances including, but not limited to, endeavors following completion of a bachelor's degree and performance in the last two years of a bachelor's degree program will be considered in reviewing applications from students with lower grade point averages. Students who feel they are qualified in spite of an undergraduate grade point average below a 2.8 are encouraged to contact the department before applying for admission.
4. A resume.
5. A one- or two-page statement of the applicant's educational and professional goals.
6. Names, addresses and phone numbers of three references
7. Applicants who lack substantial academic background in recreation may be required to complete three to 12 credit hours of course work in addition to the degree requirements described herein.

PROGRAM REQUIREMENTS

A minimum of 33-34 credit hours of approved graduate work as described below is required for the M.S.Ed.

A. Professional Education: 15 hours
   REC 601: Recreation Research and Evaluation I
   REC 602: Recreation Research and Evaluation II
   REC 603: Historical, Philosophical and Theoretical Perspectives of Recreation and Leisure
   An education elective, by advisement
   A course in curriculum development

B. Recreation Education Concentration: 12 credit hours
   The recreation education concentration may be taken in one of the following areas:
   Outdoor and Environmental Education (EOE)
   Management of Leisure Services (MGLS)
   Therapeutic Recreation (TR)

Six hours must be in recreation education and six hours may be in areas closely related to recreation such as education, physical education, health, psychology or sociology. No more than four credits in activity clinics or workshops may be counted toward the master's degree.

C. Electives: Six credit hours (selected under advisement)

D. Culminating Activity: 1-6 credit hours
   M.S.Ed. degree candidates must successfully complete a culminating activity from the three following options:
   1. REC 683: Comprehensive Examination in Recreation and Leisure Studies
   2. REC 684: Thesis
   3. REC 685: Master’s Project
   Normally students earn up to six hours of credit for completion of a thesis, or project in lieu of a thesis, which is substituted for course work from the requirements, upon advisement.
   For each concentration (therapeutic recreation, management and outdoor/environmental education), the department requires or recommends specific courses and supporting courses. These curriculum guidelines are available from the department or its Web site.
   Other requirements for the award of the M.S.Ed. may be determined by the Recreation and Leisure Studies Department and must be ascertained by students in consultation with a department graduate advisor.

TOTAL CREDIT HOURS REQUIRED: 33-34

Recreation and Leisure Studies

COURSE DESCRIPTIONS

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 509: 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. Not open to students with credit for REC 409. (3 cr. hr.)

REC 516: Tourism Planning and Development
   (O) 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. Not open to students with credit for REC/GRY 415. Also listed as GRY 516. (3 cr. hr.)

**REC 529, 629: Special Topics in Recreation and Leisure Studies**

Selected topics. May be taken more than once as subject changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

**REC 530: 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 535. Not open to students with credit for REC 430. (3 cr. hr.)

**REC 531: Inclusive Outdoor Education**

(O) This course is designed to address the 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. Prerequisites: REC 330 or department consent. (3 cr. hr.)

**REC 535: 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 530. Not open to students with credit for REC 435. (3 cr. hr.)

**REC 538: 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 535. Not open to students with credit for REC 438. (3 cr. hr.)

**REC 541: Site and Facilities Planning**

(O) Design of recreation areas and facilities; feasibility studies, site selection, environmental impact, accessibility, planning and development. Not open to students with credit for REC 441. (3 cr. hr.)

**REC 544: Commercial Recreation Management**

(B) The study of commercial recreation as a major component of understanding leisure service delivery systems. Analysis of the development potential of different types of recreation enterprises, including resources, location, risks, sources of financing, pricing, managerial requirements, marketing and sources of technical assistance. (3 cr. hr.)

**REC 545: 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. Not open to students with credit for REC 345. (3 cr. hr.)

**REC 546: Legal Aspects of Recreation and Park Service**

(F) Study of the body of law governing recreation and park management. (3 cr. hr.)

**REC 549: 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 or 610 and 640. Not open to students with credit for REC 449. (3 cr. hr.)

**REC 560: 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 graduate status, or consent of the department. Not open to students with credit for REC 460. (3 cr. hr.)

**REC 569: 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. Not open to students with credit for REC 469. (3 cr. hr.)

**REC 574: 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 370, 379 or PED 308 or graduate status. Not open to students with credit for REC 474. (3 cr. hr.)

**REC 600: Survey of the Recreation and Leisure Profession**

(B) This course is designed for graduate students who are new to the field of recreation, leisure and park services. The course introduces the student to the plethora of professional sectors within the delivery of recreation, leisure and park services. The nature, scope and objectives of each of the professional areas will be examined in order to provide the student with a comprehensive knowledge base of the recreation and leisure services profession (2 cr. hr.)

**REC 601: Recreation Research and Evaluation I**

(F) This is the first course in the recreation research and evaluation sequence in the master’s program. In-depth coverage of systematic inquiry, including the nature, scope, methodology, analysis and presentation of results in research and evaluation in recreation and leisure studies, with particular focus on the recreation research literature. Students will learn and apply the research process, both through experiential learning and preparation of a research proposal. (3 cr. hr.)

**REC 602: Recreation Research and Evaluation II**

(S) This is the second course in the recreation research and evaluation sequence in the master’s program. In-depth coverage...
of systematic inquiry, including the nature, scope, methodology, analysis and presentation of results in research and evaluation in recreation and leisure studies, with particular focus on the recreation research literature. Students will learn and apply the research process, both through experiential learning and preparation of a research proposal. Prerequisite: REC 601. (3 cr. hr.) ■

REC 603: Historical, Philosophical and Theoretical Perspectives of Recreation and Leisure
(B) An in-depth analysis of the historical, philosophical and theoretical perspectives of leisure, recreation and play from ancient cultures to modern-day concepts. This foundation course focuses on historical and theoretical perspectives of leisure, the role of leisure and recreation throughout history in various cultures, and the evolution of leisure to its modern-day construct. (3 cr. hr.) ■

REC 605: Fieldwork in Recreation
(A) Supervised professional experience in the recreation and leisure studies field. Prerequisite: REC 600, consent of instructor. S, U grades are assigned. (1-3 cr. hr.)

REC 606: Recreation Internship
(A) Supervised internship in agency cooperating with the Recreation and Leisure Studies Department. Capstone experience that integrates theory with practice, for a minimum of eight weeks and 320 hours. Prerequisites: Approval of advisor; majority of course work completed. Consult department graduate advisement manual for specific prerequisites and policies. S, U grades are assigned. (3 cr. hr.)

REC 610: 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 611: Background Readings in Outdoor Education
(F) This course is designed for graduate students who are new to the study of outdoor education, environmental education and interpretation, outdoor pursuits, and organized camping. Students will learn definitions, philosophies and historical development of these fields and related areas. Following this course, students can study these topics in-depth with a cognizance of their relationship to one another. (1 cr. hr.)

REC 630: Advanced Methods in Therapeutic Recreation
(O) In-depth investigation of techniques and procedures basic to the therapeutic recreation process, including activity analysis, assessment and documentation. Lab is required. (3 cr. hr.)

REC 635: Advanced Program Design in Therapeutic Recreation
(O) In-depth investigation into design of comprehensive and specific programs; therapeutic approaches and facilitation techniques; related issues and trends. Prerequisite: REC 630. (3 cr. hr.)

REC 640: Outdoor Recreation Resource Management
(S) Planning, design, management and maintenance of recreation resources ranging from small multipurpose urban parks to large forest recreation and wilderness areas. (3 cr. hr.)

REC 676: 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. Research component is an integral part of the course. Credit value depends on the length of the NOLS course and can range from a minimum of two weeks to a full semester course (1-3 cr. hr.). Repeatable up to three graduate credit hours. Maximum number of graduate credit hours allowable between REC 676 and SAB 676 may not exceed three. Consent of the department. (1-3 cr. hr.)

REC 682: Administration of Community Recreation
(O) Problems in organization, administration of community recreation; recognized best practices in meeting them. Administrative problems experienced by individual class members. Conferences, reports, outside presentation, field trips. (3 cr. hr.)

REC 683: Comprehensive Examination in Recreation and Leisure Studies
(A) This course is designed to assist those graduate students who are preparing to take the graduate comprehensive examination. The first half of the semester will focus on preparing students for the exam. The exam itself will be administered approximately mid-semester, and the time remaining in the course will allow for remedial work, if needed. Only students who have completed at least 18 credit hours are eligible to enroll in this course. Prerequisite: REC 601. (1 cr. hr.)

REC 684: Thesis
(A) Prerequisite: Candidate for master of science degree in recreation, consent of Thesis Committee. A maximum of six credit hours of credit may count toward a degree. S/U grading. Prerequisites: REC 601 and 602. (1-6 cr. hr.)

REC 685: Master’s Project
(A) This course is designed for graduate students who would prefer to investigate an area of their concentration in lieu of the graduate comprehensive examination. A maximum of six hours of credit may count toward a degree. S, U grades are assigned. Prerequisites: Candidate for M.S. or M.S.Ed. in recreation, REC 601, 602 and consent of academic advisor. (1-6 cr. hr.)

REC 699: Independent Study or Research in Recreation
(A) Supervised independent study of topic approved by study supervisor, advisor and department chair. May be repeated. (1-3 cr. hr.)

Related Courses
EDU 515: Leisure Education
(B) Introduction to philosophy, principles and techniques of leisure education. Implications for curriculum development in various settings and leisure service delivery systems. Not open to students with credit for REC 425. (3 cr. hr.) ■

EDU 568: Environmental and Outdoor Education
(S) Development of program material for various age, grade levels in public schools. Policies, procedures, practices in supervision, administration of outdoor education. (3 cr. hr.)

SAB 676: 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. Research component is an integral part of the course. Prerequisites: Acceptance by the International Programs Office, consent of the department. Credit value depends on the length of the NOLS course and can range from a minimum of two weeks to a full semester course (1-3 credit hours). Repeatable up to three graduate credit hours. Maximum number of graduate credit hours allowable between SAB 676 and REC 676 may not exceed three. (1-3 cr. hr.)
Sports Management

School
Professional Studies

Faculty
David Snyder (Interim Chair), Daniel DePerno, Ted Fay, James Reese, Lisa Scherer, Matthew Seyfried

Adjunct Faculty
For a listing of adjunct faculty see pages 132-135.

Programs Offered
Master of Science in Sport Management

Master of Science
Sport Management [SPMG]
The Master of Science in Sport Management is a comprehensive business and management program that is designed as a full-time, 30 credit-hour program. This program is designed to directly meet the growing needs and demands of national sport organizations and multi-national corporations and businesses that are seeking to hire an educated and culturally aware workforce that is prepared to work in a diverse and rapidly changing sport economy. The M.S. in Sport Management is designed to allow for validation with the appropriate academic accrediting body in North America, the Sport Management Program Review Council, a joint council created by the North American Society for Sport Management, and the National Association for Sport and Physical Education.

Admission Requirements
1. A minimum overall undergraduate grade point average of 2.8 is preferred. Students with an undergraduate grade point average below 2.8 will be reviewed for admission on a case-by-case basis, taking into consideration standardized test scores, the personal statement, and letters of recommendation.
2. Completion and submission of Cortland’s Graduate Studies Application with the appropriate application fee.
3. Official transcripts from all institutions of higher learning attended to be forwarded directly to SUNY Cortland.
4. Either the Graduate Management Admission Test (GMAT) or Graduate Record Exam scores to be sent to SUNY Cortland by ETS.
5. A personal statement containing the applicants’ professional and educational goals in 250 words or less.
6. A minimum of two letters of recommendation to be sent directly to SUNY Cortland.

Program Requirements
The Master of Science in Sport Management is designed as a full-time, 30 credit-hour program, requiring a core of six specific courses, two elective courses and a six-credit-hour culminating experience offered in the Sport Management Department.

A. Required Core Courses: 18 credit hours
   SPM 510: The Sport Enterprise
   SPM 566: Business and Finance of Sport *
   SPM 635: Information Technology In Sport
   SPM 660: Sport Marketing
   SPM 670: Sport Law
   SPM 680: Policy and Strategic Management in Sport Organizations

B. Elective Courses: Six credit hours
   SPM 515: Sport, Culture and Society
   SPM 525: Sport History and Governance
   SPM 536: Digital Video Analysis
   SPM 537: Advanced Digital Video Analysis
   SPM 538: Applied Digital Video Analysis
   SPM 540: International Sport Enterprise
   SPM 547: Intercollegiate Athletics Management
   SPM 630: Sport Media Management
   SPM 650: Research Methods in Sport Management **
   SPM 655: Sport Event Management
   SPM 665: Applied Sport Marketing Research
   SPM 675: International Sport Law
   SPM 678: Sport Arbitration
   SPM 682: Independent Study in Sport Management

C. Required Culminating Experience: Six credit hours
   SPM 685: Internship / Master’s Project or SPM 686: Thesis in Sport Management
   Students must have undergraduate Accounting I
   **Students must complete SPM 650: Research in Sport Management as a prerequisite for thesis option.

Total Credit Hours Required: 30
Example of the recommended course sequence for the M.S. in Sport Management

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td><strong>Fall (Semester I)</strong></td>
<td><strong>Semesters III and IV</strong></td>
</tr>
<tr>
<td>SPM 510</td>
<td>Culminating Activity:</td>
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<tr>
<td>SPM 566</td>
<td>SPM 685 or SPM 686</td>
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<td>SPM 660</td>
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<td>SPM 670</td>
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<td><strong>Total credit hours: 9-12</strong></td>
<td><strong>Total credit hours: 6</strong></td>
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<td><strong>Spring (Semester II)</strong></td>
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<td>SPM 635</td>
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<td>SPM 680</td>
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<td>SPM 6__ elective</td>
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<td>SPM 6__ elective</td>
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<td><strong>Total credit hours: 9-12</strong></td>
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<td><strong>Summer</strong></td>
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<td>SPM 6__ elective (s)</td>
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<td><strong>Total credit hours: 0-6</strong></td>
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### Sport Management

**COURSE DESCRIPTIONS**

**SPM 510: Sport Enterprise**
(F) An overview of the sport management field, investigating the structure of sport in North America including contemporary and future issues of sport. Students will conduct a career analysis as a major project and presentation. This course covers both a macro and micro perspective regarding management theory and organizational behavior as applied specifically to sport organizations. (3 cr. hr.)

**SPM 515: Sport, Culture and Society**
(S) Study of critical issues in contemporary sport as framed from a sociological and ethical perspective. Emphasis is placed on the social, political and economic factors and values associated with the role and importance of sport as it is practiced and developed in national and global contexts. (3 cr. hr.)

**SPM 525: International Sport History and Governance**
(S) Examination of the historical foundations of sport throughout the world from the earliest of times to the contemporary period. Topics include the evolution of the Olympic and Paralympic Games, the effects of sport development in the aftermath of 19th and 20th century colonialism, and the impacts of technology and mass globalization. (3 cr. hr.)

**SPM 536: Digital Video Analysis**
(B) A research-intensive course in a digital video analysis software system. Students will engage in applied strategies for the shooting, capture, analysis and distribution of digital video relevant to their discipline. Advanced use of digital video analysis software and hardware will involve a course-long research project in the student’s field of study. Students will work on capturing video relevant to the research question posed in SPM 536. Prerequisite: SPM 536. (1 cr. hr.)

**SPM 537: Advanced Digital Video Analysis**
(B) A research-intensive course in a digital video analysis software system. Students will engage in applied strategies for the shooting, capture, analysis and distribution of digital video related to their discipline. Advanced use of digital video analysis software and hardware will involve a course-long research project in the student's field of study. Students will work on capturing video relevant to the research question posed in SPM 536. Prerequisite: SPM 536. (1 cr. hr.)

**SPM 538: Applied Digital Video Analysis**
(B) Students will complete applied field research using a digital video analysis system. Students will collect and analyze data. Students will proactively shoot, capture, analyze and distribute discipline-specific digital video and present a research project at the end of the course. Prerequisite: SPM 537. (1 cr. hr.)

**SPM 540: International Sport Enterprise**
(S) Focus on the globalization of sport with an emphasis on the organization, governance and management of international sport including the Olympic and Paralympic Games, the FIFA World Cup, professional team sport leagues, golf, tennis and ski racing. A comprehensive investigation of the structural and cultural environments that North American sport organizations, leagues and corporations must consider in conducting business in foreign markets. A major semester-long project includes the development of a bid document for a city/region to host a major international sports event. (3 cr. hr.)

**SPM 547: Intercollegiate Athletics Management**
(S) The study of intercollegiate athletics in the United States as a unique sport enterprise. An analysis of the management of intercollegiate athletic departments at the Division I, II and III levels, plus a review of the organizational structure in regard to the NCAA, conferences, and institutional athletic departments. Particular focus and discussion centers on the prevailing contemporary issues in college athletics including financial trends, legislation, conference alignment, reform, Title IX - Gender Equity, graduation rates, gambling, violence, and diversity issues in coaching and management hiring. (3 cr. hr.)

**SPM 566: Business and Finance of Sport**
(S) Focus on business topics as they relate to the fiscal and budgetary control of public and private sport organizations, leagues, and facilities. Aspects include forms of ownership, taxation, financial analysis, feasibility studies, economic impact studies and insurance considerations. An in-depth look at cases of organizations involved in professional, intercollegiate and Olympic/international sports. (3 cr. hr.)

**SPM 630: Sport Media Management**
(S) An introduction to the structure, function, role and effects of the mass media within the sport industry. Prime consideration is given to the study of the principles and fundamentals involved in the practical applications of sport media relations, public relations, and sports information. A survey of historic, economic, legal and technical aspects of sport broadcasting will also be conducted including an investigation of audience research, selection of events, networks, and rights fees associated with sports events. Course requires the development and production of promotional, informational and news-oriented media material. (3 cr. hr.)
SPM 635: Information Technology in Sport  
(F) 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. (3 cr. hr.)

SPM 650: Research Methods in Sport Management  
(F) A review of the major considerations and tasks involved in designing and conducting a thesis or research project. The goal for students who successfully complete this course is to be able to produce and defend the methodology of their proposed research, be prepared to carry out the various tasks involved in doing research, and to find the resources to guide them through their research. The theme throughout this course will be on comparing and/or combining qualitative and quantitative approaches to social science and management research. (3 cr. hr.)

SPM 655: Sport Event Management  
(S) An overview of all the theoretical and practical elements involved in planning, organizing, staffing, marketing and implementing a sports event. Particular attention is focused on human resources, fiscal and risk management including security and insurance. Examination of cases of different types of events that occur in different environments under variable financial constraints. (3 cr. hr.)

SPM 660: Sport Marketing  
(F) Compares and contrasts the field of sport and lifestyle marketing with the practices and applications of mainstream marketing. Course work includes a historical overview of sport marketing and examines the application of marketing principles to North American-based collegiate and professional sport organizations events, international sport organizations and events, commercial and public organizations, sporting good manufacturing and the sport enterprise in general. (3 cr. hr.)

SPM 665: Applied Sport Marketing Research  
(S) Compares and contrasts the various research methodologies utilized in marketing research and most commonly practiced in sport marketing settings. Students are assigned a sport research project and are responsible for selecting the appropriate research design for implementing the research, analyzing and interpreting data, and publishing the results. In many cases, students will work as consultants to a specific sport organization or league. Prerequisite: SPM 660. (3 cr. hr.)

SPM 670: Sport Law  
(F) Examination of the law as it applies to professional and amateur sport organizations including contract law, tort law, constitutional law and administrative law. Particular emphasis is placed on antitrust law, labor law, collective bargaining and arbitration as they relate to sport and sport organizations. Students learn how to identify, analyze and understand legal issues and the ramifications of those issues using a case method approach to problem solving. (3 cr. hr.)

SPM 675: International Sport Law  
(B) Explores the legal aspects pertaining to the governing bodies of international sport in both Olympic and non-Olympic contexts. Topics include: individual athlete eligibility and player transfers; drug use and testing; intellectual property including copyright and trademark protection; contractual issues related to bidding on events, sponsorship, endorsements, and agreements for competition; dispute resolution between governing entities; global media contracts including television and new media; and the interface between state, national and global government agencies and organizations with sport. Prerequisite: SPM 670. (3 cr. hr.)

SPM 678: Sport Arbitration  
(B) An in-depth examination of the role of arbitration in the sport industry. The use of arbitration to resolve salary disputes and disciplinary grievances within major U.S. sport leagues. The growing role and function of arbitration in the settlement of disputes involving international sport governing bodies and professional leagues (e.g., the Olympic and Paralympic Games) including the role and function of the International Court of Arbitration for Sport. Prerequisite: SPM 670. (3 cr. hr.)

SPM 680: Policy and Strategic Management in Sport Organizations  
(S) A capstone course exploring the development of sport management policy through a strategic management framework and process. Students are expected to integrate material and information presented in other courses as a foundation and means to prepare a major policy paper in the student’s area of specialty or interest. This seminar-style course requires students to analyze specific issues and problems through case study and class presentations. Prerequisite: Successful completion of 12 graduate credit hours in the major, with a minimum 3.0 grade point average. (3 cr. hr.)

SPM 682: Independent Study in Sport Management  
(A) Special projects, studies, and/or research related to a student’s special interest. This three-credit-hour experience must be approved by a sport management faculty member in conjunction with the graduate program coordinator. Prerequisite: Successful completion of 12 graduate credit hours. (3 cr. hr.)

SPM 685: Internship/Master’s Project  
(A) Intensive practicum in a cooperating sport organization under the joint supervision of the sport management internship advisor and a professional assigned within the sport organization. Students are required to conduct a research project on a topic appropriate to their program culminating in an extensive final written report. The internship/master’s project is done in lieu of the thesis option and a maximum of six credit hours may count toward the degree. Prerequisite: Successful completion of all required and elective course work (24 cr. hr.) and approval of faculty advisor. (6 cr. hr.)

SPM 686: Thesis in Sport Management  
(A) A six-credit hour experience designed to support the completion of a thesis or capstone research-based project. Students work under the supervision of a faculty advisor to develop an acceptable proposal and to complete the thesis or project within an acceptable timeframe. The thesis is done in lieu of the internship/master’s project option, and a maximum of six credit hours may count toward the degree. Prerequisite: Successful completion of all required and elective course work (24 cr. hr.) and approval of faculty advisor. (6 cr. hr.)
African American Studies

AAS 529: Special Topics in African American 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.)

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.)

Anthropology

ANT 529, 629: Special Topics in Anthropology
Selected topics. May be taken more than once as subtitle changes. Prerequisites: Consent of department. (1-4 cr. hr.)

ANT 550: Independent Study in Anthropology
(A) Prerequisites: Twelve hours of general anthropology including ANT 102 and 300, consent of department, junior or senior standing. (3 cr. hr.)

ANT 600: Field Work in Archeology
(O) Combination field and laboratory study of one or more archaeological sites. Prerequisite: Permission of department chair or director of archaeological program. (3-6 cr. hr.)

Art and Art History

ATH 529, 629: 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.)

ATS 529, 629: 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.)

ASW 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.)

Communication Studies

COM 529, 629: 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 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. Prerequisite: COM 100, consent of department. (1-6 cr. hr.)

Computer Applications

CAP 529, 629: 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.)

Computer Science/Mathematics

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.)

Economics

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.)

Environmental Studies

EST 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.)

International Studies

IST 529, 629: 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.)

Performing Arts

MUS 529, 629: 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.)

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.)

THT 529, 629: Special Topics in Theatre
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.)

THT 542: Puppetry for Educators
(M, O) 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.) ■

Psychology

PHI 529, 629: 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.)

Political Science

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
(F) 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 problems, topics 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 529, 629: 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 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.)

Philosophy

PHI 529, 629: 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.)

Course 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, ■ = LAS
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. Prerequisite: PSY 101 or PSY 421 or consent of department. (3 cr. hr.)

PSY 529, 629: 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. (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, such as heart disease, cancer, AIDS, and related dysfunctions, such as 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.)

PSY 505: The Exceptional Child  
(O) Examination of current research literature, selected psychological theories related to exceptional children. Prerequisites: PSY 500 or 532. (3 cr. hr.)

PSY 682: Seminar in Experimental Psychology  
(O) Critical review of literature on current theoretical issues in experimental psychology. Prerequisites: PSY 507 and 511, 512, or 513. (3 cr. hr.)

PSY 683: Seminar in Contemporary Psychology  
(O) Critical review of literature on theoretical issues, problems in selected area of contemporary psychology: developmental, educational, clinical or social psychology. Prerequisite: Six hours of psychology at graduate level. (3 cr. hr.)

PSY 690: Independent Study in Psychology  
(O) Individual study and/or research. Written report required. May be repeated under different title. Maximum of three credit hours may be applied as elective credit in the M.A. or M.S. program in psychology. Prerequisites: Six graduate credit hours in psychology, consent of department. (1-3 cr. hr.)

PSY 695: Master's Thesis in Psychology  
(A) Investigation, under supervision of a member of department, of significant problem in contemporary psychology. Final written report to be submitted to Division of Graduate and Continuing Education. Prerequisite: Consent of department. (6 cr. hr.)

Sociology

SOC 529, 629: 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 596: Independent Study in Sociology  
(A) Individual study in selected areas. Prerequisites: Fifteen hours of sociology, consent of department, junior or senior standing. (3-8 cr. hr.)

SOC 601: Issues in Criminology  
(O) Selected topics in criminology. May be repeated as subtitle changes. Prerequisite: Three hours of sociology. (3 cr. hr.)

SOC 602: Studies in Community  
(O) Selected topics in community. May be repeated as subtitle changes. Prerequisite: Three hours of sociology. (3 cr. hr.)

Speech Pathology and Audiology

SHH 529: Special Topics in Speech Pathology and Audiology  
(O) 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.)

Women's Studies

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. Prerequisites: junior, senior or graduate standing, education methods course, consent of instructor. Also listed as EDU 552. (3 cr. hr.)
International Programs/
Study Abroad
International Programs

SUNY Cortland strives to emphasize international dimensions in every field of study, principally through the International Programs Office. Students also are eligible to participate in other international study programs offered through other campuses of the State University of New York as well as through accredited non-SUNY tertiary institutions.

Before enrolling in any study abroad program, students should speak to their academic advisor to learn how the credits earned abroad will fit into their particular graduate degree program. Students are governed by the Study Abroad Academic Policies that appear on page 105.

Summer Art in Ireland Program
The Dingle Peninsula, on the southwest coast of County Kerry, is world famous for its magnificent scenery: mountains cascading into the ocean, lush green farmland and charming fishing villages. The town of Dingle is colorful and lively, with sandy beaches, seafood restaurants, art galleries, craft shops, summer theater, and music pubs. Visit www.dingle-region.com/ on the Web for more information on the Dingle Peninsula.

The Summer Art in Ireland program will concentrate on the landscape and will require a great deal of intensity and focus. Monday through Friday will begin with a brief lecture before working out of doors. Students of drawing will spend additional time working closely with the instructor before traveling to a location to work. Most evenings from Monday through Thursday there will be critiques of the day’s work as well as talks by local artists, poets or historians. Friday evenings and weekends will be free for independent work or travel.

Participants earn six credit hours. Departure from the U.S. is available at the end of May. Participants will stay at a hostel.

London Summer Teacher Institute
Six graduate credit hours are earned in this program that takes place during the month of July in one of the most cosmopolitan cities in the world. This four-week program offered jointly by SUNY Cortland and London Metropolitan University offers immersion in the culture of London as well as classroom study with considerable experiential learning. Participants visit museums and historical sites. Visits to British schools allow participants to bring back practical lessons and explore the arts and sciences from a new perspective. The curriculum is suited to both elementary and secondary teachers as well as graduate students in education.

Classes will generally meet at the university. Some days will be devoted entirely to school visits or trips to cultural attractions. The first part of the curriculum will be devoted to learning about the British education system, including the National Curriculum, strategies for teaching math and reading, and assessment. In the second two weeks participants will focus on the teaching of the arts and social sciences. This will include theater, music, history and geography. Concerts and theater visits will be integrated into the program as well.

Participants reside in the James Leicester Halls of Residence at London Metropolitan University in north central London.

The Summer Institute for Teachers of Spanish
In this graduate-level program, participants will spend two weeks living with local families, attending classes and visiting sites of cultural and historic significance. Participants earn six credit hours at the graduate level from SUNY Cortland. Three credit hours are earned during the component of the course that takes place overseas. Students earn an additional three credit hours after returning to the U.S. upon satisfactory completion of the second half of the course, conducted via the Internet using WebCT software. The location of the program varies from year to year.

The 2006 program comprises two courses:

1. Connecting Cultures IV: Perspectives of Costa Rican Culture
   This course is an advanced methods course conducted in Spanish. It enables participants to explore in depth the products, practices and perspectives components of the Culture Standards area. Costa Rican culture will be the primary focus of a culminating project that includes the use of authentic materials and the integration of technology to meet the Culture Standards for Foreign Language Learning. An additional three credit hours will be earned by participating in an extension of the methods course once participants are home. This extension course will be conducted on the Web using WebCT software; students need only have Internet access and a Web browser to participate.

2. Advanced Spanish Grammar and Conversation for Teachers
   This course is designed to increase vocabulary, improve pronunciation, and improve overall proficiency in the Spanish language. Cross cultural themes will be discussed in the conversation portion of this class, which is taught by Costa Rican professors.

Due to the intense nature of the program, enrollment is limited to 15 participants.

Summer Teacher Institute in Environmental Studies and Culture in Belize, Central America
The Belize Summer Teacher Institute in Environmental Studies and Culture is a nine-day experience commencing in mid-July that is designed to enhance understanding of a variety of concepts and issues in environmental education through participation in a cross-cultural learning experience. Learning occurs through an array of hands-on experiences, active participation in field research, and ongoing collaboration with individuals in the educational field. This unique professional development opportunity brings together educators from both the U.S. and Belize who work on the understanding and development of a curriculum guide in environmental studies. Learning focuses on Ancient Maya civilization; understanding archeology, ecotourism, conservation; and acquiring an understanding and appreciation of the rainforest. The program is further enhanced by related excursions, presentations by local experts in the environmental field, and cultural events.
The institute is designed for individuals currently in teaching professions, as well as those who are working toward a master’s degree in the field of education. Enrollment is limited to 10 participants.

Participants in the Summer 2006 Institute resided in casitas at the Macal River Camp, located at The Lodge at Chaa Creek. Each casita has a private sheltered porch and cot beds for quiet relaxation and peaceful views into the undisturbed jungle habitat. Visit Web More information on the Macal River Camp at Chaa Creek is available at www.belizecamp.com/home.html.

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.

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.

Financial Aid
In most situations, financial aid may be applied to study abroad with the appropriate prior processing. More information is available at 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 participating in 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 students of its decision. If the request is approved, the Study Abroad Office overseas will advise students whether it will make the arrangements on their behalf or whether the students are 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 students receiving no credit or a failing grade. Students may appeal SUNY Cortland’s decision within five days by contacting their 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 appropriate associate dean at Cortland by the end of the first full week of classes. The associate dean 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 students’ return.

Students from other colleges should be sure to follow the approved procedure at their home institutions in order to change classes.

Failure to comply with this procedure may jeopardize the fulfillment of 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 institutions.

International Student Services
The International Student Advisor is the College’s principal 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 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.
Teacher Certification Information
Requirements for New York State Initial Teaching Certificate

Completion of All Degree and Certification Requirements Prior to Graduation

The graduate degree may not be posted nor an official transcript produced without the completion of the relevant teacher certification requirements for the applicable graduate 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 graduate-level teacher education programs is 2.5 on a 4.0 scale; however, some programs require a higher undergraduate grade point average. Letters of recommendation, interviews and test scores also may be required. The specific program as listed in the 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

Persons 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 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 candidates seeking teacher 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, and completion of the workshop will appear on the transcript. This State Education Department mandate can also be met by completing a designated workshop through another New York State Education Department approved provider.

School Violence Prevention Training

All candidates seeking teacher certification must complete a minimum of two clock hours of instruction regarding school violence prevention training. This degree and certification requirement can 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 Reporting and School Violence Prevention and Intervention (SAVE) workshops must be completed prior to graduation. Workshop dates may be accessed at the www.cortland.edu/ncate or www.cortland.edu/cee Web sites.

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 the Career Services Office for additional information and a fingerprinting packet.
Foreign Language Requirement
All candidates making application for an initial New York State certificate in early childhood, childhood, special education or adolescence education programs are required to demonstrate foreign language proficiency by successfully completing the second semester (102) of a college-level foreign language sequence or the equivalent.

The foreign language requirement can be met by:
- Successfully completing the second semester (102) of a college-level foreign language sequence; or
- Earning CLEP or AP credits through the 102 level; or
- Confirming proficiency equivalent to successful completion of the second semester (102) of a college 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 graduate degree may not be posted nor an official transcript produced without the completion of the relevant teacher certification requirements for the applicable graduate degree program.

Teaching Certificates
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, applicants 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. The academic department should be consulted 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. Information may be accessed by visiting the following Web sites: www.aace.org for national statistics, and www.highered.nysed.gov/tcert/sup&dem.html for statewide statistics. In addition, specific departments should be contacted for information regarding Cortland graduates.
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 Education Outreach Program in New York, which provides educational, health and social services advocacy and academic support to school-aged children of migrant workers and their families in the schools, after school, at their homes and in the camps.

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>SUNY Cortland</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUMBER TESTED</td>
<td>NUMBER PASSED</td>
</tr>
<tr>
<td>Professional Knowledge/Pedagogy</td>
<td>847</td>
<td>845</td>
</tr>
<tr>
<td>ATS-W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Content Areas</td>
<td>847</td>
<td>841</td>
</tr>
<tr>
<td>LAST</td>
<td></td>
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</tr>
</tbody>
</table>

*In accordance with reporting guidelines.

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.
Campus Resources/
Student Support
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 supports 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 117 of this catalog under the Recreational Sports Department.

Auxiliary Services Corporation (ASC)

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 Banner Web 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.
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 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. 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.

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.-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.

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.
Sixteen public computing labs, including a 24-hour, seven-days-a-week lab, and 22 special-purpose computing labs are available for student use. Public computing facilities are equipped with nearly 800 Windows-based and Macintosh microcomputers, network laser printing, network-communications software, and a wide variety of software applications. Information about the public computing labs is also 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 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 Express sites to accommodate library and Internet access only
- Library catalog and databases available at 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

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

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

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. A paved road from Route 28 leads to Antlers. This facility 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 terrigeneous 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.
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. We will continuously develop programs and activities for our 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, jiujitsu, 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, taekwondo, 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.

Our 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 our SUNY Cortland students participate in at least one aspect of the recreational sports program.
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 Education, Student Disability Services, Student Health Services and Substance Abuse Prevention.

**Career Services**
Van Hoesen Hall, Room B-5
(607) 753-4715
[www.cortland.edu/career/](http://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
- extended Tuesday evening hours through 7 p.m. while classes are in session

**Counseling Center**
Van Hoesen Hall, Room B-1
(607) 753-2066
[www.cortland.edu/sdc/counseling/](http://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/](http://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/](http://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

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**Student Development Center**
Van Hoesen Hall, Room B-44
(607) 753-4728
[www.cortland.edu/sdc/](http://www.cortland.edu/sdc/)
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 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 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
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 on the 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 the Student Disability Services Office, 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.campussafety.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
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 from the associate’s to the certificate 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 Fullbright 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.
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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 at Syracuse
State University of New York College of Optometry at New York City
State University of New York College of Health Science at Brooklyn
State University of New York College of 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

 Colleges of Technology
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, Distinguished Teaching Professor of History, 1989

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

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, ABOLOHASSEM, 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.

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
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.

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BATING, BARRY L., Professor, Biological Sciences, Cornell University, B.S.; The Pennsylvania State University, M.S.; Ph.D.

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BERGER, DAVID F., Professor*, Psychology, New York University, A.B.; Adelphi University, M.A.; Emory University, Ph.D.

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JOHNSTON-ANUMONWO, IBIPO, Professor, Geography, University of Ibadan (Nigeria), B.Ed.; Harvard University, M.S.; Clark University, Ph.D.
JUBRAN, ISA S., Associate Professor, Mathematics, Bethlehem University, B.S.; Oregon State University, M.S., Ph.D.
KALTEFLEITER, CAROLINE K., Associate Professor, Communication Studies, University of Georgia, A.B.J.; Miami University, M.A.; Ohio University, Ph.D.
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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.
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.

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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.; The Pennsylvania State University, M.S., Ph.D.

MWANIK, 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.

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M. LORRAINE MELITA, Senior Assistant Librarian, 2006

Chancellor’s Awards for Excellence in Professional Service
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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

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VANDERWOOP, 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 ETEN, 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.
CANSFIELD, 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.; Elmore 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, GRETHELEN, Associate Librarian, University of Massachusetts, B.A.; Wright State University, M.L.S.; State University of New York at Albany, M.L.S.
HUNTS, DANIEL M., Coordinator of Instruction, Vanderbilt University, B.A.; University at Buffalo, M.A.; University of Pittsburgh, M.L.I.S.
Resident 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.

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.

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 College at Oneonta, B.S.; University of South Florida, M.S.Ed., Saint Leo University, M.B.A.

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.; The 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.
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.
BARDEHN, 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, LeMoyne 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.
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
NORTHERN 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

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 GRATTON, Director Emeritus of Libraries, 1995
THOMAS NEWKIRK, Director Emeritus, Educational Opportunity Program, 1979
GENE SIGNOR, Director Emeritus of Academic Computing Services, 2000
MARIA 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

Rozanne Brooks Dedicated Teacher Award
MARY LEE MARTENS, Professor Emerita of Foundations and Social Advocacy, 1998

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, ITHE
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
BUSH, 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
CAHIIL, 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
COLODGE, 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
DELOPOLO, JOSEPH, Professor, Education
DEPUE, PAUL, Associate Professor, Mathematics
DOHERTY, ESTHER, Director, Career Services
DONLEY, 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
FAITH, JOHN L., Professor, Geology
FERNANDEZ, JULIO A., Professor, Political Science
FISK, G. RAYMOND, Distinguished Teaching Professor, Chemistry
FORCUCCI, SAMUEL, Professor, Music
FUFE, GEORGE, Director, Outdoor Education
GARRISON, DOUGLAS, Associate Dean, Education
GAVERELIDES, NICOLAS, Professor, Sociology/Anthropology
GEBHARD, ANN O., Professor, English
GEBHARD, LOUIS A., Professor, History
GRATTON, SELBY, Director, Libraries
GRIFFEN, WILLIAM L., Professor, Foundations and Social Advocacy
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
JESUS, JOHN, Professor, Art and Art History
KAMINSKY, ALICE R., Professor, English
KELLY, THOMAS, Professor, English
KENDricks, JAY, 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
KONOWTITZ, 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 E., 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
MEARSON, 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, Mathematics
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’LOURHLIN, 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
SCHICK, WILLIAM, Professor, Health
SCHAUER, 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
SPRUNG, 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
TOOMY, TOM, Foreign Student Advisor
TOOR, DAVID, Professor, English
TROIE, 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
WALDBA UER, 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
WOODWARD, 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
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<th>Service</th>
<th>Phone Number</th>
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<tr>
<td>Admissions</td>
<td>(607) 753-4800</td>
</tr>
<tr>
<td>Affirmative Action Office</td>
<td>(607) 753-2302</td>
</tr>
<tr>
<td>Athletics Department</td>
<td>(607) 753-4963</td>
</tr>
<tr>
<td>Auxiliary Services Corporation (ASC)</td>
<td>(607) 753-4627</td>
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<tr>
<td>Bursar/Student Accounts Office</td>
<td>(607) 753-2313</td>
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<tr>
<td>Campus Activities and Corey Union Office</td>
<td>(607) 753-2321</td>
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<tr>
<td>Campus Information (Switchboard)</td>
<td>(607) 753-2011</td>
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<tr>
<td>Emergencies (24 hours)</td>
<td>(607) 753-2111 or 911</td>
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<tr>
<td>Financial Advisement Office</td>
<td>(607) 753-4718</td>
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<td>Graduate Studies Office</td>
<td>(607) 753-4800</td>
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<tr>
<td>Memorial Library</td>
<td>(607) 753-2525</td>
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<tr>
<td>Circulation/Reserves Desk</td>
<td>(607) 753-2590</td>
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<td>Reference Desk</td>
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<td>Mohawk Valley Graduate Center at SUNYIT (MVGC)</td>
<td>(315) 792-7828</td>
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<tr>
<td>Outreach Services</td>
<td>(607) 753-5430</td>
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<td>President’s Office</td>
<td>(607) 753-2201</td>
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<td>Registrar’s Office</td>
<td>(607) 753-4702</td>
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<td>Residential Services</td>
<td>(607) 753-4724</td>
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<tr>
<td>School of Arts and Sciences</td>
<td>(607) 753-4312</td>
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<tr>
<td>School of Education</td>
<td>(607) 753-5430</td>
</tr>
<tr>
<td>School of Professional Studies</td>
<td>(607) 753-2701</td>
</tr>
<tr>
<td>Student Affairs Office</td>
<td>(607) 753-4721</td>
</tr>
<tr>
<td>Student Development Center</td>
<td>(607) 753-4728</td>
</tr>
<tr>
<td>Summer/Winter Session Office</td>
<td>(607) 753-4207</td>
</tr>
<tr>
<td>University Police</td>
<td>(607) 753-4124</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Events</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Opening Address and faculty meetings</td>
<td>Thursday, Aug. 24</td>
</tr>
<tr>
<td>Advisement and registration for new students</td>
<td>Friday, Aug. 25</td>
</tr>
<tr>
<td>Academic Convocation</td>
<td>Sunday, Aug. 27</td>
</tr>
<tr>
<td>All classes begin</td>
<td>Monday, Aug. 28</td>
</tr>
<tr>
<td>Labor Day (No classes in session)</td>
<td>Monday, Sept. 4</td>
</tr>
<tr>
<td>First-Quarter Student Teaching begins</td>
<td>Tuesday, Sept. 5</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Saturday, Sunday, Sept. 23, 24</td>
</tr>
<tr>
<td>Yom Kippur</td>
<td>Monday, Oct. 2</td>
</tr>
<tr>
<td>First-Quarter Classes end</td>
<td>Thursday, Oct. 12</td>
</tr>
<tr>
<td>October Break begins following all evening classes</td>
<td>Thursday, Oct. 13</td>
</tr>
<tr>
<td>Classes resume 8 a.m. and Second-Quarter begins</td>
<td>Monday, Oct. 16</td>
</tr>
<tr>
<td>First-Quarter Student Teaching ends</td>
<td>Friday, Oct. 20</td>
</tr>
<tr>
<td>Second-Quarter Student Teaching begins</td>
<td>Monday, Oct. 23</td>
</tr>
<tr>
<td>Thanksgiving Recess begins - 8 a.m.</td>
<td>Wednesday, Nov. 22</td>
</tr>
<tr>
<td>Classes resume - 8 a.m.</td>
<td>Monday, Nov. 27</td>
</tr>
<tr>
<td><strong>Last day for in-class examinations</strong></td>
<td>Friday, Dec. 1</td>
</tr>
<tr>
<td>All classes end</td>
<td>Friday, Dec. 8</td>
</tr>
<tr>
<td>Study Days</td>
<td>Saturday, Sunday, Dec. 9, 10</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>Monday, Dec. 11 through Friday, Dec. 15</td>
</tr>
<tr>
<td>Second-Quarter Student Teaching ends</td>
<td>Wednesday, Dec. 20</td>
</tr>
</tbody>
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### Winter Session 2007

<table>
<thead>
<tr>
<th>Events</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classes begin</td>
<td>Wednesday, Jan. 3</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday, Jan. 15</td>
</tr>
<tr>
<td>(no winter classes in session)</td>
<td>Wednesday, Jan. 17</td>
</tr>
</tbody>
</table>

### Spring Semester 2007

<table>
<thead>
<tr>
<th>Events</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s State of the College Address and faculty meetings</td>
<td>Thursday, Jan. 18</td>
</tr>
<tr>
<td>Advisement and registration for new students</td>
<td>Friday, Jan. 19</td>
</tr>
<tr>
<td>All classes begin</td>
<td>Monday, Jan. 22</td>
</tr>
<tr>
<td>Third-Quarter Student Teaching begins</td>
<td>Monday, Jan. 22</td>
</tr>
<tr>
<td>Third-Quarter Classes end</td>
<td>Friday, March 9</td>
</tr>
<tr>
<td>Spring Recess begins - 6 p.m.</td>
<td>Friday, March 9</td>
</tr>
<tr>
<td>Third-Quarter Student Teaching ends</td>
<td>Friday, March 16</td>
</tr>
<tr>
<td>Spring Recess ends and Fourth-Quarter Classes begin - 8 a.m.</td>
<td>Monday, March 19</td>
</tr>
<tr>
<td>Fourth-Quarter Student Teaching begins</td>
<td>Monday, March 19</td>
</tr>
<tr>
<td>* Good Friday</td>
<td>Tuesday, Wednesday, April 3, 4</td>
</tr>
<tr>
<td>* Easter</td>
<td>Friday, April 6</td>
</tr>
<tr>
<td>Scholars’ Day</td>
<td>Sunday, April 8</td>
</tr>
<tr>
<td>Honors Convocation</td>
<td>Wednesday, April 18</td>
</tr>
<tr>
<td><strong>Last day for in-class examinations</strong></td>
<td>Saturday, April 21</td>
</tr>
<tr>
<td>All classes end</td>
<td>Tuesday, May 1</td>
</tr>
<tr>
<td>Study Days</td>
<td>Wednesday, Thursday, May 9, 10</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>Friday, May 11 through Thursday, May 17</td>
</tr>
<tr>
<td>Fourth-Quarter Student Teaching ends</td>
<td>Wednesday, May 16</td>
</tr>
<tr>
<td>Graduate Commencement</td>
<td>Friday, May 18</td>
</tr>
<tr>
<td>Undergraduate Commencement</td>
<td>Saturday, May 19</td>
</tr>
</tbody>
</table>

* 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

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<tr>
<td>All classes begin</td>
<td>Monday, Aug. 27</td>
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<tr>
<td>Labor Day (No classes in session)</td>
<td>Monday, Sept. 3</td>
</tr>
<tr>
<td>First-Quarter Student Teaching begins</td>
<td>Tuesday, Sept. 4</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Thursday, Friday, Sept. 13, 14</td>
</tr>
<tr>
<td>* Yom Kippur</td>
<td>Saturday, Sept. 22</td>
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<tr>
<td>First-Quarter Classes end</td>
<td>Thursday, Oct. 11</td>
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<td>Wednesday, Nov. 21</td>
</tr>
<tr>
<td>Classes resume - 8 a.m.</td>
<td>Monday, Nov. 26</td>
</tr>
<tr>
<td><strong>Last day for in-class examinations</strong></td>
<td>Friday, Nov. 30</td>
</tr>
<tr>
<td>All classes end</td>
<td>Friday, Dec. 7</td>
</tr>
<tr>
<td>Study Days</td>
<td>Saturday, Sunday, Dec. 8, 9, 10</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>Monday, Dec. 10 through Friday, Dec. 14</td>
</tr>
<tr>
<td>Second-Quarter Student Teaching ends</td>
<td>Wednesday, Dec. 19</td>
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### Winter Session 2008

<table>
<thead>
<tr>
<th>Events</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classes begin</td>
<td>Monday, Jan. 7</td>
</tr>
<tr>
<td>All classes end</td>
<td>Friday, Jan. 18</td>
</tr>
</tbody>
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### Spring Semester 2008

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<tr>
<td>All classes begin</td>
<td>Wednesday, Jan. 23</td>
</tr>
<tr>
<td>Third-Quarter Classes end</td>
<td>Friday, March 7</td>
</tr>
<tr>
<td>Spring Recess begins - 6 p.m.</td>
<td>Friday, March 7</td>
</tr>
<tr>
<td>Third-Quarter Student Teaching ends</td>
<td>Friday, March 14</td>
</tr>
<tr>
<td>Spring Recess ends and Fourth-Quarter Classes begin - 8 a.m.</td>
<td>Monday, March 17</td>
</tr>
<tr>
<td>Fourth-Quarter Student Teaching begins</td>
<td>Monday, March 17</td>
</tr>
<tr>
<td>* Good Friday</td>
<td>Friday, March 21</td>
</tr>
<tr>
<td>Easter</td>
<td>Sunday, March 23</td>
</tr>
<tr>
<td>Scholars’ Day</td>
<td>Wednesday, April 9</td>
</tr>
<tr>
<td>Honors Convocation</td>
<td>Saturday, April 12</td>
</tr>
<tr>
<td>* Passover</td>
<td>Sunday, Monday, April 20, 21</td>
</tr>
<tr>
<td><strong>Last day for in-class examinations</strong></td>
<td>Tuesday, April 29</td>
</tr>
<tr>
<td>All classes end</td>
<td>Tuesday, May 6</td>
</tr>
<tr>
<td>Study Days</td>
<td>Wednesday, Thursday, May 7, 8</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>Friday, May 9 through Wednesday, May 14</td>
</tr>
<tr>
<td>Fourth-Quarter Student Teaching ends</td>
<td>Wednesday, May 14</td>
</tr>
<tr>
<td>Graduate Commencement</td>
<td>Friday, May 16</td>
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<td>Undergraduate Commencement</td>
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