

# Foundations and Social Advocacy

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## DEPARTMENT

### SCHOOL

Education

### FACULTY

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### PROGRAM OFFERED

Bachelor of Science in Inclusive Special Education

### MAJOR OFFERED

Inclusive Special Education

### MINOR OFFERED

Psychology of the Exceptional Child

*Note: This minor is required for the major.*

### DESCRIPTION

This program provides the foundation for educators who choose to teach in inclusive classrooms (1-6) with children who have disabilities. Additionally, this program places an emphasis on best practices for children in urban environments, although all high-need classrooms will be considered. A solid grounding in liberal arts and sciences, coupled with pedagogical instruction in meeting the needs of diverse students are the core components of this program. Professional education courses are offered in the disciplines of special education, education and literacy by this department and the Literacy Department. A required minor, psychology of the exceptional child, is offered through the Psychology Department. Additional courses in general education are offered by appropriate departments in the School of Arts and Sciences.

### SPECIAL FEATURES

- Cortland's Urban Recruitment of Educators (C.U.R.E.)
- Resident Student Teaching Centers in urban and suburban settings
- Study abroad
- Student teaching at London Metropolitan University, England and University of the Sunshine Coast, Australia
- Experiential placements in urban, rural and suburban classrooms
- Experiential placements with families with children who have disabilities
- National Honor Society in Education (Phi Delta Kappa)
- Outdoor education opportunities at the Outdoor Education Center at Raquette Lake

## Requirements

1. Degree Requirements listed on pages 36-43 of this catalog apply to all education majors.
2. Liberal Arts Requirements: B.S. – 66 credit hours
3. Foreign Language: All students must have proficiency in a foreign language. For the B.S., students complete one year of a foreign language (seven credit hours) or its equivalent (through the 102 level). Students may also test out of the foreign language proficiency. Students may choose American Sign Language to fulfill this foreign language requirement.

### MINOR IN PSYCHOLOGY OF THE EXCEPTIONAL CHILD

This is a required component of this major because it provides a solid grounding in the nature and needs of children with disabilities. It also provides a foundation in the requirements and intent of Individuals with Disabilities Education Act (I.D.E.A.), Americans with Disabilities Act (ADA) and Section 504 of Rehabilitation Act. Additional areas covered in the minor are behavior disorders, functional analysis, learning disabilities and related topics.

### ENROLLMENT IN THE MAJOR

Admission to this major is limited to approximately 25 students per academic year. Application to this competitive program is based on the following factors:

- Students must apply during the first semester of their freshman year
- Program applicants must have a cumulative grade point average of 2.7 at the end of the first semester of their freshman year
- Program applicants must submit a completed application form along with three completed recommendations, one of which must come from a faculty member, and a personal essay stating their reasons for choosing this field of study.

Currently, this program is not accepting transfer students.

### ELIGIBILITY FOR STUDENT TEACHING

To be eligible for student teaching, a student must be in good academic standing, have no incompletes, complete all prerequisite education courses, have an overall grade point average 2.7, have completed at least two-thirds of the course work in the minor, and have no grade lower than a C in required education and special education courses. Students must be eligible at the time of application, and if ineligible, reapply when eligibility is achieved.

### ADVISEMENT MANUAL

Advisement manuals for inclusive special education majors are available in the Foundations and Social Advocacy Department. Students must follow the manual in place at the time of their matriculation. Students should study the manual carefully because it supplements the information provided in this catalog.

## Major in Inclusive Special Education (1-6) [ISE\_PSYX]

The inclusive special education major prepares students to have certification in teaching children with disabilities in grades one through six.

### CAREER POTENTIAL

- Special education teacher, Grades 1-6
- Inclusive curriculum specialist
- Inclusion consultant
- Developmental disabilities provider/caregiver

#### A. College-wide and General Education Courses: 35-37 credit hours (plus foreign language)

COR 101: The Cortland Experience

CPN 100 *or* 102: Academic Writing I

CPN 101 *or* 103: Academic Writing II

Foreign Language – must complete through the 102 level

General Education Program

*GE 1:* Any GE 1 course

Recommended: ECO 105: Political Economy and Social Thought

*GE 2:* FSA 103: Gender, Race and Class Issues in Education

*GE 3:*

GRY 120: Cultural Geography

*GE 4:* Any GE 4 course

*GE 5:* HIS 110: Western Civilization to 1715 *or*  
HIS 111: Western Civilization since 1715

*GE 6:*

ENG 200: Introduction to Literature *or*

ENG 202: Introduction to Fiction *or*

ENG 203: Introduction to Poetry *or*

ENG 204: Introduction to Drama

*GE 7:* Any GE 7 course

*GE 8:* Any GE 8 course

Recommended through advisement:

SCI 141: Integrated Earth Science and Biology *and*

SCI 142: Integrated Physics and Chemistry

#### B. Content Core: 24 credit hours

MAT 101: Concepts of Elementary School Mathematics I

MAT 102: Concepts of Elementary School Mathematics II

PSY 101: General Psychology I

PSY 231: Child Psychology

HLH 265: Health and the Child

The following also fulfill requirements for the minor

PSY 432: Psychology of Learning Disabilities

PSY 433: Behavior Disorders in Educational Settings

SHH 270: Introduction to Language Disorders

#### C. Inclusive Special Education Requirements: 31 credit hours

FSA 101: Introduction to Urban Education

FSA 103: Gender, Race and Class Issues in Education

FSA 210: Principles of Inclusive Education

FSA 211: Inclusive Education Field Experience

FSA 280: Perspectives on Disabilities — The Child, Family, School and Community

FSA 281: Perspectives Field Experience

FSA 410: Inclusive Education Pedagogy

FSA 420: Inclusive Education Field Seminar

FSA 430: Assistive and Adaptive Technology

FSA 436: Assessment and instruction of Learners with Special Needs

LIT 310: Literacy in a Multicultural, Urban School

LIT 311: Literacy Field Experience

#### D. Minor in Psychology of the Exceptional Child: 21 credit hours

Completion of the Minor in Psychology of the Exceptional Child, including the following courses:

PSY 231: Child Psychology (fulfilled in B)

PSY 331: Psychology of Exceptional Children

PSY 332: Educational Psychology

PSY 360: Applied Behavior Analysis I

PSY 432: Psychology of Learning Disabilities\*

PSY 433: Behavior Disorders in Educational Settings\*

SHH 270: Introduction to Language Disorders\*

\* *included as part of the content core*

#### E. Application and Reflection on Teaching: 17 credit hours

FSA 400: Foundations of Education: The School in American Society

FSA 490: Student Teaching I

FSA 491: Student Teaching II

FSA 492: Seminar in Student Teaching

#### F. Free Elective Courses: Four credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124-126

## Example of the B.S. in Inclusive Special Education with a minor in Psychology of Exceptionality

### First Year

#### Fall

COR 101 (ISEW)  
CPN 100 or 102  
FSA 101  
GRY 120  
PSY 101  
Foreign language  
Apply to the ISE program  
Child Abuse Identification workshop

#### Spring

CPN 101 or 103  
FSA 103  
HIS 110 or 111  
Foreign language  
GE 4

Total credit hours: 32-34

### Second Year

#### Fall

FSA 210  
FSA 211  
MAT 101  
PSY 231  
SHH 270  
GE 8a

#### Spring

FSA 280  
FSA 281  
MAT 102  
PSY 331  
GE 1  
GE 8b

Total credit hours: 33

### Third Year

#### Fall

ENG 200, 202, 203 or 204  
HLH 265  
LIT 310  
LIT 311  
PSY 332  
PSY 360  
School Violence Prevention and Intervention workshop

#### Spring

FSA 410  
FSA 420  
FSA 430  
FSA 436  
GE 7

Total credit hours: 33

### Fourth Year\*

#### Fall

FSA 490  
FSA 491  
FSA 492

#### Spring

FSA 400  
PSY 432  
PSY 433  
Free electives

Total credit hours: 26

\* Student teaching in the fourth year may occur in fall or spring to accommodate study abroad programs.

# Foundations and Social Advocacy

## COURSE DESCRIPTIONS

### Interdisciplinary Courses

#### EDU 471: Foundations of Modern Education

(A) Social, historical and philosophical issues in education. Emphasis on critical analysis of educational reforms, movements and practices. (3 cr. hr.) ■

#### INT 270: Exploring Education

(A) Introduction to education and teaching through the perspectives of a variety of disciplines such as psychology, history, sociology, philosophy, and political science. Open to students in all major fields. (3 cr. hr.) ■

### Inclusive Special Education Courses

#### FSA 101: Introduction to Urban Education

(F) Micro issues that occur in urban schools and communities and macro issues that occur in the broader educational system and U.S. society. How these issues impact education in urban contexts from anthropological, economic, educational, historical, political and sociological perspectives. Combines field experiences in urban schools with related readings. (3 cr. hr.)

#### FSA 103: Gender, Race and Class Issues in Education

(A) Examine prejudice and discrimination (on the basis of class, race, gender and disability) as these are institutionalized by schools, both in the United States and elsewhere in the world. (3 cr. hr.) ■

#### FSA 210: Principles of Inclusive Education

(F) Current best practices for inclusive education will be examined and students develop an understanding of their own philosophy of inclusive education. Taken with 25-hour field experience FSA 211. Prerequisites: FSA 101 and 103. Corequisite: FSA 211 (3 cr. hr.)

#### FSA 211: Inclusive Education Field Experience

(F) Twenty-five-hour field experience in an inclusive urban classroom. Prerequisites: FSA 101 and 103. Corequisite: FSA 210. (1 cr. hr.)

#### FSA 280: Perspectives on Disabilities — The Child, Family, School and Community

(S) Introductory course to assist inclusive education majors to develop a deeper understanding of the child with a disability and his/her family at home and in the school and community. Prerequisites: FSA 210 and 211. Corequisite: FSA 281. (3 cr. hr.)

#### FSA 281: Perspectives Field Experience

(S) Twenty-five-hour field experience with a child who has a disability in the home, school and community. Prerequisites: FSA 210 and 211. Corequisite: FSA 280. (1 cr. hr.)

#### FSA 400: Foundations of Education: The School in American Society

(A) Investigation of foundations of American educational system. Readings and discussion designed to enable students to reason, speak and write about purposes and practices of American education. Prerequisite: LIT 371. (3 cr. hr.) ■

**FSA 410: Inclusive Education Pedagogy**

(S) Inclusive education pedagogy in an urban context at the childhood level (grades 1-6). Prerequisites: LIT 310 and 311. Corequisites: FSA 420, 430, 436. (4 cr. hr.)

**FSA 420: Inclusive Education Field Seminar**

(S) Seventy-five-hour field experience in an inclusive urban classroom (grades 1-6). Prerequisites: LIT 310 and 311. Corequisites: FSA 410, 430, 436. (3 cr. hr.)

**FSA 430: Assistive and Adaptive Technology**

(S) Principles and application of Universal Design and augmentative/assistive technology for students with disabilities. Prerequisites: LIT 310 and 311. Corequisites: FSA 410, 420, 436. (3 cr. hr.)

**FSA 436: Assessment and Instruction of Learners with Special Needs**

(S) Identification and instruction of children with special needs. Directed field experiences to implement methods and practices applicable to all students in an inclusive environment. Prerequisites: LIT 310 and 311. Corequisites: FSA 410, 420, 430. (3 cr. hr.)

**FSA 490: Student Teaching 1**

(A) Supervised student teaching in an elementary classroom. Prerequisites: FSA 410, 420, 430, 436. Corequisites: FSA 491, 492. (6 cr. hr.)

**FSA 491: Student Teaching II**

(A) Supervised student teaching in an elementary classroom. Prerequisites: FSA 410, 420, 430, 436. Corequisites: FSA 490 and 492. (6 cr. hr.)

**FSA 492: Seminar in Student Teaching**

(A) Discussion and analysis of issues related to student teaching in inclusive classrooms. Taken concurrently with student teaching. Prerequisites: FSA 410, 420, 430, 436. Corequisites: FSA 490, 491. (1 cr. hr.)

**FSA 525: Teaching the Inner City Child**

(A) Issues related to teaching in high-need urban schools: roles of culture and context in teacher-student relationships; impact of social structures such as race and class on student achievement; how teaching in urban contexts is different; and effective practices in urban schools Also listed as AAS 581. (3 cr. hr.)

# Geography

## DEPARTMENT

### SCHOOL

Arts and Sciences

### FACULTY

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### PROGRAMS OFFERED

Bachelor of Arts in Geography  
 Bachelor of Science in Geography  
 Bachelor of Arts in Adolescence Education: Social Studies and Geography (7-12)  
 Bachelor of Science in Geographic Information Systems

### MAJORS OFFERED

Geographic Information Systems  
 Geography  
 Adolescence Education: Social Studies and Geography (7-12)

## Literacy Courses

**LIT 310: Literacy in a Multicultural, Urban School**

(F) Development of literacy assessment skills and intervention strategies for students with disabilities in a multicultural, urban context. Prerequisites: FSA 280 and 281. Corequisite: LIT 311. (3 cr. hr.)

**LIT 311: Literacy Field Experience**

(F) Twenty-five-hour literacy field experience in assessment and intervention strategies in an inclusive urban classroom. Prerequisites: FSA 280 and 281. Corequisite: LIT 310. (1 cr. hr.)

## Special Education Courses

**SPE 270: Introduction to Special Education**

(A) Course meets all SED teacher certification requirements for childhood and early childhood teachers to teach students with disabilities in inclusive classrooms. Introductory course for students in the Teaching Students with Disabilities in Childhood Education Program, intended to orient general education and special education pre-service teachers to special education, the characteristics of students with special needs, strategies to work effectively with diverse student populations, and techniques for forming partnerships with each other and other professionals and parents. Prerequisites: PSY 231 or 332. (3 cr. hr.)

**SPE 510: Teaching the Special Education Learner in the General Education Classroom**

(O) This course provides a knowledge of special education to teachers who are seeking to accommodate students with disabilities more effectively in their classrooms and schools. (3 cr. hr.)

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[www.cortland.edu/geography/](http://www.cortland.edu/geography/)

### CONCENTRATION OFFERED

Tourism Development

### MINORS OFFERED

Geography  
 Tourism Development

### DESCRIPTION

Students who major in geography may choose a program leading to the award of a bachelor of arts or bachelor of science. The bachelor of arts program includes a 13-hour foreign language requirement. The bachelor of science program incorporates a 13-hour sequence in computer techniques, environmental science, or demographics and business geographics in lieu of the foreign language requirement for the bachelor of arts.

**SPECIAL FEATURES**

- High-tech training in a friendly, supportive environment
- ESRI (Environmental Systems Research Institute) authorized learning center with 25 GIS workstations – learn advanced applications including network and 3D modeling applications
- Global Positioning System (GPS) – master field survey techniques using the lab GPS base station and handheld units.
- Internships – numerous opportunities with local, state and federal agencies and study abroad options at locations such as the Australia Zoo
- Student-faculty research opportunities

**Requirements**

1. Degree Requirements listed on pages 36-43 of this catalog apply to the following majors.
2. Liberal Arts Requirements:  
B.A. – 90 credit hours  
B.S. – 75 credit hours

**Major in Geography [GRY]**

The bachelor of arts program prepares students for graduate school, international studies, international commerce and tourism development-related activities.

**CAREER POTENTIAL**

- Census Bureau data analyst
- Military intelligence officer
- International commerce
- Tourism development planner

**A. Required Courses: 19 credit hours**

- GRY 110: Physical Geography
- GRY 120: Cultural Geography
- GRY 125: Human Geography and Global Development
- GRY 324: Cartography and Geographic Information
- GRY 400: Geographical Analysis
- GRY 440: Seminar in Geography

**B. Elective Courses in Geography: 15 credit hours**

- C. Other: 43-56 credit hours  
(which may include a minor of 15 to 21 credit hours)

- D. Proficiency in a modern foreign language through the intermediate level: 0-13 credit hours

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124**

**Major in Geography with a concentration in Tourism Development [GRY/TOUR]**

The tourism development concentration and the accompanying minor focus on the planning, development and marketing of tourism at regional and community levels, and the development and preservation of cultural and environmental characteristics as tourism resources.

**CAREER POTENTIAL**

- Travel industry planner
- Transportation industry consultant
- Local or state tourism agency staff

**A. Required Courses: 13 credit hours**

- GRY 110: Physical Geography
- GRY 120: Cultural Geography *or*
- GRY 125: Human Geography and Global Development
- GRY 400: Geographical Analysis
- GRY 440: Seminar in Geography

- B. Core in Tourism Development: Nine credit hours  
GRY 215: Geography of Travel and Tourism  
GRY/REC 315: Ecotourism  
GRY/REC 415: Tourism Planning and Development

**C. Selected from the following courses: Six credit hours**

- GRY 251: Cities of the World
- GRY 480: United States
- GRY 482: Central America and the Caribbean
- GRY 484: Europe
- GRY 485: Africa, South of the Sahara
- GRY 486: Monsoon Asia
- ECO 312: Economic Development in Latin America
- ECO 313: Economic Development in Asia

**D. Selected from the following courses: Six credit hours**

- REC 344: Commercial Recreation Management
- REC 402: Management of Recreation Resources
- ANT 315: Development Anthropology
- ECO 311: Economic Development
- GRY 324: Cartography and Geographic Information *or*
- GRY 327: Computer Mapping *or*
- GRY 328: Geographic Information Systems
- GRY 499: Internship

**E. Other: 43-56 credit hours**

(which may include a minor of 15 to 21 credit hours)

- F. Proficiency in a modern foreign language through the intermediate level: 0-13 credit hours

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124**

**Major in Geographic Information Systems [GIS]**

The applied geography courses place a strong emphasis upon computer literacy and spatial analysis skills in preparing students for careers in site assessment, marketing and demographic analysis. The department's Geographic Information Systems (GIS) computer lab features state-of-the-art hardware and software.

**CAREER POTENTIAL**

- Environmental GIS specialist
- Land use planner
- Marketing and business geographics consultant
- Law enforcement analyst
- Transportation planner
- Emergency response planner

**A. Core in Geography: 19 credit hours**

- GRY 110: Physical Geography
- GRY 120: Cultural Geography
- GRY 125: Human Geography and Global Development
- GRY 324: Cartography and Geographic Information
- GRY 400: Geographical Analysis
- GRY 440: Seminar in Geography

**B. Core in Geographic Information Technology: 15 credit hours**

- GRY 327: Computer Mapping
- GRY 328: Geographic Information Systems
- GRY 330: Advanced GIS Techniques
- Advanced GRY course in consultation with advisor

- C. Introductory Computer Applications (CAP) course and/or advanced CAP courses in consultation with advisor: Three credit hours

D. Completion of one of the following concentrations:

**Computer Techniques [GIS\_CTEC]**

MCS 186: Introductory Programming  
CAP 201: C Programming

And at least three hours selected from:

CAP 202: Basic Programming  
CAP 204: Visual Basic  
CAP 350: Data Base Management Systems  
CAP 250: Computer Practicum  
MCS 388: Advanced Programming and Data Structures

**Demographics and Business Geographics [GIS\_DBG]**

Six hours from one of the combinations listed below:

- ECO 221: Economic Statistics *and* MGT 253: Principles of Marketing *or* ECO 421: Econometrics
- MAT 201 (ECO 221): Statistical Methods and three hours of MAT courses in consultation with advisor

And at least three additional hours selected from the from the following:

CAP 230: Introduction to SPSS  
CAP 231: Introduction to Data Base Management  
CAP 233: Computerized Information Retrieval  
CAP 235: Presentation Graphics  
CAP 350: Data Base Management and/or other advanced CAP courses in consultation with advisor

**Environmental Science [GIS\_ENVS]**

EST 100: Introduction to Environmental Studies  
ENS 486: Seminar in Environmental Science

And at least six hours selected from:

BIO 307: Field Natural History  
BIO 315: Marine Biology  
BIO 405: Conservation of Natural Resources  
BIO 412: General Ecology  
ECO 335: Resource and Environmental Economics  
GLY 261: Physical Geology  
GLY 292: Land Use and Planning  
GLY 310: Wetlands Analysis  
GLY 367: Geomorphology  
GLY 371: Meteorology  
GLY 397: Physical Oceanography  
GLY 510: Hydrogeology  
GLY 430: Field Hydrology  
HLH 390: Environmental Health and Ecology  
HLH 391: Epidemiology and Biostatistics  
POL 242: Environmental Policy  
POL 308: Environmental Law

E. Foreign language: 0-7 credit hours

General Education: 28-29 credit hours

Other elective course work: 30-39 credit hours

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124**

**Dual major in Adolescence Education: Social Studies and Geography (7-12) [SST and GRY]**

This program allows students who major in geography to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in geography with 47-68 credit hours in additional course work and professional teacher preparation.

**CAREER POTENTIAL**

- Junior high and high school teacher

A. Requirements for the geography major (see above)

- B. Professional Preparation: 44-68 credit hours (Including additional social science courses)
- HLH 199: Critical School Health Issues  
PSY 101: General Psychology I  
PSY 232: Adolescent Psychology *or*  
PSY 332: Educational Psychology  
ECO 105: Political Economy and Social Thought  
GRY 425: Geography in the Classroom *or*  
GRY 482: Central America and the Caribbean *or*  
GRY 484: Geography of Europe *or*  
GRY 486: Monsoon Asia  
GRY 480: United States *or*  
GRY 481: Geography of New York State  
POL 100: Introduction to American Government and Politics

- HIS 100: The World to 1500 *and*  
HIS 101: The World since 1500 *or*  
HIS 110: Western Civilization to 1715 *and*  
HIS 111: Western Civilization since 1715  
HIS 200: The United States to 1877 *and*  
HIS 201: The United States from 1877 *and*  
Three additional hours of history at the 300 level or above

- AED 310: Grammar and the Writing Process *or*  
LIT 449: Literacy in the Middle and Secondary School *or*  
LIT 549: Literacy in the Middle and Secondary School  
SHH 300: Normal Language Development *or*  
PSY 350: Psychology of Language

C. Professional Sequence: Junior year, four credit hours

AED 391: Introduction to Adolescence Education  
Fall semester only. A 25-hour field requirement is attached to this course.

AED 300: Introduction to Secondary Social Studies  
Spring semester only. A 35-hour field requirement is attached to this course.

D. Professional Sequence: Senior year, 21 credit hours\*

AED 301: Pre-practice Teaching Seminar  
Fall semester only. A 40-hour field requirement is attached to this course.

Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.

AED 400: Student Teaching I  
AED 401: Student Teaching II  
AED 402: Student Teaching Seminar

\* *To be eligible for student teaching, a student must have declared adolescence education: social studies (7-12) as a major by the beginning of the second semester of the junior year and must have senior status, at or near 90 credit hours, with 24 credit hours in the academic social science major, which must be officially declared. A student must also have an overall grade point average of 2.5, a grade point average of 2.7 in the academic social science major, and a C or better in AED 300. No student who receives a*

grade below a C- in any introductory course in the academic social science major will be allowed to enter student teaching until the course has been retaken and a higher grade earned. Student teaching is a capstone experience: students who cannot graduate by the December following student teaching may not register for the AED 400, 401, 402 sequence.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

### Minor in Geography with an emphasis in Tourism Development [TOUR]

Students who elect the tourism development minor in geography focus on the planning, development and marketing of tourism at community and regional levels and the development and preservation of cultural and environmental characteristics as tourism resources.

#### CAREER POTENTIAL

- Tourism planning and marketing
- Transportation coordination

#### A. Required Courses: Nine credit hours

GRY/REC 315: Ecotourism  
GRY 215: Geography of Travel and Tourism  
GRY/REC 415: Tourism Planning and Development

#### B. Electives selected from the following courses: 9-10 credit hours

At least three hours must be from each of the following groups:

##### 1) Regional Courses

GRY 251: Cities of the World  
GRY 482: Central America and the Caribbean  
GRY 480: United States  
GRY 484: Geography of Europe  
GRY 485: Africa, South of the Sahara  
GRY 486: Monsoon Asia  
ECO 312: Economic Development of Latin America  
ECO 313: Economic Development of Asia

##### 2) Planning and Development Courses

REC 344: Commercial Recreation Management  
REC 402: Management of Recreation Resources  
ECO 311: Economic Development  
ANT 315: Development Anthropology  
GRY 327: Computer Mapping or  
GRY 328: Geographic Information Systems

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

### Minor in Geography [GRY]

Students who minor in geography are encouraged to select applied geography courses which place a strong emphasis upon computer literacy and spatial analysis skills.

#### CAREER POTENTIAL

- Site assessment and planning
- Environmental education
- Marketing and demographic analysis
- Community and economic development

#### A. Required Courses: Six credit hours

GRY 110: Physical Geography  
GRY 120: Cultural Geography

#### B. Elective Geography Courses: 12 credit hours

Nine of the 12 hours must be at the 200 level or higher.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

### Example of the bachelor's degree in Geographic Information Systems and a minor in Computer Applications over four years

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 POL 100 (GE 1) Foreign language CAP 100 GRY 120 (GE 3) COR 101 Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 GLY 171 (GE 8) GRY 324 MCS 186 GRY 221 (GE 2) Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>GRY 125 GRY 110 CAP 235, 236 or 231 MCS 287 ATH 120 (GE 4) Total credit hours: 15</p> <p><i>Spring</i></p> <p>GRY 327 BIO 102 Elective CAP 201 HIS 101 (GE 5) Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>GRY 328 CAP 350 Elective Elective ENG 200 (GE 6) Total credit hours: 15</p> <p><i>Spring</i></p> <p>Any WI GRY 301 (GE 7) Elective Elective Elective Total credit hours: 15</p>	<p><i>Fall</i></p> <p>GRY 330 GRY 400 (Quant. Skills) Elective Elective Elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>GRY 440 (WI) GRY 499 Elective Elective Total credit hours: 12</p>

# Geography

## COURSE DESCRIPTIONS

*Note: GRY 110, 120 or 125 meet the prerequisite of "introductory geography."*

#### GRY 110: Physical Geography

(C) Patterns of physical elements of landscape and atmosphere, their interrelations, how they differ from place to place. (3 cr. hr.) ■

#### GRY 120: Cultural Geography

(A) Comparative study of cultures in their geographic setting and their response to modern world interdependence and problems of food, population, development. (3 cr. hr.) ■

**GRY 125: Human Geography and Global Development**

(A) A spatial study of race, class and gender relations in the context of contrasting cultures, and the role the relations play in global development — social, political and economic. (3 cr. hr.) ■

**GRY 129, 229, 329, 429, 529: Special Topics in Geography**

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

**GRY 150: Modules in Geography**

(O) Five-week mini-courses focusing on regions, nations or geographic topics dealing with contemporary problems, issues. Three hours per week. May be repeated as topic changes. (1 cr. hr.)

**GRY 215: Geography of Travel and Tourism**

(C) The spatial analysis of international travel and tourism. The use of such geographical techniques as mapping and quantitative analysis to describe and predict the origins and destinations of the world's tourists. The study of physical and cultural landscapes as major tourism resources in countries around the world. (3 cr. hr.)

**GRY 221: Social Geography**

(B) Geographical analysis of social groups, institutions in United States. Emphasis upon spatial qualities of cultural and social assimilation process experienced by racial and ethnic minorities. (3 cr. hr.) ■

**GRY 240: Economic Geography**

(F) Spatial analysis of production, transportation, market destination of commodities. Introduction to the use of computer-assisted location-analysis techniques. (3 cr. hr.) ■

**GRY 250: Urban Geography**

(B) Factors in establishment, growth of urban places; analysis of function, internal patterns, hinterland interrelationships; urban land use, problems of clustered settlements. (3 cr. hr.) ■

**GRY 251: Cities of the World**

(C) Geographical analysis of patterns in world urbanization, with an emphasis upon non-U.S. cities. Examination of the internal and external character of the world's major cities with a focus on urban areas as tourism resources and their role in the regional development of tourism. (3 cr. hr.) ■

**GRY 260: Geography and Film**

(O) Select problems in cultural geography as exhibited through film. May be repeated with different subtitle: Social Geography of England, Comparative Cultural Geographies — India and Brazil, Race Issues in Southern Africa. Also listed as AAS 260, CIN 260. (3 cr. hr.) ■

**GRY 270: Geopolitics**

(C) Geographical foundations of international political phenomena; geographic factors in development and orientation of states and power blocs. (3 cr. hr.) ■

**GRY 301: Science, Human Affairs and the Environment**

(S) Examination of origins, evolution and significance of Greenhouse Theory of climate change. Investigation of other theories advanced to account for climate shifts. Evaluation of evidence suggesting a climatic warming of unprecedented magnitude is under way and that anthropogenic increase in greenhouse gasses is responsible. (3 cr. hr.) ■

**GRY 315: Ecotourism**

(S-C) A global and local analysis of the physical environment as a tourism development resource. An examination of such natural systems as the rain forest, ocean and desert as tourism resources and the environmental impact of tourism on the viability of these niches. Regional and local studies of the environment as a basis for tourism development will be drawn from Amazonia, East Africa, Central America, the Caribbean and North America. Also listed as REC 315. (3 cr. hr.) ■

**GRY 324: Cartography and Geographic Information**

(F) Principles and methods of spatial data collection, processing, analysis and display. Introduction to cartography, Geographic Information Systems, and Global Positioning Systems. (3 cr. hr.) ■

**GRY 326: Computer Graphics**

(S-C) Introduction to computer graphics. Development, use of original, commercial programming to produce two and three-dimensional images on the department's graphics terminal, plotter and line printer. Emphasis upon skills used in cartography, business and the sciences. Prerequisite: MCS 186 or CAP 200. (3 cr. hr.)

**GRY 327: Computer Mapping**

(F) Introduction to desktop computer mapping. Practical experience in using computer mapping techniques to create thematic maps that graphically display data. Database organization, manipulation and analysis for efficient production of publication quality maps for communicating spatial information. Three lectures and/or demonstrations, one two-hour laboratory. Prerequisite: CAP 100. Also listed as CAP 327. (4 cr. hr.)

**GRY 328: Geographic Information Systems**

(S) Desktop computer-based Geographic Information System (GIS) Applications. Practical experience using GIS software to learn geographic data management, thematic mapping, basic map and database querying, as well as map creation and report writing. Three lectures and/or demonstrations, one two-hour lab. Prerequisite: CAP 100. Also listed as CAP 328. (4 cr. hr.)

**GRY 330: Advanced GIS Techniques**

(S-C) Planning, execution and delivery of a GIS-based project, which demonstrates mastery of tools of GIS in a substantive application tailored to field of interest. Also listed as CAP 330. Prerequisite: GRY/CAP 327 or GRY/CAP 328. (4 cr. hr.)

**GRY 370: Will the World Provide? A Research Experience for Students**

(F-C) This course provides a science, technology, and society (STS) research experience for students. Through class, group, and individual projects, students develop and pursue a research question, investigate resources, and reach a set of comprehensive conclusions on one of the following global resource topics: air, water, minerals, agriculture, energy, forestry, fisheries, and wildlife. (3 cr. hr.)

**GRY 400: Geographical Analysis**

(F) Application of quantitative techniques to solution of geographical problems. Included are the study of point pattern analysis, geographical sampling, areal association and ecological analysis. Three lectures, one two-hour laboratory. (4 cr. hr.) ■

**GRY 415: Tourism Planning And Development**

(F-C) The spatial analysis of tourism as a component of economic development. A regional comparison of the marketing of tourism resources in the developed and less developed countries of the world. Examination of the resources necessary for the development of tourism and an analysis of the economic and environmental impact on a location as a result of marketing those resources. Also listed as REC 415. (3 cr. hr.) ■

**GRY 425: Geography in the Classroom**

(S-C) Application of geography's principles, themes and learning outcomes to the classroom setting. Study and application of national and New York State learning standards in geography to the K-12 classroom. Illustration of successful teaching models and evaluation instruments in geography and global studies. (3 cr. hr.) ■

**GRY 440: Seminar in Geography**

(S) Approaches, techniques of geographic analysis. (3 cr. hr.) ■

**GRY 470: Resource Geography**

(C) Analysis of relationship of resources (human and natural) to man, human evaluations of geographic space and environmental quality, management of environmental quality in context of a contemporary world. (3 cr. hr.) ■

**GRY 480: United States**

(C) Topical, regional analysis focusing on interrelationships of cultural, economic and physical patterns and problems. (3 cr. hr.) ■

**GRY 481: Geography of New York State**

(O) Human, natural resources. (3 cr. hr.) ■

**GRY 482: Central America and the Caribbean**

(O) Regional description and analysis of the human and physical landscape of the countries of Central America and the Caribbean. Geographical analysis of the region's politics, culture and economy with a particular focus on the role of tourism in the development of its economy. (3 cr. hr.) ■

**GRY 484: Geography of Europe**

(C) Regional study: major problems of physical, cultural landscape of Europe. Industry, commerce, agriculture. (3 cr. hr.) ■

**GRY 485: Africa, South of the Sahara**

(C) Cultural, political factors and relationship to past and present population patterns. (3 cr. hr.) ■

**GRY 486: Monsoon Asia**

(S-C) Topical, regional analysis of cultural, physical environments (Japan to India). (3 cr. hr.) ■

**GRY 495: Independent Study in Geography**

(O) Independent research in selected geographic problems. Prerequisite: Consent of instructor. (3 or 4 cr. hr.)

**GRY 499: Internship in Applied Geography**

Internship with a local government agency or business. Supervised application of statistical, cartographic and locational skills. Prerequisites: GRY 400, 440; consent of department. S, U grades are assigned. (3 cr. hr.)

**GRY 520: Maps in the Classroom**

(B) Classroom-laboratory approach to map use for students and teachers. Formal study of map elements. Map reading, interpretation. Classroom map exercises, their design, use. (3 cr. hr.)

**GRY 524: GIS in the K-12 Classroom**

(B) Introduction to Geographic Information Systems (GIS) technology as a medium for delivering instruction and a tool for enhancing the analysis of geographic information in the K-12 classroom. Use of ArcView or ArcMap software. Creation of learning modules that address New York State learning standards. (3 cr. hr.)

**GRY 580: Historical Geography of North America**

(B) This course takes an interdisciplinary approach in examining 500 years of geographical history on the North American continent. Using secondary and primary source materials, it looks at the evolving human and cultural geography of North America from the

first few insecure European "points of attachment," to permanent colonies, expanding empires, transcontinental nations, and finally a macroculture of global impact in the 21st century. It examines the changing economic and technological conditions, the clash of cultures (European, Native American and African), and the historical and geographical processes of environmental and landscape change that accompanied these transformations. (3 cr. hr.)

**GRY 595: Independent Study in Geography**

(O) Independent research in selected geographic problems. Prerequisite: Consent of instructor. (3 or 4 cr. hr.)

**Related Education Courses****AED 300: Introduction to Secondary Social Studies**

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Juniors only. Prerequisite: AED 391. (1 cr. hr.)

**AED 301: Pre-Practice Teaching Seminar**

(F) Integrated study of: A) introduction to methods of teaching secondary social studies; B) introduction to contemporary issues in the teaching of secondary social studies; C) preparation for specific practice teaching assignment; D) 40-hours of field experience. Prerequisites: AED 300 and 391. (6 cr. hr.)

**AED 391: Introduction to Adolescence Education**

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

**AED 400: Student Teaching I: Adolescence Education Social Studies**

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

**AED 401: Student Teaching II: Adolescence Education Social Studies**

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SSA majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

**AED 402: Student Teaching Seminar**

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

# Geology

## DEPARTMENT

### SCHOOL

Arts and Sciences

### FACULTY

Christopher McRoberts (Acting Chair), David Barclay,  
Christopher P. Cirimo, Robert Darling, Gayle Gleason

### PROGRAMS OFFERED

Bachelor of Arts in Geology  
Bachelor of Science in Geology  
Bachelor of Science in Adolescence Education: Earth Science (7-12)

### MAJORS OFFERED

Geology  
Adolescence Education: Earth Science (7-12)

### CONCENTRATIONS OFFERED

Environmental Science  
Water Resources

### MINORS OFFERED

Geology

### DESCRIPTION

Students who major in geology may earn a bachelor of arts or a bachelor of science. They may complete a program of traditional geology courses, choose to concentrate in environmental science, or combine courses in the major leading to qualification for initial certification as secondary school teachers of earth science. Depending on the major or concentration, our geology graduates choose to either begin master's level graduate studies or find employment as geologists, hydrogeologists or earth science teachers in grades 7-12.

### SPECIAL FEATURES

- Opportunities for research
- Geology Club
- Internships
- Fossil, mineral, and rock collections
- Field trips
- Brauer Field Station
- Hoxie Gorge Field Station
- Field and analytical instrumentation

### Requirements

1. Degree Requirements listed on pages 36-43 of this catalog apply to the following majors.
2. Liberal Arts Requirements: B.A. – 90 credit hours;  
B.S. – 75 credit hours

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(607) 753-2815  
E-mail: [stouts@cortland.edu](mailto:stouts@cortland.edu)  
[www.cortland.edu/geology/](http://www.cortland.edu/geology/)

### Major in Geology [GLY]

Our liberal arts major in geology provides a solid foundation in the geological sciences. The program is designed to meet the current market demands for professional geologists as well as requirements of graduate programs in geology.

### CAREER POTENTIAL

- Geologic consulting
- Research or academic scientist
- Mining and petroleum exploration
- State and federal agencies

#### A. Required Courses in Geology: 33-36 credit hours

GLY 261: Physical Geology  
GLY 262: Historical Geology  
GLY 301: Mineralogy  
GLY 302: Petrology  
GLY 363: Invertebrate Paleontology  
GLY 367: Geomorphology  
GLY 410: Hydrogeology  
GLY 469: Structural Geology  
GLY 471: Stratigraphy  
GLY 476: Geologic Field Methods *or*  
GLY 481: Field Geology

#### B. Elective Courses in Geology: 0-3 credit hours from the following:

GLY 281: Data Analysis in Natural Sciences\*  
GLY 292: Land Use and Planning  
GLY 310: Wetlands Analysis  
GLY 371: Meteorology  
GLY 396: Aqueous Geochemistry  
GLY 397: Physical Oceanography  
GLY 400: Supplemental Field Studies  
\*Cannot be used to fulfill GLY elective if used to fulfill mathematics requirement (see below).

#### C. Courses in Related Areas: 29 credit hours

CHE 221: General Chemistry I  
CHE 222: General Chemistry II  
CAP 100: Introduction to Computer Applications  
GRY 327: Computer Mapping *or*  
GRY 328: Geographic Information Systems  
MAT 121: Calculus A

Select one from the following:

MAT 122: Calculus B  
MAT 201: Statistical Methods  
GLY 281: Data Analysis in the Natural Sciences

Select a two-semester sequence from the following:

BIO 201-202: Biological Sciences I and II, *or*  
PHY 201-202: Principles of Physics I and II, *or*  
PHY 105: Elementary Mechanics and Heat, *and*  
PHY 106: Elementary Electricity, Light and Sound

#### D. Electives and College requirements: 59 credit hours.

GE-8 requirements are satisfied by courses in the major.

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124**

## Major in Geology with a concentration in Environmental Science [GLY/ENVS]

The major in geology with a concentration in environmental science provides a broad-based program designed to meet the professional and graduate school demands of environmental geoscientists.

### CAREER POTENTIAL

- Environmental geoscientist
- Hydrogeologist
- Consulting geoscientist

#### A. Science and mathematics courses: 50 credit hours

BIO 201-202: Biological Sciences I and II  
 BIO 412: General Ecology  
 CHE 221-222: General Chemistry I and II  
 ENS 486: Seminar in Environmental Science  
 ENS 487: Environmental Science Internship  
 GLY 261: Physical Geology  
 GLY 367: Geomorphology  
 GLY 410: Hydrogeology  
 MAT 121: Calculus A  
 PHY 105: Elementary Mechanics and Heat *and*  
 PHY 106: Elementary Electricity, Light and Sound *or*  
 PHY 201-202: Principles of Physics I and II

Select one from the following:

MAT 122: Calculus B  
 MAT 201: Statistical Methods  
 GLY 281: Data Analysis in the Natural Sciences

#### B. Related Areas: Two courses from the following: Six credit hours

Two courses from the same department are not permitted.

May also fulfill General Education requirements.

ECO 105: Political Economy and Social Thought  
 ECO 110: Principles of Macroeconomics  
 GRY 120: Cultural Geography  
 GRY 221: Social Geography  
 POL 100: Introduction to American Government and Politics  
 SOC 150: Introduction to Sociology

#### C. Additional Requirements for Geology Majors: 17 credit hours

GLY 262: Historical Geology  
 GLY 301: Mineralogy  
 GLY 302: Petrology  
 GLY 371: Meteorology  
 GLY 476: Geologic Field Methods

#### D. Elective Courses in Geology: Seven credit hours from the following:

GLY 281: Data Analysis in Natural Science\*  
 GLY 292: Land Use and Planning  
 GLY 310: Wetlands Analysis  
 GLY 363: Invertebrate Paleontology  
 GLY 396: Aqueous Geochemistry  
 GLY 397: Physical Oceanography  
 GLY 400: Supplemental Field Studies  
 GLY 469: Structural Geology  
 GLY 471: Stratigraphy

*\*Cannot be used to fulfill GLY elective if used to fulfill mathematics requirement (see below).*

#### E. Additional hours in mathematics or science outside the major:

Six credit hours.

#### F. Electives and College requirements: 38 credit hours.

GE-8 requirements are satisfied by courses in the major.

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124**

## Major in Geology with a concentration in Water Resources [GLY/WRES]

Students majoring in geology with a concentration in water resources are well grounded in the basics of geoscience with additional expertise in water-related sciences and policy. The program is designed for students interested in hydrogeology, watershed management and government positions in water quality and quantity.

### CAREER POTENTIAL

- Water resource specialist
- Water quality specialist
- Watershed manager
- Hydrogeologist

#### A. Geology major [GLY] requirements listed on page 161: 65 credit hours.

#### B. Additional courses for water resources concentrators: 17-18 credit hours.

ENS 310: Wetlands Analysis\*  
 GLY 397: Physical Oceanography\*  
 GLY 430: Field Hydrology \*

One from the following:

BIO 512: Limnology  
 GLY 396 Aqueous Geochemistry\*

One of the following:

POL 242: Environmental Policy  
 POL 308: Environmental Law  
 ECO 335: Resource and Environmental Economics

One of the following:

EST 100: Introduction to Environmental Studies  
 ECO 110: Principles of Macroeconomics  
 POL 100: Introduction to American Government and Politics  
 GRY 125: Human Geography and Global Development

POL 100 satisfies GE 1; GRY 125 satisfies GE 3; EST 100 or POL 242 satisfy GE 7; courses in GLY major satisfy GE 8

*\* Cannot be used as elective in GLY major.*

## Major in Adolescence Education: Earth Science (7-12) [AES]

This major leads to New York State certification to teach earth science in grades 7-12.

### CAREER POTENTIAL

- Earth science teacher (7-12)
- Naturalist/interpreter
- Science curriculum specialist
- Educational administrator

#### A. Required Courses in Geology: 30 credit hours

GLY 261: Physical Geology  
 GLY 262: Historical Geology  
 GLY 301: Mineralogy  
 GLY 302: Petrology  
 GLY 363: Invertebrate Paleontology  
 GLY 367: Geomorphology  
 GLY 371: Meteorology  
 GLY 397: Physical Oceanography *or*  
 GLY 410: Hydrogeology  
 GLY 400: Supplemental Field Studies (3 cr. hr. total) *or*  
 GLY 476: Geologic Field Methods

**B. Courses in Related Science/ Math Areas: 30 credit hours**

- MAT 121: Calculus A *or*
- GLY 281: Data Analysis in Natural Science *or*
- MAT 201: Statistical Methods\*
- BIO 201: Biological Sciences I
- BIO 202: Biological Sciences II
- CHE 221: General Chemistry I
- CHE 222: General Chemistry II
- PHY 105: Elementary Mechanics and Heat
- PHY 106: Elementary Electricity, Light and Sound
- PHY 150: Astronomy

\*Also listed as COM 230, PSY 201, ECO 221.

**C. Professional Preparation: 24 credit hours**

- PSY 101: General Psychology I
- PSY 232: Adolescent Psychology
- HLH 199: Critical School Health Issues
- AED 391: Introduction to Adolescence Education
- AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools
- AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
- AED 444: Laboratory Practicum
- LIT 449: Literacy in the Middle and Secondary School
- SHH 300: Normal Language Development *or*
- PSY 350: Psychology of Language

**D. Admission to Program**

Completion of 45 credit hours with minimum grade point average of 2.5 overall, and 2.5 in each of the areas A, B and C listed above.

**E. Eligibility for Student Teaching:**

To be eligible for AED 445: Student Teaching: Adolescence Education - Science, a minimum overall grade point average of 2.5 is required. Additionally, a 2.5 grade point average is required in each of the areas A, B, and C listed above. A minimum of 24 credit hours in area A and 24 credit hours in area B are required. PSY 101, 232; AED 391, 442, 443, and 444; BIO 201, 202; CHE 221; GLY 261, 262, 301, 302, 363, 367; PHY 105, 150; and MAT 121 *or* 201 *or* GLY 281 must be completed before the student teaching experience. Additionally, each teacher candidate will be required to submit a professional portfolio.

**F. Student teaching requirement: 14 credit hours.**

- AED 445: Student Teaching: Adolescence Education - Science

**G. Additional requirements: 27-34 credit hours**

- Composition and General Education Courses: 27 credit hours
- Foreign Language Courses: 0-7 credit hours

**H. Other requirements**

Specific information regarding other requirements (state exams, workshops, finger printing, foreign language) are listed on pages 45-46 of this catalog.

GE-8 requirements are satisfied by courses in the major.

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 125-132**

**Requirements for the Minor in Geology**

GLY 261 and 262, plus four geology electives selected in consultation with an advisor for a total of 19 hours in geology with at least nine credit hours at the 300-level and above.

**Example of the bachelor's degree in Geology over four years**

Added concentrations have different four-year models.

First Year	Second Year
<p><i>Fall</i></p> <p>CAP 100 CPN 100 or 102 MAT 121 GE course GE course</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>CPN 101 or 103 MAT 122 GE course GE course Elective</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>BIO 201 or PHY 105 CHE 221 GLY 261 GE course</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>BIO 202 or PHY 106 CHE 222 GLY 262 GE course Elective</p> <p>Total credit hours: 16</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>GLY 301 GLY 367 (WI) GRY 328 GE course</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>GLY 302 GLY 363 GRY 328 Foreign language WI course</p> <p>Total credit hours: 17</p> <p><i>Summer</i></p> <p>GLY 476</p> <p>Total credit hours: 3-6</p>	<p><i>Fall</i></p> <p>GLY 410 GLY 471 Elective Elective Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>GLY 469 GLY elective Elective Elective Elective</p> <p>Total credit hours: 15</p>

# Geology

## COURSE DESCRIPTIONS

### GLY 118: Laboratory in Earth Science

(A) Identification and classification of common geologic materials; use, compilation, and interpretation of topographic and weather maps; demonstrations, computations, and problem solving. Two-hour session weekly. Fulfills education program laboratory requirement. Prerequisite: Concurrent or following a non-laboratory introductory earth science/geology course. (1 cr. hr.)

### GLY 129, 229, 329, 429, 529: Special Topics in Geology

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

### GLY 160: Environmental Geology

(A) Integrated study of physical resources, processes of land, ocean, atmosphere, in terms of man-environment relationship. Three one-hour lectures and/or demonstrations. Not open to geology majors or those having credit for GLY 171 or 261. (3 cr. hr.) ■

### GLY 171: Earth Science

(A) Basic concepts and principles of geology, meteorology, and oceanography. Three lectures and one two-hour laboratory per week. Not open to geography, mathematics, or science majors or to students with credit for GLY 160 or 261. (4 cr. hr.) ■

### GLY 172: Earth History

(A) Origin and historical development of the Earth and life based on geologic and paleontologic evidence. Not open to students with credit for GLY 262, or majors in geography, mathematics or science. Prerequisite: GLY 171. (3 cr. hr.) ■

### GLY 261: Physical Geology

(A) Principles of physical geology. Earth materials, intracrustal forces and products, agents of gradation and their physiographic expression. Laboratory study includes minerals, rocks, topographic and geologic maps, simple geologic structures. Three lectures, one three-hour laboratory, field trips. Primarily for science, math and geography majors. Not open to students with credit for GLY 160 or 171. (4 cr. hr.) ■

### GLY 262: Historical Geology

(S) Study of the changes of Earth and life through geologic time. Evolution of the continents, ocean basins, and major life forms throughout Earth's history with an emphasis on stratigraphic and fossil record. Two lectures, one three-hour laboratory, required field trip. Not open to students with credit for GLY 172. Prerequisite: GLY 261. (3 cr. hr.) ■

### GLY 281: Data Analysis in Natural Science

(F) Analysis and interpretation of geologic and biologic data using modern quantitative techniques with discipline-specific applications. Basis methodologies and interpretation of descriptive, comparative, and classificatory statistics. Topics include sampling, probability, univariate, and bivariate analysis. Two one-hour lectures, one two-hour laboratory. Not open to students with credit for MAT/PSY 201, ECO 221 or COM 230. (3 cr. hr.) ■

### GLY 292: Land Use and Planning

(O) Land as a natural resource; emphasis on geologic aspects that determine natural potentialities, restrictive conditions of land use. Three lecture hours; field trips. Also listed as ENS 292. (3 cr. hr.) ■

### GLY 301: Mineralogy

(F) Principles of physical and optical crystallography and crystal chemistry; descriptive mineralogy; identification of minerals using physical, chemical, and optical methods. Three lecture hours and a three-hour laboratory; required all-day field trip. Prerequisite: GLY 261, CHE 221. GLY 301 and CHE 221 may be taken concurrently. (4 cr. hr.) ■

### GLY 302: Petrology

(S) Petrogenesis of igneous, metamorphic and sedimentary rocks; description, classification, and interpretation based on hand specimens and thin-sections. Three lecture hours and a three-hour laboratory; required all-day field trip. Prerequisite: GLY 301. (4 cr. hr.) ■

### GLY 310: Wetlands Analysis

(F) Investigation of the hydrology, biogeochemistry, soils, classification, delineation, and functional assessment of freshwater wetlands. Two lecture hours, one three-hour laboratory. Prerequisites: Completion of GE-8 and junior status. Also listed as ENS 310. (3 cr. hr.) ■

### GLY 363: Invertebrate Paleontology

(S) Important invertebrates in fossil record. Laboratory study of morphology, identification and preparation procedures. Two lectures, one three-hour laboratory, required field trip. Prerequisite: GLY 172 or 262. (3 cr. hr.) ■

### GLY 367: Geomorphology

(F) Processes of glaciers, rivers, mass wasting, wind and weathering, and their resulting landforms. Methods of geomorphic analysis and the evolution of landscapes. Two lectures, one three-hour laboratory, field trips. Prerequisite: GLY 261. (3 cr. hr.) ■

### GLY 371: Meteorology

(S) Atmosphere, its phenomena; elements of weather; application to weather forecasting. Two lectures, one three-hour laboratory. Prerequisite: Six hours of mathematics or science. (3 cr. hr.) ■

### GLY 396: Aqueous Geochemistry

(S) Detection, analysis, distribution, significance of chemical elements in soils, rocks, water, organic matter. Two one-hour lectures, one three-hour laboratory. Prerequisites: GLY 301 and CHE 221, 222. (3 cr. hr.) ■

### GLY 397: Physical Oceanography

(S) Physical features of the ocean; origin of ocean basins; waves; currents and tides; shoreline processes; ocean sediments; effect on world climates and environmental problems. Three lecture hours per week. Prerequisites: Six credit hours of math or science. (3 cr. hr.)

### GLY 400: Supplemental Field Studies

(A) Extended field study or field trips designed to complement classroom instruction. May be repeated as subtitle changes. Prerequisite: Consent of department. H, S, U grades are assigned. (1-3 cr. hr.)

### GLY 410: Hydrogeology

(F) Examination of the source, distribution, movement and disturbance of surface, vadose zone and groundwater in a geologic and environmental context. Includes aquifer testing, watershed hydrology and some advanced groundwater and water quality modeling. Field trips to well fields, treatment facilities, and a local watershed. Two lectures and one laboratory/field trip session. Prerequisite: GLY 261. (3 cr. hr.)

**GLY 430: Field Hydrology**

(M) Methods used in the characterization of the quantity, quality and flow characteristics of surface, vadose zone and groundwater. Field projects with local streams, wetlands and aquifers, and field trips to active research sites in the Catskill and Adirondack region. Prerequisites: GLY 261 and junior status, or permission of instructor. (2-3 cr. hr.)

**GLY 469: Structural Geology**

(S) Deformation of rocks and the resulting structures, including stress and strain, faults, folds, and rock fabrics. Two lectures, one three-hour laboratory. One required field trip. Prerequisite: GLY 301. (3 cr. hr.) ■

**GLY 471: Stratigraphy**

(F) Principles of correlation, nomenclature, facies interpretation, classification of sedimentary rock units. Laboratory methods of facies and correlation analysis. Two lectures, one three-hour laboratory, required weekend field trip. Prerequisites: GLY 262 and GLY 302. (3 cr. hr.) ■

**GLY 476: Geologic Field Methods**

(M) Instruments and methods of basic geologic fieldwork: measurement and description of stratigraphic sections; use of survey instrumentation and GPS; elementary bedrock mapping. Compilation of stratigraphic sections, geologic maps and structure sections. Taught at Brauer Field Station beginning late May. Can be taken as a three-week course for three credit hours or as a four-week course for four credit hours. Prerequisite: GLY 302. (3-4 cr. hr.) ■

**GLY 481: Field Geology**

(M) Intensive study of field methods and techniques; reconnaissance and detailed areal geology mapping; preparation of geologic maps and sections. Offered summers at the Brauer Field Station. Prerequisites: GLY 302, GLY 469, junior standing. (5-6 cr. hr.) ■

**GLY 487: Internship in Applied Geology**

(A) A project-oriented internship with a government agency, industry, or other private or public enterprise, supervised application of geologic skills and knowledge. Prerequisites: Senior-year status, consent of department. (3-12 cr. hr.)

**GLY 494: Geology Laboratory Experience**

(A) Service as assistant in laboratory sections of a geology course. Includes meetings with course instructor, advanced preparation for lab meetings, weekly attendance in the laboratory section while serving as instructional assistant in laboratory activities. May be taken twice for credit. Can not be applied to any state teacher education requirement. S, U grades are assigned. Prerequisite: Permission of department. (1 cr. hr.)

**GLY 499: Independent Investigations**

(A) Limited to qualified seniors. Prerequisite: Consent of chair. May be taken twice for credit. H, S, U grades are assigned. (1-3 cr. hr.)

**GLY 550: Geology of New York State**

(M) Geologic history of New York State as interpreted from the rock record. Special emphasis on: Paleozoic stratigraphy and depositional environments; metamorphism, magmatism and deformation of the Adirondack and Hudson Highlands; Grenville, Taconic, Acadian, and Alleghanian orogenic events; Pleistocene continental glaciation. Seven and a half lecture hours per week; four weeks. One all-day Saturday field trip required. Prerequisite: GLY 261 or equivalent. (3 cr. hr.)

**GLY 563: Advanced Studies in Paleontology**

(O) Examination of paleontological theory through reading scientific papers and study of fossil specimens. Subtitles may include: Mass extinctions, paleoecology biostratigraphy. One three-hour lecture and/or discussion, May be repeated as subtitle changes. Prerequisite: GLY 363. (3 cr. hr.)

**GLY 570: Plate Tectonics**

(O) Examination of the theory of plate tectonics, including critique of refereed scientific papers. Topics include geometry and driving forces of plate motions, and the geological and geophysical implications. One three-hour lecture/discussion. Prerequisites: GLY 261 and twelve hours of geology, biology, chemistry and/or physics at the 300 level or above. (3 cr. hr.) ■

**GLY 573: History of Geology**

(O) Development, evolution of major concepts in geological sciences. Read peer-review scientific articles; class presentation, research paper. Three lectures per week. Prerequisite: GLY 261. (3 cr. hr.)

**GLY 576: Glacial Geology**

(C) Glacial processes, landforms and deposits; Quaternary chronologies and dating methods; analysis and interpretation of glacial sediments and sequences. Emphasis on glaciation of New York State. One two-hour lecture, one two-hour laboratory, field trips. Prerequisite: GLY 261. (3 cr. hr.)

**GLY 579: Paleoclimatology**

(C) History and causes of natural climate change. Emphasis on events and environments of the last two million years. Includes analytical methods used to reconstruct paleoclimate. One three-hour lecture. Prerequisites: GLY 261 and 12 hours of geology, biology, chemistry and/or physics at 300 level or above. (3 cr. hr.)

**GLY 581: Advanced Field Geology**

(M) Field investigations involving detailed geologic mapping and analysis of specific area(s) by an individual or small group; written report. Offered summers at the Brauer Field Station. Prerequisite: GLY 469. (3-8 cr. hr.)

**GLY 595: Geophysical Methods**

(O) Principles and instrumentation of geophysical methods used to collect and interpret data from the Earth's interior. Two lectures, one three-hour laboratory. Prerequisites: GLY 261 and either PHY 105 and PHY 106, or PHY 201 and PHY 202. Also listed as PHY 595. (3 cr. hr.)

**Related Education Courses****AED 391: Introduction to Adolescence Education**

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

**AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools**

(F) 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 232 and AED 391. (3 cr. hr.)

**AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools**

(F) Introduction to aspects of teaching laboratory-based science to a diverse population of students through the development of a course syllabus, a comprehensive plan for laboratory safety, and lesson plans aligned with state and national learning standards and state science core curriculum guides. Twenty-five hours of field experience in middle and secondary schools. Prerequisite: AED 442. Corequisite: AED 444. (3 cr. hr.)

**AED 444: Laboratory Practicum**

(F) Opportunity to work with an experienced teacher in the planning, preparation, and implementation of laboratory exercises in an introductory, college-level lab course through one-on-one and small group activities. Fulfills 25 hours of field experience requirement. Corequisite: AED 443. (1 cr. hr.)

**AED 445: Student Teaching: Adolescence Education — Science**

(A) Full-time supervised student teaching in two public school placements: one, eight-week placement at the seventh or eighth grade level and one, eight-week placement at the ninth, tenth, eleventh, or twelfth grade level. A discipline-specific student teaching seminar is held on campus once during the semester. Prerequisites: PSY 232; AED 443; and AED 444. See major department for eligibility criteria. S, U grades are assigned. (14 cr. hr.)

**LIT 449: Literacy in the Middle and Secondary School**

(F) Methods, materials and assessment for fostering literacy at the middle and secondary levels. (3 cr. hr.)

# Health

## DEPARTMENT

### SCHOOL

Professional Studies

### FACULTY

Bonni Hodges (Chair), Sarah C. Beshers, Kathryn Coffey, Jena N. Curtis, Owen Donovan, John Forster, Joseph F. Governali, John Leary, Jill Murphy, Corey Ryon, Alan Sofalvi, Tony Trunfio, Donna M. Videto, Ben Wodi

### PROGRAMS OFFERED

Bachelor of Science in Health Science  
Bachelor of Science in Education in Health Education

### MAJORS OFFERED

Health Science  
Health Education

### CONCENTRATIONS OFFERED

Allied Health  
College Health Promotion and Prevention Services  
Community Health Education  
Environmental Health  
Health Care Administration and Planning  
Health Communication  
International Health  
Wellness/Health Promotion

**Moffett Center, Room 105**  
**(607) 753-4225**  
[www.cortland.edu/health/](http://www.cortland.edu/health/)

### DESCRIPTION

The health programs at Cortland provide majors with professional preparation experiences designed to help students develop skills and background required for positions in a variety of health professions and for admission into advanced degree programs.

Health Department graduates work in a wide range of health and educational settings, including county health departments, hospitals and other health care facilities, community health organizations, corporate and private wellness facilities, environmental agencies, schools and universities.

The department combines academic course work with out-of-class experiences that provide direct contact with health and education professionals. Such experiences include a well-developed internship program and independent study opportunities.

### SPECIAL FEATURES

- Internships and independent study
- Health Science honorary: chapter of Eta Sigma Gamma
- Study abroad in London, Belize and Australia
- Course work with integrated technology and computers
- Variety of concentrations

## Requirements

1. Degree Requirements listed on pages 36-44 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 60 credit hours

### Health Science Program

Health Department Requirements: 13 credit hours  
 BIO 301: Human Anatomy and Physiology I  
 BIO 302: Human Anatomy and Physiology II  
 BIO 303: Microbiology and Human Disease  
 COM 210: Fundamentals of Public Speaking

### Health Education Program

Health Department Requirements: 13 credit hours  
 BIO 301: Human Anatomy and Physiology I  
 BIO 302: Human Anatomy and Physiology II  
 BIO 303: Microbiology and Human Disease  
 COM 210: Fundamentals of Public Speaking  
 CAP 100: Introduction to Computer Applications

## Major in Health Science [HSC]

The degree program has been designed for students interested in preparing for health careers in community/public health settings. Students participate in a full semester internship experience. A number of concentrations are available to help meet specific career interests of students.

### CAREER POTENTIAL

- Environmental health specialist
- Health administrator
- Community health educator
- Health Communication specialist
- College health promotion specialist
- Wellness health promotion specialist

#### A. Required Courses: 18 credit hours

HLH 203: Community Health  
 HLH 360: Health Care Administration and Planning  
 HLH 390: Environmental Health and Ecology  
 HLH 391: Epidemiology and Biostatistics  
 HLH 492: Chronic and Communicable Diseases  
 HLH 494: Needs Assessment, Program Planning and Evaluation in Health Education

#### B. Fieldwork: 16 credit hours

Overall 2.5 grade point average required  
 HLH 499: Fieldwork in Health

#### C. Health Electives: 15 credit hours

Students elect courses based on professional interests and the following are typical electives in this program:  
 HLH 111: International Health and Culture  
 HLH 163: The HIV Epidemic  
 HLH 201: Health Problems of the Underserved  
 HLH 210: Wellness and Health Promotion  
 HLH 232: Nutrition  
 HLH 301: Stress Management  
 HLH 302: Human Sexuality Education  
 HLH 314: Mental and Emotional Health  
 HLH 367: Drug Problems: Intervention and Prevention  
 HLH 393: Introduction to Occupational Safety and Health  
 HLH 394: Health Related Behavior: Formation and Change  
 HLH 493: Community Health Education

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

## Major in Health Science with a concentration in Health Care Administration and Planning [HSC/ADMN]

The concentration introduces students to some of the fundamental concepts essential to careers involving health program planning and health services administration. The courses are designed to provide students with entry level skills and prerequisite background to graduate studies in health services and management, planning and research.

### CAREER POTENTIAL

- Administrator in a private community health agency
- Administrator in a voluntary health agency
- Department administrator in a health facility
- Program manager in a community health agency

Required Courses: 30-31 credit hours

Select All: 18 credit hours

MGT 254: Principles of Accounting I  
 MGT 255: Principles of Accounting II  
 ECO 111: Principles of Microeconomics  
 MGT 250: Principles of Management  
 HLH 201: Health Problems of the Underserved  
 SOC 371: Sociology of Medicine

Select One: Three credit hours

MCS 186: Introductory Programming *or*  
 CAP 100: Introduction to Computer Applications

Select One: Three credit hours

MGT 253: Principles of Marketing *or*  
 ECO 352: Finance

Select Both: Six credit hours

POL 240: Introduction to Public Administration and Public Policy

POL 326: State and Local Government

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

## Major in Health Science with a concentration in Allied Health [HSC/ALLH]

The concentration is designed to provide background needed to pursue post-baccalaureate study in various allied health fields. In conjunction with the health science major, it provides students with the prerequisite course work needed for programs in such areas as nursing, physical therapy and occupational therapy. The combination of the concentration and the major gives students course work needed for advanced study and the preparation required for a wide variety of community/public health positions.

### CAREER POTENTIAL

- Community health practitioner
- Nursing (provides prerequisites for advanced programs)
- Physical therapy (provides prerequisites for advanced programs)
- Occupational therapy (provides prerequisites for advanced programs)
- Other clinical careers

Required Courses

Select All: Eight credit hours

BIO 201: Biological Sciences I  
 BIO 202: Biological Sciences II

Select Two: Six or eight credit hours

CHE 121: Elementary Chemistry I  
 CHE 122: Elementary Chemistry II *or*  
 CHE 221: General Chemistry I  
 CHE 222: General Chemistry II

Select Two: Eight credit hours

- PHY 105: Elementary Mechanics and Heat
- PHY 106: Elementary Electricity, Light, and Sound *or*
- PHY 201: Principles of Physics I
- PHY 202: Principles of Physics II

Select One or Two: Three or six credit hours

- MAT 201: Statistics *or*
- MAT 121: Calculus A *or*
- MAT 121: Calculus A *and*
- MAT 122: Calculus B

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

### Major in Health Science with a concentration in College Health Promotion and Prevention Services [HSC/CHPP]

The concentration is intended to provide health students with the background and skills needed to function on college campuses as health promotion and prevention specialists.

These individuals typically work in a variety of health education areas including sexuality, alcohol, tobacco and other drugs, nutrition, HIV/AIDS, stress management, and health promotion. Responsibilities often involve conducting campus-wide activities, developing peer education programs, and working with college offices in promoting the health of students.

Colleges across the country have been establishing campus programs and services which have as their central focus the reduction of health threatening behaviors and the promotion of student health. The focus of this concentration is to prepare individuals with the background and skills needed to work in this rapidly growing field.

#### CAREER POTENTIAL

- College health promotion specialist
- College prevention specialist
- College health educator

A. Required Courses: 21 credit hours

- HLH 113: Sex, Drugs and the College Student
- HLH 210: Wellness and Health Promotion
- HLH 302: Human Sexuality Education
- HLH 314: Mental Health and Counseling
- HLH 367: Drug Problems: Intervention and Prevention
- HLH 394: Health Related Behavior: Formation and Change
- HLH 493: Community Health Education *or*
- EDU 426: Methods and Materials of Health Education: Level II

B. Internship: Six credit hour minimum

Students must fulfill an internship requirement through one of the following alternatives:

1. Complete a two-semester internship experience with six credit hours in the Student Development Center's health education program. Preferably this would result in a fall and spring experience of three credits each semester. Health education majors typically choose this internship.
2. Complete at least a quarter of field experience of eight credit hours in a college health promotion/prevention program. Health science majors typically choose this internship.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

### Major in Health Science with a concentration in Community Health Education [HSC/COMH]

The concentration is intended to prepare community-based health educators who can provide educational programming designed to facilitate the adoption of behaviors conducive to health maintenance and promotion. Areas of activity would include educational programming related to drug abuse, sexuality, nutrition, safety and wellness.

#### CAREER POTENTIAL

- Community health educator in a county health department
- Health educator in a corporate wellness facility
- Health educator for agencies such as American Cancer Society or American Red Cross
- Health educator in a teen pregnancy prevention program

A. Required courses: 27 credit hours

Select All: 15 credit hours

- HLH 201: Health Problems of the Underserved
- HLH 210: Wellness and Health Promotion
- HLH 394: Health-Related Behavior: Formation and Change
- HLH 493: Community Health Education
- PSY 101: General Psychology I

Select One: Three credit hours

- PSY 332: Educational Psychology *or*
- PSY 422: Social Psychology

Select One: Three credit hours

- SOC 315: Development Sociology *or*
- SOC 351: The Community *or*
- SOC 371: Sociology of Medicine

Select One: Three credit hours

- POL 100: Introduction to American Government and Politics *or*
- POL 240: Introduction to Public Administration and Public Policy

Select One: Three credit hours

- COM 300: Interpersonal Communication *or*
- COM 302: Intercultural Communication *or*
- COM 410: Communication in Social Change

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

### Major in Health Science with a concentration in Environmental Health [HSC/ENVH]

The concentration is designed for students interested in seeking careers as environmental health specialists or public health sanitarians. Such professionals apply the principles of the natural and social sciences to the detection, evaluation, control and management of those factors in the environment which influence health. These professionals typically work in governmental agencies or industry.

#### CAREER POTENTIAL

- Public health sanitarian with a county health department
- Specialist with governmental agencies such as Occupational Safety and Health Administration and Environmental Protection Agency
- Environmental specialist with businesses and corporations
- Emergency management and response specialist

## A. Required Courses: 28 credit hours

Select All: 14 credit hours

BIO 306: Human Genetics

HLH 405: Tutorial: Field Based Experience in Environmental Health

CHE 221: General Chemistry I

CHE 222: General Chemistry II

Select Two: Six credit hours

HLH 392: Environmental Pollutants and Toxicology *or*HLH 393: Introduction to Occupational Safety and Health *or*

POL 242: Environmental Policy

Select Two: Eight credit hours

PHY 201: Principles of Physics I

PHY 202: Principles of Physics II *or*

PHY 105: Elementary Mechanics, Heat, and Matter

PHY 106: Elementary Electricity, Light, and Sound

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

**Major in Health Science with a concentration in Health Communication [HSC/HCOM]**

This concentration links the areas of communication and health. It is designed to prepare students to work in careers that use communication approaches to inform and influence personal and community actions that enhance health and promote the quality of life.

**CAREER POTENTIAL**

- Health communication specialist with government agencies, health organizations, businesses
- Health reporter
- Consultant to public, private organizations

Required Courses: 23 credits

Select All: 13 credit hours

HLH 394: Health Related Behavior: Formation and Change

COM 100: Human Communication

COM 450: Health Communication

ENG 303: Technical Writing

CAP 236: Desktop Publishing

Select One: Three credit hours

COM 451: Environmental Communication *or*

COM 452: Risk Communication

Select One: One credit hour

COM 390: Participation in Student Newspaper

COM 393: Participation in Television

COM 394: Participation in Radio

Select Two: Six credit hours

COM 201: Writing for Radio and Television

COM 202: News Writing and Reporting

COM 301: Mass Media and Society

COM 302: Intercultural Communication

COM 303: International Communication

COM 320: Organizational Communication

COM 410: Communication in Social Change

COM 441: Persuasion

One eight-week internship must be completed in an approved agency or program with a health communication focus. Health science majors may use eight weeks of their 16-week fieldwork experience (HLH 499) to meet this requirement.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

**Major in Health Science with a concentration in International Health [HSC/INTH]**

The concentration in international health is designed for health majors who are seeking careers in international health practice. The program is well grounded in the health, natural and social sciences. The concentration prepares health majors for entry level positions with international agencies such as the World Health Organization, The United Nations Environment Program, United States Agency for International Development, United Nations Children's Fund, Pan American Health Organization, Planned Parenthood International, Food and Agricultural Organization, World Food Program, The United Nations Development Program, United States Agency for International Development, among others. Students may also choose to pursue advanced degrees in public and/or international health.

**CAREER POTENTIAL**

- Public Health Educator for international health-related agencies
- Program Assistant for international health agencies
- Research Assistant for international health agency program

A. Required Courses: 24 credit hours

Core Courses: Six credit hours

HLH 111: International Health and Culture *or*

HLH 511: Global Health Problems

HLH 220: Safety Education and Emergency Response

HLH 394: Health Related Behavior Formation and Change

Group 1 – Choose Two: Six credit hours

IST 210: Introduction to International Studies:  
The Making of the Modern World

SOC 340: Environmental Sociology\*

ECO 335: Resource and Environmental Economics\*

COM 451: Environmental Communication\*

COM 452: Risk Communication\*

Group 2 – Choose Two: Six credit hours

GRY 125: Human Geography and Global Development

ECO 304: Comparative Economic Systems\*

POL 101: Introduction to World Politics

COM 302: Intercultural Communication\*

Group 3 – Choose Two: Six credit hours

HLH 232: Nutrition

HLH 201: Health Problems of the Underserved

HLH 163: The HIV epidemic

HLH 210: Wellness and Health Promotion

HLH 367: Drug Problems, Intervention and Prevention

*\*Has prerequisite*

B. Internship

HLH 499: Fieldwork in Health

*To fulfill the international health concentration at least one eight-credit fieldwork placement (of the two eight-credit placements required for the HSC degree) with an international agency is required.*

## Major in Health Science with a concentration in Wellness Health Promotion [HSC/WELL]

The concentration is intended to prepare health education specialists to work in a variety of private, public and worksite settings related to health promotion. Responsibilities include assessing client needs, designing health promotion programs, implementing/coordinating programs and evaluation of outcomes.

### CAREER POTENTIAL

- Wellness specialist in a business or corporation
- Wellness manager in a private health promotion center
- College or school-site wellness coordinator
- Wellness coordinator in a community agency

#### A. Required courses: 27 credit hours

Select All: 21 credit hours

- HLH 120: Responding to Emergencies
- HLH 210: Wellness and Health Promotion
- HLH 232: Nutrition
- HLH 301: Stress Management
- HLH 394: Health Related Behavior: Formation and Change
- HLH 493: Community Health Education
- HLH 314: Mental Health and Counseling
- HLH 406: Wellness/Fitness Practicum

Select: Three credit hours

EXS 397: Exercise Physiology I

Select: Three credit hours

MGT 250: Principles of Management

#### B. Fieldwork (HLH 499) — Must be in an approved wellness facility

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

## Major in Health Education [HEC]

The degree program focuses on school health education and the preparation of health education specialists to work within school settings. Students complete a full semester of student teaching. Students can also elect a concentration in wellness health promotion, college health promotion and prevention services, or health communication.

### CAREER POTENTIAL

- High school health educator
- Junior high school health educator
- Prevention specialist in school district or community
- District health education coordinator

#### A. Required Courses: 64 credit hours

*Professional Education:* 12 credit hours

EDU 326: Methods and Materials of Health Education: Level I

EDU 426: Methods and Materials of Health Education: Level II

PSY 331: Psychology of Exceptional Children Education or psychology elective (with advisement)

*Health:* 30 credit hours

- HLH 203: Community Health
- HLH 210: Wellness and Health Promotion
- HLH 220: Safety Education and Emergency Response
- HLH 232: Nutrition
- HLH 302: Human Sexuality Education
- HLH 314: Mental Health and Counseling
- HLH 345: Parenting Education

- HLH 367: Drug Problems: Intervention and Prevention
- HLH 492: Chronic and Communicable Diseases
- HLH 494: Needs Assessment, Program Planning and Evaluation in Health Education

*Student Teaching and Field Experiences:* 16 credit hours

EDU 497: Field Experience in Health Education

EDU 498: Health Education Seminar

EDU 499: Student Teaching in Health Education

#### B. Health electives: Six credit hours

The following are typical health electives selected by health education majors:

- HLH 111: International Health and Culture
- HLH 137: Child and Adolescent Sexual Abuse
- HLH 163: The HIV Epidemic
- HLH 201: Health Problems of the Underserved
- HLH 265: Health and the Child
- HLH 301: Stress Management
- HLH 309: Child Abuse
- HLH 394: Health Related Behavior: Formation and Change
- HLH 493: Community Health Education
- HLH 513: Death, Bereavement and Suicide
- HLH 530: Family Life Education and the Classroom Teacher

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

## Major in Health Education with a concentration in College Health Promotion and Prevention Services [HEC/CHPP]

The concentration is intended to provide students with the background and skills needed to function on college campuses as health promotion and prevention specialists.

These individuals typically work in a variety of health education areas including sexuality, alcohol, tobacco and other drugs, nutrition, HIV/AIDS, stress management, and health promotion. Responsibilities often involve conducting campus-wide activities, developing peer education programs, and working with college offices in promoting the health of students.

Colleges across the country have been establishing campus programs and services which have as their central focus the reduction of health threatening behaviors and the promotion of student health. The focus of this concentration is to prepare individuals with the background and skills needed to work in this rapidly growing field.

### CAREER POTENTIAL

- College health promotion specialist
- College prevention specialist
- College health educator

#### A. Required Courses: 21 credit hours

HLH 113: Sex, Drugs and the College Student

HLH 210: Wellness and Health Promotion

HLH 302: Human Sexuality Education

HLH 314: Mental Health and Counseling

HLH 367: Drug Problems: Intervention and Prevention

HLH 394: Health Related Behavior: Formation and Change

HLH 493: Community Health Education *or*

EDU 426: Methods and Materials of Health Education: Level II

B. Internship: Six credit hour minimum

Students must fulfill an internship requirement through one of the following alternatives:

1. Complete a two-semester internship experience with six credit hours in the Student Development Center's health education program. Preferably this would result in a fall and spring experience of three credit hours each semester. Health education majors typically choose this internship.
2. Complete at least a quarter of field experience of eight credit hours in a college health promotion/prevention program. Health science majors typically choose this internship.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

### Major in Health Education with a concentration in Health Communication [HEC/HCOM]

This concentration links the areas of communication and health. It is designed to prepare students to work in careers that use communication approaches to inform and influence personal and community actions that enhance health and promote the quality of life.

#### CAREER POTENTIAL

- Health communication specialist with government agencies, health organizations, businesses
- Health reporter
- Consultant to public, private organizations

Required courses: 23 credit hours

Select All: 13 credit hours

HLH 394: Health Related Behavior: Formation and Change  
COM 100: Human Communication  
COM 450: Health Communication  
ENG 303: Technical Writing  
CAP 236: Desktop Publishing

Select One: Three credit hours

COM 451: Environmental Communication *or*  
COM 452: Risk Communication

Select One: One credit hour

COM 390: Participation in Student Newspaper  
COM 393: Participation in Television  
COM 394: Participation in Radio

Select Two: Six credit hours

COM 201: Writing for Radio and Television  
COM 202: News Writing and Reporting  
COM 301: Mass Media and Society  
COM 302: Intercultural Communication  
COM 303: International Communication  
COM 320: Organizational Communication  
COM 410: Communication in Social Change  
COM 441: Persuasion

One eight-week internship must be completed in an approved agency or program with a health communication focus. Health education majors will need to register for an eight-week internship (HLH 499) in addition to their student teaching requirement.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

### Major in Health Education with a concentration in International Health [HEC/INTH]

The concentration in international health is designed for health majors who are seeking careers in international health practice. The program is well grounded in the health, natural and social sciences. The concentration prepares health majors for entry-level positions with international agencies such as the World Health Organization, The United Nations Environment Program, United States Agency for International Development, United Nations Children's Fund, Pan American Health Organization, Planned Parenthood International, Food and Agricultural Organization, World Food Program, The United Nations Development Program, United States Agency for International Development, among others. Students may also choose to pursue advanced degrees in public and/or international health.

#### CAREER POTENTIAL

- Public Health Educator for international health-related agencies
- Program Assistant for international health agencies
- Research Assistant for international health agency program

A. Required Courses: 24 credit hours

Required Courses: Six credit hours

HLH 111: International Health and Culture *or*

HLH 511: Global Health Problems

HLH 220: Safety Education and Emergency Response

HLH 394: Health Related Behavior Formation and Change

Group 1 – Choose Two: Six credit hours

IST 210: Introduction to International Studies:  
The Making of the Modern World

SOC 340: Environmental Sociology\*

ECO 335: Resource and Environmental Economics\*

COM 451: Environmental Communication\*

COM 452: Risk Communication\*

Group 2 – Choose Two: Six credit hours

GRY 125: Human Geography and Global Development

ECO 304: Comparative Economic Systems\*

POL 101: Introduction to World Politics

COM 302: Intercultural Communication\*

Group 3 – Choose Two: Six credit hours

HLH 232: Nutrition

HLH 201: Health Problems of the Underserved

HLH 163: The HIV epidemic

HLH 210: Wellness and Health Promotion

HLH 367: Drug Problems, Intervention and Prevention

*\*Has prerequisite*

B. Internship: 8 credit hours

HLH 499: Fieldwork in Health

Students are required to fulfill an eight-credit-hour fieldwork experience with an international health agency.

## Major in Health Education with a concentration in Wellness Health Promotion [HEC/WELL]

The concentration is intended to prepare health education specialists to work in a variety of private, public and worksite settings related to health promotion. Responsibilities include assessing client needs, designing health promotion programs, implementing/coordinating programs and evaluation of outcomes.

### CAREER POTENTIAL

- Wellness specialist in a business or corporation
- Wellness manager in a private health promotion center
- School-site or college wellness coordinator
- Wellness coordinator in a community agency

#### A. Required courses: 27 credit hours

- HLH 120: Responding to Emergencies
- HLH 210: Wellness and Health Promotion
- HLH 232: Nutrition
- HLH 301: Stress Management
- HLH 314: Mental Health and Counseling
- HLH 394: Health Related Behavior: Formation and Change
- HLH 405: Wellness/Fitness Practicum
- HLH 493: Community Health Education
- PED 397: Exercise Physiology I
- MGT 250: Principles of Management

#### B. Fieldwork (HLH 499) — Must be in an approved wellness facility

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

## Example of the B.S. in Health Education over four years

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 BIO 110 (GE 8) GE course GE course Free elective Total credit hours: 16</p> <p><i>Spring</i></p> <p>CPN 101 or 103 BIO 111 (GE 8) GE course GE course Quantitative Skills Total credit hours: 15</p>	<p><i>Fall</i></p> <p>BIO 301 COM 210 CAP 100 HLH 203 PSY 101 Total credit hours: 15</p> <p><i>Spring</i></p> <p>BIO 302 HLH 210 HLH 220 GE course GE course Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>HLH 232 HLH 314 HLH 367 BIO 303 EDU 497 Education elective Total credit hours: 17</p> <p><i>Spring</i></p> <p>HLH 302 HLH 345 EDU 326 PSY 331 Health elective Free elective Total credit hours: 17</p>	<p><i>Fall</i></p> <p>HLH 492 HLH 494 EDU 426 Health elective Free elective GE course Total credit hours: 18</p> <p><i>Spring</i></p> <p>EDU 498 EDU 499  Total credit hours: 15</p>

*Note: All-college requirements, such as liberal arts requirements, and total credit hours toward graduation have to be carefully monitored as part of the free elective and department elective selection process. Because the credit hours for individual courses vary from .5 credit hours to four credit hours, completing each elective course noted above will not guarantee that the student will also meet all of the degree requirements.*

# Health

## COURSE DESCRIPTIONS

### HLH 110: Personal and Community Health

(A) An examination of health issues and problems related to individuals and communities. Included is an exploration of wellness/health promotion; factors which impact health such as culture, heritage and socioeconomic level; chronic and communicable disease, including HIV/AIDS; nutrition, weight management and fitness; safety education, including such areas as fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; aging and death; relationships, sexuality, reproduction and birth control; stress management; health care delivery; and alcohol, tobacco and other drugs prevention/intervention. Course meets all health-related SED teacher certification requirements for non-elementary education majors other than the child abuse identification and reporting requirements. Not open to students with credit for HLH 199. (3 cr. hr.)

### HLH 111: International Health and Culture

(B) The course provides a cross-cultural analysis of the current global health situation through comparison of factors which affect the well-being of peoples of the world, as well as actions which are being taken and can be taken to improve world health. A major focus of the course involves comparing and contrasting health problems and approaches to health improvement in various cultures and countries. Accepted as course for Contrasting Cultures Category GE 3. (3 cr. hr.) ■

### HLH 113: Peer Health Advocacy: Sex, Drugs and the College Student

(B) Designed to increase students' knowledge and positive leadership skills with regard to the topic areas of alcohol and other drugs, sexuality and decision-making as applied to the college population. The major focus of the course is on peer health advocacy and the development of leadership skills. Open to all majors, freshmen and sophomores only. (3 cr. hr.)

### HLH 120: Responding to Emergencies

(A) American Red Cross certification course which fulfills New York State Education Department coaching requirements for first aid, adult CPR and sports injury. (2 cr. hr.)

### HLH 121: Introduction to Safety

(O) Modern methods of safety: traffic, home, community. (1 cr. hr.)

### HLH 129, 229, 329, 429, 529: Special Topics in Health

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

### HLH 137: Child and Adolescent Sexual Abuse

(O) Course will examine topic of sexual abuse in childhood and adolescence to acquaint students with etiology, prevalence, identification, referral, treatment and prevention strategies. Special emphasis will be given to roles of school administrators, counselors, and educators in confronting issue. (1 cr. hr.)

### HLH 150: Rational-Emotive Education

(O) Introduction to principles, practice of an intrapersonal conflict resolution method. Class activities demonstrate applicability of method to a wide range of situations (academic, social, etc.). H, S, U grades assigned (1 cr. hr.)

### HLH 163: The HIV Epidemic

(A) Overview of the HIV epidemic and examination of factors which perpetuate it. Strategies for intervention and prevention included. Accepted as a course for General Education Category 2: Prejudice and Discrimination. (3 cr. hr.) ■

### HLH 199: Critical School Health Issues

(A) This course examines selected critical health issues of students and the role of schools and teachers in addressing such issues and promoting student health. Included in the course is an exploration of student health status; impact of such factors as culture, heritage and socioeconomic level on health and learning; youth risk behaviors; personal health issues related to such areas as nutrition, fitness, and emotional health; safety education, including such areas as fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; alcohol, tobacco and other drugs prevention/intervention; and skills needed to protect and promote health as related to each of the course content areas. Course meets all health-related SED teacher certification requirements for non-elementary education majors other than the child abuse identification and reporting requirements. Not open to students with credit for HLH 110. (2 cr. hr.)

### HLH 200: Health Issues

(O) Current controversial health issues. Not open to health majors. H, S, U grades assigned. (3 cr. hr.)

### HLH 201: Health Problems of the Underserved

(A) Examination of health problems experienced disproportionately by people lacking access to economic, political and other resources. Accepted as a course for General Education Category 2: Prejudice and Discrimination. (3 cr. hr.) ■

### HLH 203: Community Health

(A) Health problems facing people collectively in contemporary society. Health majors only. (3 cr. hr.)

### HLH 210: Wellness and Health Promotion

(A, M) Overview of concept of wellness. Emphasis is on development of a wellness lifestyle with focus on self-responsibility, environmental sensitivity, nutrition, physical fitness and stress management. (3 cr. hr.) ■

### HLH 220: Safety Education and Emergency Response

(A) Course combines safety education with background and skills required for American Red Cross "Responding to Emergencies" certification. The safety content relates to safety issues in schools and communities as well as specific concerns related to children and adolescents. Included is material on fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention. Course also fulfills State Education Department coaching requirements (sports injury module) for first aid, adult CPR and sports injury. Not open to students with credit for HLH 120 or HLH 327. (3 cr. hr.)

### HLH 221: Professional Issues in Health Science

(A) Designed to assist students in understanding professional issues in the health science field. Career opportunities and skills needed to secure both an internship as well as a professional position in the field will be discussed. H, S, U grades will be assigned. (1 cr. hr.)

### HLH 232: Nutrition

(A) Selection of foods, health products, services as basis for healthful living; health, nutritional needs at various ages; research findings, their application. Health majors only. (3 cr. hr.) ■

**HLH 255: Consumer Health**

(B) Analysis of consumer health issues and practices, health products and services, quackery and consumer protection. Health majors only. (2 cr. hr.) ■

**HLH 265: Health and the Child**

(A) This course will provide the non-health major (and specifically early childhood, childhood education and special education majors) with the basic skills and knowledge necessary to work in the area of health education at the preschool and elementary school level.

Included in the course is an exploration of student health status; theories, models and approaches relevant to health education; state and national health education standards; effective health education practice; an examination of health content areas and particularly nutrition, fitness, emotional health, safety education (including fire and arson prevention, child abduction, abusive and dangerous environments and violence prevention/intervention), and alcohol, tobacco and other drugs prevention/intervention; and skills needed to protect and promote health as related to each of the course content areas. Course meets all health-related SED teacher certification requirements other than the child abuse identification and reporting requirements. (3 cr. hr.) ■

**HLH 299: Statistical Concepts and Applications for Health Sciences**

(O) This course is designed to introduce undergraduate health education/science majors to basic descriptive and inferential statistics that are used in health-related research. Principles of quantitative research will be presented and data management and analysis skills will be taught using the Statistical Package for the Social Sciences (SPSS). Not open to students with credit for MAT/PSY 201, ECO 221, COM 230 or GLY 281. Meets SUNY Cortland GE requirements. Prerequisite: HLH 203. (3 cr. hr.)

**HLH 301: Stress Management**

(A, M) Concept of stress with emphasis on techniques for managing stress effectively. Nature of stress, its impact on health and well-being. Methods of relaxation, stress reduction explored from personal and programmatic perspective. Experiences in self-assessment of stress areas provided. (3 cr. hr.)

**HLH 302: Human Sexuality Education**

(A) Human sexuality examined from perspective of personal development, human behavior, social issues, health implications. Role of education as related to development of healthy sexuality and specific sexuality issues explored. (3 cr. hr.) ■

**HLH 309: Child Abuse**

(B) Study of child maltreatment (neglect, physical, sexual and emotional abuse). Identification and reporting of abuse and neglect. Fulfills New York State Education Department child abuse recognition and reporting requirement for persons in teacher certification programs. (3 cr. hr.)

**HLH 313: Mental and Emotional Health**

(A) Mental health of individuals. Factors underlying maximum effective personality development, adjustment. (3 cr. hr.) ■

**HLH 314: Mental Health and Counseling**

(A) Mental health of individuals; counseling techniques used to help individuals understand and face health concerns of a physical, emotional, social nature. Health majors only. (3 cr. hr.)

**HLH 323: Foods and Nutrition**

(A) Basic course: food selection as nutritional basis for healthful living. Nutritional needs at various age levels; recent research findings; application. Not open to students with credit for HLH 232. (3 cr. hr.)

**HLH 325: Instructor's First Aid**

(O) American Red Cross instructor's first aid; methods, materials in teaching of standard and advanced first aid courses. Prerequisite: American National Red Cross Responding to Emergencies or Advanced Certification. (1 cr. hr.)

**HLH 327: Advanced First Aid and Safety**

(O) Methods of accident prevention and safety education with American Red Cross certification in Emergency Response and CPR for the Professional Rescuer. Health majors only. (4 cr. hr.)

**HLH 345: Parenting Education**

(B) Study of parenting from the perspective of its recent history, current status, the movement toward educating for parenthood and the development of healthy children. The content includes responsible parenthood, maternal and child health, growth and development of children, raising healthy children, parenting skills and educating for parenting. (3 cr. hr.) ■

**HLH 357: Nutrition and Sport Performance**

(S) Examination of how nutrition impacts exercise and athletic performance through relationship among nutrition, physical activity and health promotion. Analysis of current diet trends and the influence of ergogenic aids. Prerequisites: BIO 301, 302. Also listed as EXS 357. (3 cr. hr.)

**HLH 360: Health Care Administration and Planning**

(A) Analysis of factors affecting delivery of health care; study of administrative and planning procedures. Health majors only. (3 cr. hr.) ■

**HLH 367: Drug Problems: Intervention and Prevention**

(A) Review of literature on health consequences of consumption of drug substances. Formulation, implementation of comprehensive educational programs designed to reduce drug misuse and abuse. Health majors only. (3 cr. hr.)

**HLH 390: Environmental Health and Ecology**

(A) Public health activities within scope of "environmental health." Health majors only. Prerequisite: Completion of the natural science requirements in the General Education program or consent of the department. (3 cr. hr.)

**HLH 391: Epidemiology and Biostatistics**

(A) Epidemiological method, statistical techniques used in study of etiology, distribution and control of disease. Health majors only. Meets SUNY Cortland GE requirements. (3 cr. hr.)

**HLH 392: Environmental Pollutants and Toxicology**

(B) Study of health problems associated with toxic substances in the environment. Classification of contaminants, their behavior in the ecosystem, bioconcentration, risk assessment and management techniques will be covered. (3 cr. hr.)

**HLH 393: Introduction to Occupational Safety and Health**

(B) This survey course is designed to acquaint the student with fundamental principles of occupational safety and health hazard recognition, evaluation, and control in the work place. Government regulations including OSHA, NIOSH, PESH, and health-related labor-management issues will be discussed. (3 cr. hr.)

**HLH 394: Health-Related Behavior: Formation and Change**

(A) Analysis of factors influencing adoption and maintenance of health-conducive behaviors, and reduction in health-threatening behaviors. (3 cr. hr.) ■

**HLH 405: Tutorial in Health**

(A) Study of one or more health-related issues as determined appropriate by the tutor. For junior, senior health majors. (1-3 cr. hr.)

**HLH 406: Wellness/Fitness Practicum**

(A) Practical experience for students concentrating in wellness and health promotion. Provides experience in on-campus facilities and programs designed to promote well-being. Prerequisites: HLH 120, 210 and PED 397 or EXS 397. (1 cr. hr.)

**HLH 430: CPR — Basic Life Support**

(O) Designed to teach beginning fundamentals of basic life-support cardiopulmonary resuscitation and to enable the student to be certified as a basic life-support instructor in CPR. Classroom teaching of skills included. (1 cr. hr.)

**HLH 460: Health Care Policy Issues**

(C) The course emphasizes controversial issues in health care policy formulation and development. It identifies the various participants in health care policy development, their sometimes opposing views, and their role and the government's role in addressing health care policy issues. Prerequisite: HLH 360. (3 cr. hr.) ■

**HLH 461: Health Care Finance**

(C) An analysis of health care financing in the U.S. The course investigates payment mechanisms, cost containment efforts, and the trends in third-party payments over time. The course will explore such concepts as risk sharing, cost-shifting, capitation, capital investments, strategic financial planning in a changing health care environment. Prerequisites: HLH 360 and ECO 111 or MGT 254, 255. (3 cr. hr.) ■

**HLH 492: Chronic and Communicable Diseases**

(A) Contemporary concepts of causation and control of chronic and communicable disease. Disease patterns analyzed in both individual, community environment. Causative factors, methods of intervention stressed. Health majors only. (3 cr. hr.)

**HLH 493: Community Health Education**

(B) Study of unique function of community health educator in health care delivery system. Techniques used for educational intervention in community health settings stressed. Prerequisite: HLH 203. Health majors only. (3 cr. hr.)

**HLH 494: Needs Assessment, Program Planning and Evaluation in Health Education**

(A) Techniques for assessing health needs and problems; strategies for program planning and implementation; criteria and procedures for program evaluation. Health majors only. (3 cr. hr.)

**HLH 499: Fieldwork in Health**

(A, M) One quarter; may involve residence in any part of New York State, the United States or a foreign country at student's expense. Prerequisites: HLH 203, 360, 390, 391, 492, 494 and eight hours of HLH electives; cumulative grade point average of at least 2.5; consent of department. H, S, U grades assigned. (8 cr. hr.)

**HLH 505: Health and the Media**

(B) The course provides an overview and examination of the manner in which health-related topics are covered in different media. Major areas of review are the impact of media portrayals on health-related behavior and the use of media in health education/promotion programs (3 cr. hr.) ■

**HLH 509: Drug Education for Teachers**

(B) In-depth investigation into all aspects of drug scene for those who will have primary responsibility for drug education. (3 cr. hr.)

**HLH 510: ProSeminar in Health Foundations**

(A) An examination and update of current health content, and pedagogical principles and strategies commonly addressed by school and community health education professionals. Included are such topics as: safety education, including fire/arsen prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; wellness and health promotion; factors which impact health, such as culture and socioeconomic level; chronic and communicable disease; weight management and fitness; aging and death; stress management; health care delivery; alcohol, tobacco and other drug prevention/intervention. This course meets all health-related SED requirements except for child abuse reporting and identification, and is linked to the topical areas outlined in the National Health Education Standards and the New York State Standards for Health, Physical Education, and Family and Consumer Science. (3 cr. hr.)

**HLH 511: Global Health Problems**

(B) Conditions, problems in major geographical areas. Programs of international organizations. (3 cr. hr.) ■

**HLH 512: Emotions and Human Behavior**

(O) Study of basic content, concepts of humanistic behavior. Emphasis upon investigation, clarification and application of current practices intended to improve emotional health and interpersonal behavior. (3 cr. hr.)

**HLH 513: Death, Bereavement and Suicide**

(B) Significance of death, with special emphasis on role of health educator in dealing with problems of death, suicide and bereavement. (3 cr. hr.) ■

**HLH 514: Workshop in Health Sciences**

(O) Workshops in specific health areas with consultants, lecturers from community organizations. Student may register for more than one workshop for two semester hours each. (2 cr. hr.)

**HLH 530: Family Life Education and the Classroom Teacher**

(B) This course is designed to provide the classroom teacher with the basic skills and overall knowledge necessary to teach in the area of family life, character, sexuality, and parenting education. An examination of teacher preparation, content, curricula, resources and teaching methodology will form the focus of the course. Will meet the SED requirements for child development, parenting education, sexual abuse prevention, and child abduction. (3 cr. hr.)

**HLH 535: The Family in Health and Disease**

(O) This course will examine the role of the family as a determinant of health and illness behavior of its members throughout the life span. The family's role in health promotion, disease prevention, disease detection, treatment and rehabilitation will be studied. Family involvement in and social support for health behavior change programs will also be addressed. (3 cr. hr.) ■

**HLH 540: Moral Problems in Medicine**

(O) Discussion of ethical and moral considerations in selected areas of health and medicine. Case studies and readings primarily from medical literature. Prerequisite: Three hours of philosophy or health administration. Also listed as PHI 540. (3 cr. hr.)

**HLH 542: Health Implications of Family Violence**

(O) Will examine health issues related to family violence. Etiological factors related to child abuse and neglect, spousal/partner abuse and elderly abuse will be included. Preventive and interventive community health models and violence-related legislation will be examined. Pre/corequisites: Child abuse certification course; or consent of instructor. (3 cr. hr.) ■

**HLH 544: Alternative Medicine**

(O) This is an introductory course in alternative, or complementary, medical systems. Traditional Chinese medicine, Ayurvedic philosophies and practices, and Mayan medicine will be examined. Historical analysis of the homeopathic and naturopathic medical movements will also be included. (3 cr. hr.) ■

**HLH 550: Women's Health**

(O) Wide range of topics regarding women's health addressed from personal, institutional and sociocultural perspective. Examination of health problems unique to women, review of some of the political aspects of women's health care, assessment of research needed in the area of women's health included. (3 cr. hr.) ■

**HLH 555: Health and Aging**

(O) Examination of the aging process with focus on important health issues, problems, concerns. Areas addressed include nutrition, fitness, emotional health, sexuality and health policy. (3 cr. hr.) ■

**HLH 557: Seminar in Health Sciences**

(O) Studies in depth in specific areas with varied resource people. (3 cr. hr.)

**HLH 560: Health and Public Policy**

(B) Political aspects of health care delivery in United States; examination of forces affecting development of health policy at various governmental levels. Prerequisite: Course in community health or in American government/politics. (3 cr. hr.) ■

**HLH 565: Elementary School Health**

(O) Daily observation of pupils, unit development: coordination, integration of teaching and administrative aspects of school health. (3 cr. hr.)

**HLH 573: Safety Problems and Programs**

(O) Study of accidents, causes and means of prevention. Includes planning for numerous safety programs (home, school, occupational, recreation) with educational, administrative, legal considerations. (3 cr. hr.)

**HLH 590: Public Health and the Environment**

(B) Explores public health impact of environmental hazards and current issues related to the environment. Important concepts in environmental epidemiology will be presented. Morbidity and mortality associated with environmental pollution will be discussed, using the public health model. Not open to students with credit for HLH 390. (3 cr. hr.) ■

**HLH 591: Health, Illness and Sick-role Behaviors**

(O) Factors influencing asymptomatic protective behaviors, reactions to disease symptoms, responses to treatment recommendations. (3 cr. hr.)

**HLH 592: Current Issues in Community Health**

(O) The course is designed to give students an overview of community health issues and practices. Students will explore current health issues, their implications for health promotion and health education practice, and potential resolutions. Current health education and health promotion planning philosophies, models and practices will be discussed. (3 cr. hr.)

**HLH 599: Public Health Statistics**

(B) Application of statistical methods to public health and health education problems; in-depth review of significant types of public health data, including demographic, mortality, morbidity analysis. (3 cr. hr.)

**Related Education Courses****EDU 326: Methods and Materials of Health Education: Level I**

(B) A study of the history and philosophy of health education will be conducted along with an examination of the current trends and movements in health and in education. Theories and principles underlying the practice of health education will be examined along with in-depth examination of national and state health education curricula. Health education majors only. (3 cr. hr.)

**EDU 426: Methods and Materials of Health Education: Level II**

(B) The course is designed to provide the preservice school health educator with the basic skills necessary to work in the area of school health education. An examination of school health content, curricula, resources and teaching methodology will form the focus of the course. Health education majors only. (3 cr. hr.)

**EDU 497: Field Experience in Health Education**

(B) Seminar-based course to prepare the health education student for the student teaching experience. Fifty hours of observation/assists in school health education classes included. Required of health education students. Prerequisite: Junior-level status or permission of department. S, U grades assigned. (1 cr. hr.)

**EDU 498: Health Education Seminar**

(A) A seminar-based course to prepare the health education student for the student teaching experience. Fifty hours of observation/assists and lesson planning in health education. An overall grade point average of 2.5 required. Prerequisite: Junior-level status and permission of the department. S, U grades assigned. (1 cr. hr.)

**EDU 499: Student Teaching in Health Education**

(A) Full semester of student teaching in health education. Each student is placed in one experience at the elementary level (K-6) and one at the secondary level. Supervised by college faculty and required of health education students. Prerequisites: Completion of all health, psychology and education course work, overall 2.5 grade point average and permission of department. S, U grades assigned. (14 cr. hr.)

**EDU 575: Teaching Health Education**

(B) The goal of this course is to prepare the advanced preservice school health educator with the competencies to teach school health education. An examination of school health content, state and national curricula and standards, teaching resources and pedagogy will form the focus of the course. School health observations included. Health majors only. (3 cr. hr.)

# History

## DEPARTMENT

### SCHOOL

Arts and Sciences

### FACULTY

Sanford Gutman (Chair), Gigi Peterson (Coordinator of adolescence education: social studies), Girish Bhat, Matthew P. Carotenuto, Francis Czerwinski, Scott Moranda, Rachel Reinhard, William Sharp, John Shedd, Kevin Sheets, Randi Storch, Brett Troyan, Judy Van Buskirk, Donald Wright, Luo Xu

### PROGRAMS OFFERED

Bachelor of Arts in History  
Bachelor of Arts in Adolescence Education: Social Studies and History (7-12)

### MAJORS OFFERED

History  
Adolescence Education: Social Studies and History (7-12)

### MINORS OFFERED

History

### DESCRIPTION

The History Department offers two majors, one in history and one in history combined with preparation for teaching social studies to students in grades 7-12. Both require 36 hours of history, including advanced level course work in American, European and non-Western history.

Students of both majors have opportunities for interdisciplinary work in journalism, English, cinema study, education, other social sciences and multicultural studies. History majors are encouraged to combine their studies with local internships, legislative internships in Albany and with the College's study abroad programs.

### SPECIAL FEATURES

- History Honors Society
- Internships in Albany
- Teacher certification
- History Club
- Overseas programs
- Senior seminar

### Requirements

1. Degree Requirements listed on pages 36-43 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 90 credit hours

### Major in History [HIS]

In addition to the required 100-level history courses in European or World History and the 200-level American history survey courses, all students must take HIS 290 (research methods), HIS 490 (a research seminar) and at least six hours at the 300 level or above in each of the following areas: United States history, European history, non-western history (Asia, Africa, the Middle East, Latin America).

*Note: The bachelor of arts degree requires intermediate level (202) proficiency in a foreign language.*

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E-mail: [gutmans@cortland.edu](mailto:gutmans@cortland.edu)  
[www.cortland.edu/history/](http://www.cortland.edu/history/)

### CAREER POTENTIAL

- Public history (museum, archives)
- Professional school, such as law or social work
- College history teacher
- Business

Required Courses: 36 credit hours

- HIS 100: The World to 1500 *and*  
HIS 101: The World since 1500 *or*  
HIS 110: Western Civilization to 1715 *and*  
HIS 111: Western Civilization since 1715 *and*  
HIS 200: The United States to 1877 *and*  
HIS 201: The United States since 1877  
HIS 290: Historical Methods  
HIS 490: Seminar (3 cr. hr.)
- Europe (including Russia) 300 level or above (6 cr. hr.):  
HIS 318, 333, 334, 342, 343, 344, 345, 346, 347, 348, 361, 362, 363, 440, 441, 442, 443, 444, 445, 447, 448, 452, 453, 460, 465, 532, 538
- Non-Western (Africa, Asia, Latin America, Middle East) 300 level or above (6 cr. hr.):  
HIS 321, 322, 325, 326, 383, 384, 385, 386, 402, 431, 435, 461, 531, 533
- United States 300 level or above (6 cr. hr.):  
HIS 300, 302, 303, 304, 306, 307, 309, 310, 311, 312, 313, 315, 317, 401, 402, 415, 421, 424, 428, 430, 435, 509, 528, 530, 545, 550

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

### Dual major in Adolescence Education: Social Studies and History (7-12) [SST and HIS]

This program allows students who major in history to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in history with 47-68 credit hours in additional course work and professional teacher preparation.

### CAREER POTENTIAL

- Teaching adolescence social studies
- Professional schools such as law or social work
- Public history (archival or museum work)
- Business

A. Requirements for the history major : 36 credit hours

- HIS 100: The World to 1500 *and*  
HIS 101: The World since 1500 *or*  
HIS 110: Western Civilization to 1715 *and*  
HIS 111: Western Civilization since 1715  
HIS 200: The United States to 1877 *and*  
HIS 201: The United States since 1877  
HIS 290: Historical Methods  
HIS 490: Seminar (3 cr. hr.)
- Europe (including Russia) 300 level or above (6 cr. hr.):  
HIS 318, 333, 334, 342, 343, 344, 345, 346, 347, 348, 361, 362, 363, 440, 441, 442, 443, 444, 445, 447, 448, 452, 453, 460, 465, 532, 538

Non-Western (Africa, Asia, Latin America, Middle East)  
300 level or above (6 cr. hr.):  
HIS 321, 322, 325, 326, 383, 384, 385, 386, 402, 431, 435,  
461, 531, 533

United States 300 level or above (6 cr. hr.):  
HIS 300, 302, 303, 304, 306, 307, 309, 310, 311, 312, 313,  
315, 317, 401, 402, 415, 421, 424, 428, 430, 435, 509, 528,  
530, 545, 550

**B. Professional Preparation: 44-68 credit hours**

HLH 199: Critical School Health Issues  
PSY 101: General Psychology I  
PSY 232: Adolescent Psychology *or*  
PSY 332: Educational Psychology  
ECO 105: Political Economy and Social Thought  
GRY 425: Geography in the Classroom *or*  
GRY 482: Central America and the Caribbean *or*  
GRY 484: Geography of Europe *or*  
GRY 486: Monsoon Asia  
GRY 480: United States *or*  
GRY 481: Geography of New York State  
POL 100: Introduction to American Government and Politics  
AED 310: Grammar and the Writing Process *or*  
LIT 449: Literacy in the Middle and Secondary School *or*  
LIT 549: Literacy in the Middle and Secondary School  
SHH 300: Normal Language Development *or*  
PSY 350: Psychology of Language

**C. Professional Sequence: Junior year, four credit hours**

AED 391: Introduction to Adolescence Education  
Fall semester only. A 25-hour field requirement is attached  
to this course.  
AED 300: Introduction to Secondary Social Studies  
Spring semester only. A 35-hour field requirement is  
attached to this course.

**D. Professional Sequence: Senior year, 21 credit hours\***

AED 301: Pre-practice Teaching Seminar  
Fall semester only. A 40-hour field requirement is attached  
to this course.  
Student Teaching: Spring semester only. No other courses  
may be taken during the student teaching semester.  
AED 400: Student Teaching I  
AED 401: Student Teaching II  
AED 402: Student Teaching Seminar

\* *To be eligible for student teaching, a student must have declared adolescence education: social studies (7-12) as a major by the beginning of the second semester of the junior year and must have senior status, at or near 90 credit hours, with 24 credit hours in the academic social science major, which must be officially declared. A student must also have an overall grade point average of 2.5, a grade point average of 2.7 in the academic social science major, and a C or better in AED 300. No student who receives a grade below a C- in any introductory course in the academic social science major will be allowed to enter student teaching until the course has been retaken and a higher grade earned. Student teaching is a capstone experience: students who cannot graduate by the December following student teaching may not register for the AED 400, 401, 402 sequence.*

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126**

**Minor in History [HIS]**

**A. Required Courses: Six credit hours**

HIS 100: The World to 1500 *and*  
HIS 101: The World since 1500 *or*  
HIS 110: Western Civilization to 1715 *and*  
HIS 111: Western Civilization since 1715 *or*  
HIS 200: The United States to 1877 *and*  
HIS 201: The United States since 1877

**B. Additional History Courses: 12 credit hours in history,  
including at least six credit hours at the 300 level or above**

**TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18**

**Example of the B.A. in History over four years**

First Year	Second Year
<p><i>Fall</i></p> <p>COR 101 CPN 100 or 102 HIS 110 or 100 (GE 5) HIS 200 (GE 1) Foreign language GE other than 1 or 5 Total credit hours: 17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 HIS 111 or 101 HIS 201 Foreign language GE other than 1 or 5 Lab science Total credit hours: 16</p>	<p><i>Fall</i></p> <p>GE course GE course Foreign language Upper level history Upper level history or HIS 290</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>GE course GE course Foreign language Upper level history Upper level history or HIS 290</p> <p>Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>Quantitative Skills GE course Upper level history Upper level history or elective Elective Total credit hours: 15</p> <p><i>Spring</i></p> <p>Upper level history Upper level history Elective Elective Elective Total credit hours: 15</p>	<p><i>Fall</i></p> <p>HIS 490 or upper level history Elective Elective Elective Elective - 1 cr. hr. Total credit hours: 16</p> <p><i>Spring</i></p> <p>HIS 490 or upper level history Elective Elective Elective Elective Total credit hours: 15</p>

*Note: History majors must take at least six hours of upper-level history courses (300 level or above) in each of the following areas: United States, Europe, non-Western.*

**Example of the B.A. in Adolescence Education: Social Studies (7-12) and History over four years**

<p><b>First Year</b></p> <p><i>Fall</i></p> <p>COR 101 CPN 100 or 102 HIS 100 or 110 (GE 5) HIS 200 (GE 1) Foreign language GE course</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 HIS 201 POL 100 Foreign language GE (mathematics)</p> <p>Total credit hours: 15-16</p>	<p><b>Second Year</b></p> <p><i>Fall</i></p> <p>GE course PSY 101 HIS 101 or 111 (GE 5 to complete sequence) Foreign language or GE course GE 8a</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>AED 310 or LIT 449 HIS 290 HIS 300-400 level PSY 232 or 332 Foreign language or GE course GE 8b</p> <p>Total credit hours: 18</p>
<p><b>Third Year</b></p> <p><i>Fall</i></p> <p>AED 391 GRY 425, 482, 484 or 486 HLH 199 PSY 350 or SHH 300 Two HIS 300-400 level</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>AED 300 ECO 105 GE course Three HIS 300-400 level</p> <p>Total credit hours: 18</p>	<p><b>Fourth Year</b></p> <p><i>Fall</i></p> <p>AED 301 GRY 480 or 481 HIS 490 One HIS 300-400 level</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>AED 400 AED 401 AED 402</p> <p>Total credit hours: 15</p>

# History

## COURSE DESCRIPTIONS

**HIS 100: The World to 1500**

(A) History of humankind from emergence of Homo sapiens, earliest forms of civilization to 16th century. Emphasis on broad lines of development and interaction among world civilizations. (3 cr. hr.) ■

**HIS 101: The World since 1500**

(A) Political, social, economic, cultural history of peoples of world from 16th century to present. Emphasis on broad lines of development and interaction among world civilizations. (3 cr. hr.) ■

**HIS 110: Western Civilization to 1715**

(A) Origins and development of Western civilization from ancient Greece to early 18th century; how Western civilization was shaped. (3 cr. hr.) ■

**HIS 111: Western Civilization since 1715**

(A) From about 1715 to present. Major political, social, economic, religious, intellectual developments from Enlightenment to atomic age. (3 cr. hr.) ■

**HIS 129, 229, 329, 429, 529: Special Topics in History**

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

**HIS 150: World in the Twentieth Century**

(A) Introduction to the study of history by examining the ideological, political, economic, and social forces that have shaped the modern world. It will draw widely from modern world history to illustrate the types of questions, problems and methods historians encounter in their work. (3 cr. hr.) ■

**HIS 200: The United States to 1877**

(A) Origin, development of American institutions, ideals from discovery of new world to close of Reconstruction period. (3 cr. hr.) ■

**HIS 201: The United States Since 1877**

(A) Significant cultural, economic, political, social forces and problems in America from Civil War to present. (3 cr. hr.) ■

**HIS 225: Introduction to Africa**

(O) Introduction to African continent and people; broad outlines of history from earliest humans to present. Also listed as AAS 225. (3 cr. hr.) ■

**HIS 290 Historical Methods**

(A) Instruction to historical profession and processes of historical research, interpretation and writing. Prerequisite: HIS 100 or 100 or 110 or 111 or 200 or 201. Must be a sophomore level history or adolescence social studies and history major. (3 cr. hr.) ■

**HIS 300: Colonial America, 1450-1750**

(F-C) The American colonial era, from pre-Columbian societies to 1750 — origins of colonization, European-Indian interaction, African-American cultures, relations with the Atlantic world. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 302: Revolutionary America, 1750-1789**

(S-C) Origins and consequences of the American Revolution, with emphasis on social and political changes that accompanied independence. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 303: The American Republic, 1789-1840**

(C) Development of American society, with emphasis on democratic culture, transformations in the home and market place, and territorial expansion. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 304: The American Republic: 1840-1877**

(S) United States development, 1840-1877: Manifest Destiny, sectional development and conflict, Civil War and Reconstruction. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 306: The United States: 1877-1920**

(C) United States development, 1877-1920; Rise of Industrialism, urban society, agricultural conflict, progressive period and World War I. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 307: The United States 1920-Present**

(C) United States Development, 1920-Present. Twenties, Depression, World War II, Cold War, New World Order. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 309: New York State**

(O) New York State society and politics, with emphasis on ethnic interaction, conflict, and accommodation between 1600 and 1900. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 310: American Intellectual and Cultural History to 1865**

(C) History of American thought and culture from Puritan settlement to the era of the American Civil War. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 311: American intellectual and Cultural History Since 1865**

(C) History of American thought and culture from the American Civil War to the present. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 312: African-American History to 1865**

(F) Black America from African origins to end of Civil War. Prerequisite: HIS 200 or 201 or AAS 100. Also listed as AAS 334. (3 cr. hr.) ■

**HIS 313: African-American History Since 1865**

(S) Black America from Reconstruction period to present. Prerequisite: HIS 200 or 201 or AAS 100. Also listed as AAS 336. (3 cr. hr.) ■

**HIS 314: Native-American History**

(C) Survey of Native-American history from pre-Columbian societies to the present, including the diversity of native cultures, the changing place of native peoples in American life and contemporary issues. Prerequisites: HIS 200 or 201 or equivalent. (3 cr. hr.) ■

**HIS 315: History of the American West**

(B) The discovery, conquest, and settlement of the American West from 1500-1892. The primary focus will be on the trans-Mississippi west from approximately 1800-1892. Attention will be given to the history and image-building of individuals and groups who played a role in the West. (3 cr. hr.) ■

**HIS 317: Women in the United States**

(S-C) Survey of history of women in United States from colonial period to present. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 318: The History of Women in Modern Europe**

(C) Survey of women's lives in Europe from the 18th century to the present. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 321: Africa, Human Origins to 1800**

(F) Origins, groupings of peoples of Africa: political, social, economic evolution to 1800; Africa's contacts with ancient world, trans-Sahara and Indian Ocean trades, growth of states and empires, spread of Islam. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 100, IST 200, or IST 210. Also listed as AAS 321. (3 cr. hr.) ■

**HIS 322: Modern Africa, 1800-Present**

(S) Traditional African and European influences, imperialism and colonial rule; independence; problems of independent Africa. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 100, IST 200, or IST 210. Also listed as AAS 322. (3 cr. hr.) ■

**HIS 325: Colonial Latin America**

(B) Survey of Latin America through an examination of the Pre-Columbian civilizations, the European conquests and subsequent empires, the resulting ramifications and social structure, and the socioeconomic structure that formed the foundations of Modern Latin America. Prerequisite: HIS 100, 101, 110, 111, 150, 200, 201, AAS 100, IST 200, or IST 210. (3 cr. hr.) ■

**HIS 326: Modern Latin America**

(B) Survey of Latin America from 1821 to the present, including an examination of the political, social, and economic developments in the region and the major foreign impact that helped shape the region as it is today. Prerequisite: HIS 100, 101, 110, 111, 150, 200, 201, AAS 100, IST 200, or IST 210. (3 cr. hr.) ■

**HIS 333: Russia, 850-1894**

(B) Russian history and civilization; the major political, social, and economic developments from the ninth century until the late 1800s. (3 cr. hr.) ■

**HIS 334: Russia Since 1894**

(B) Russian history and civilization; the major political, social, and economic developments from 1894 to the present. Prerequisite: HIS 100, 101, 110, 111, 150, IST 200, or 210. (3 cr. hr.) ■

**HIS 342: Ancient Greece**

(F-C) Greece from the Bronze Age to Alexander the Great. Prerequisite: Completion of General Education requirement in History. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 343: Roman History**

(C) From founding of Rome to establishment of Christian Empire, emphasizing constitutional developments of republic and early empire, change to autocracy. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 344: Medieval Europe: 300-1050**

(F-C) Roman Empire, Christian Church, Byzantine Empire, Islamic empires, barbarian kingdoms of West and western feudal kingdoms, to 11th century. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 345: Medieval Europe: 1050-1300**

(S-C) Flowering of medieval civilization in 12th, 13th centuries; its gradual disintegration in 14th century. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 346: Renaissance and Reformation**

(C) European civilization from Renaissance to 1648. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 347: Modern Europe: The French Revolution to World War I**

(O) Major political, social, intellectual forces: 1789 to World War I. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 348: Europe Since 1914**

(B) Domestic, political, economic history of major European countries from start of World War I. Prerequisite: HIS 100, 101, 110, 111, IST 200, or 210. (3 cr. hr.) ■

**HIS 351: History and Film**

(O) Use of films as historical sources and/or statements of historical work. May be repeated with different subtitle: Twentieth Century England, Twentieth Century France, Twentieth Century Germany, The U.S. in the Thirties, The Medieval World Reconstructed, Russian History and Film. Prerequisite: HIS 100, 101, 110, 111, 150, 200 or 201. Also listed as CIN 251. (3 cr. hr.) ■

**HIS 361: Jews in the Ancient World**

(O) Intellectual and political history of the Jewish people to the compilation of the Talmud in the third century. Prerequisite: HIS 100, 101, 110, 111, 150, or JST 140. Also listed as JST 361. (3 cr. hr.) ■

**HIS 362: Jews in the Middle Ages**

(O) History of Jewish people from third century to Enlightenment. Prerequisite: HIS 100, 101, 110, 111, 150, or JST 140. Also listed as JST 362. (3 cr. hr.) ■

**HIS 363: Jews in the Modern World, 1789-1948**

(C) European Jewry from Enlightenment to establishment of Israel as state. Topics include: Emancipation and Assimilation, East European and Russian Jews to World War I, Immigration to America, Modern Israel, Anti-Semitism and Holocaust. Prerequisite: HIS 100, 101, 110, 111, 150, 200, 201, or JST 140. Also listed as JST 363. (3 cr. hr.) ■

**HIS 383: Chinese Civilization**

(C) Survey of Chinese history from the earliest times to the mid-19th century. Special attention is given to political and economic developments, changing social structure and social relations, cultural and intellectual traditions, and interactions with other nations of the world. Prerequisite: HIS 100, 101, 110, 111, 150, AST 200, IST 200, or IST 210. (3 cr. hr.) ■

**HIS 384: Modern China**

(B) Chinese history since the mid-19th century. Emphasis on Western imperialism and the rise of nationalism and communism; the interplay between politics, society and ideas in shaping reforms and revolutions. Prerequisite: HIS 100, 101, 110, 111, 150, AST 200, IST 200, or IST 210. (3 cr. hr.) ■

**HIS 385: History of Japan**

(C) Survey of Japanese history from the earliest times to the present with an emphasis on political and economic developments, changing social conditions, cultural and religious traditions, and foreign relations. Prerequisite: HIS 100, 101, 110, 111, 150, AST 200, IST 200, or IST 210. (3 cr. hr.) ■

**HIS 386: Modern Pacific Asia**

(C) Survey of East and Southeast Asia since the 19th century. Topics include colonialism and nationalism; military clashes and economic conflicts; rapid developments and resulting social problems; the persistence of diverse cultural traditions; and America's past experience in Asia. Prerequisite: HIS 100, 101, 110, 111, 150, AST 200, IST 200, or IST 210. (3 cr. hr.) ■

**HIS 401: U.S. Foreign Relations since 1914**

(B) Growing American involvement in modern world politics. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 402: History of Latin American – U.S. Relations**

(O) General understanding of historical developments and how they have shaped current issues in the relations between the United States and the diverse countries of Latin America. Includes extra-official channels of relations, including grassroots connections, migrations and cultural ideas and interactions. Prerequisite: HIS 100, 101, 110, 111, 200 or 201.

**HIS 415: History of American Education**

(C) Examination of the formal and informal ways and means that Americans used to pursue knowledge from the colonial period through the twentieth-century. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 421: U.S. Labor and Working-Class History**

(C) History of U.S. workers from the beginning of U.S. industrialization to the present. Focus will be on major social, economic, political, and cultural changes in working-class life during this period and on the ways in which workers created and reacted to these changes. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 424: The McCarthy Era, 1945-1960**

(F-C) Economic, social, political aspects of McCarthyism, with emphasis on the major investigations. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

**HIS 428: The Civil Rights Movement in America**

(O) Origins, ideologies, activities, and results of movement to obtain civil and political rights for African Americans, 1945-1975. Prerequisite: HIS 200, 201, or AAS 100 or permission of instructor. Also listed as AAS 428. (3 cr. hr.) ■

**HIS 430: The Vietnam War**

(O) Analysis of background of American involvement in Vietnam; examination of tactics and strategy employed in the war; impact of the war on American society. Prerequisite: HIS 200, 201. (3 cr. hr.) ■

**HIS 431: South Africa**

(O) Historical background to apartheid and contemporary racial conflict in south Africa, Zimbabwe, and Namibia. Prerequisite: HIS 101, 111, 150, AAS 100, IST 200, or 210. Also listed as AAS 390. (3 cr. hr.) ■

**HIS 435: East Asian-American Relations**

(O) The history of economic, political, cultural and diplomatic relations between East Asia and the United States since the 19th century. Prerequisite: HIS 100, 101, 150, 200, or 201. (3 cr. hr.) ■

**HIS 440: Britain to 1688**

(O) Cultural, social, political, and economic development in the British Isles from Roman times to the Glorious Revolution with special emphasis on constitutional issues and changes. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 441: Britain Since 1688**

(C) Political development, economic trends, social issues, and cultural factors will be emphasized in a survey of modern Britain beginning at the Glorious Revolution. Anglo-Irish relations and modern British feminism will also be explored. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 442: Tudor-Stuart England, 1485-1714**

(C) Political, social, and economic developments under the Tudors followed by the dissolution of royal government under the Stuarts culminating in the first modern political revolution. (3 cr. hr.) ■

**HIS 443: Ireland since 1660**

(B) British presence in Ireland, the Act of Union, the O'Connell and Parnell nationalist movements, independence, civil war, conflict in Ulster. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 444: France, 1715-1799: The Old Regime and French Revolution**

(O) Old Regime politics, society and culture. Origins and phases of the French Revolution. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 445: France 1800-1945**

(O) Political, social, cultural, economic life of France from Napoleon through WWII. Stress on modernization and its associated tensions. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 447: Germany since 1815**

(C) From 1815 to present. Unification problem; domestic affairs under the monarchy; Weimar Republic; Third Reich; postwar Germanies. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 448: Rise and Fall of Nazi Germany**

(B) Forces and factors leading to rise and collapse of Nazi rule. Social, economic, foreign policies; propaganda techniques. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 452: War and Diplomacy: World War I**

(O) Origins, political, social and economic impact of World War I. Stress on diplomatic background, military and diplomatic events. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 453: War and Diplomacy: World War II**

(O) Origins, political, social and economic impact of World War II. Emphasis on diplomatic background, military and diplomatic events. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 460: The Holocaust**

(C) Extermination of European Jews and millions of other European civilians during World War II studied in human and historical perspective. Course focuses on Nazi perpetrators' ideology of anti-Semitism and their machinery of destruction, the responses of the victims, and the action and inaction of the rest of the world. Prerequisite: HIS 100, 101, 110, 111, 150, JST 140, IST 200, or 210. Also listed as JST 460. (3 cr. hr.) ■

**HIS 461: Modern Israel and the Arab-Israeli Conflict**

(O) History of Zionism (Jewish nationalism) and modern Israel from the 1860s to the present. Focus on the history of Zionism and the growth of a Jewish state in Palestine; and on the history of Arab-Israeli conflict. HIS 100, 101, 110, 111, 150, IST 200, 210, or JST 140. Also listed as JST 461. (3 cr. hr.) ■

**HIS 465: The Soviet Union, 1917- 1953**

(C) An intensive examination of the critical period of the Russian Revolution, and the gradual building of Soviet society. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

**HIS 490: Seminar**

(A) Methods of historical investigation; their application to topics in selected historical periods. (3 cr. hr.) ■

**HIS 491: Readings in History**

(A) Individual study in selected areas of history. Prerequisite: Consent of department. (1-3 cr. hr.)

**HIS 492: Senior Tutorial**

(O) Guided reading for approved honors candidates in history in senior year. Normally followed by HIS 493. (3 cr. hr.)

**HIS 493: Senior Thesis**

(O) Research seminar leading to preparation of Senior Honors Thesis. Prerequisite: HIS 492, consent of department. (3 cr. hr.)

**HIS 509: Issues in New York State History**

(O) New York State history examined through themes of ethnicity, class and political development using historiography provided by a range of readings and discussion. Senior status for undergraduate history, adolescence education: social studies, and childhood education majors; M.A./history; M.S.Ed. in adolescence education: social studies, and M.S.Ed. in childhood education. (3 cr. hr.)

**HIS 524: Issues in 19th-Century U.S. History**

(C) Historical study of major issues in 19th-century American history with special attention to teaching materials and approaches. (3 cr. hr.)

**HIS 528: Issues in the U.S. Civil Rights Movement**

(C) Origins, ideologies, activities, results, and historiographical interpretations of movement to obtain civil and political rights for African Americans, 1945-1975. (3 cr. hr.)

**HIS 529, 629: Special Topics in History**

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

**HIS 530: Issues in African-American History**

(C) Major historical arguments and historiographical issues in African American history from African origins to the present: origins and nature of slavery; rise of Jim Crow South, urban ghetto formation, civil rights movement. Special attention to teaching materials and methods. Prerequisites: 12 hours of undergraduate or graduate work in American history, or permission of instructor. (3 cr. hr.)

**HIS 531: Issues in African History**

(C) Historical and historiographical survey of peoples of Africa — human origins, population movements, spread of Islam, slave trade, colonialism, independence and underdevelopment. Special attention to teaching methods and materials. Prerequisites: At least 12 hours of course work in social studies on the graduate or undergraduate level. (3 cr. hr.)

**HIS 532: Issues in European History Since 1500**

(C) Historical and historiographical study of major themes in Europe since 1500. Special attention given to teaching materials and methods. (3 cr. hr.)

**HIS 533: Issues in Asian History**

(C) Historical and historiographical study of selected countries of Asia. Main themes include diversity in the past and present; continuity and change in Asian civilizations; Asia in world history; colonialism and nationalism; economic, political and social developments; and modernization and Asian identity. Special attention given to teaching materials and methods. (3 cr. hr.)

**HIS 538: Teaching About Nazi Germany and the Holocaust**

(C) In depth study of Nazi Germany and Holocaust with special attention to pedagogical strategies. Prerequisite: 12 hours of History and student teaching or permission of instructor. (3 cr. hr.)

**HIS 545: Issues in Women's History**

(C) Major issues in the history of women in the United States with special attention to pedagogical strategies and materials. (3 cr. hr.)

**HIS 550: Issues in Early-American History**

(C) Major issues in early-American history from European/Indian contact to Jacksonian America. Discussion of teaching strategies for these topics. Senior status for undergraduate history, adolescence education: social studies, and childhood education majors; M.A./history; M.S.Ed. in adolescence education: social studies, and M.S.Ed. in childhood education. (3 cr. hr.)

**Related Education Courses****AED 300: Introduction to Secondary Social Studies**

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Juniors only. Prerequisite: AED 391. (1 cr. hr.)

**AED 301: Pre-Practice Teaching Seminar**

(F) Integrated study of: a) introduction to methods of teaching secondary social studies; b) introduction to contemporary issues in the teaching of secondary social studies; c) preparation for specific practice teaching assignment; d) 40-hours of field experience. Prerequisites: AED 300 and 391. (6 cr. hr.)

**AED 391: Introduction to Adolescence Education**

(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

**AED 400: Student Teaching I: Adolescence Education Social Studies**

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SSA/SST majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

**AED 401: Student Teaching II: Adolescence Education Social Studies**

(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SSA majors meeting all department requirements. S, U grades are assigned. (7 cr. hr.)

**AED 402: Student Teaching Seminar**

(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

**Values Course****VAL 322: Value Conflict in American History**

(O) Study of values extant in selected incidents in American history which were characterized by severe conflict. Among possible topics: loyalists and patriots 1763-1800, anti-Catholicism 1840-1900, secession, war and Reconstruction 1860-1880, labor conflict in late 19th century America, Jim Crowism, segregation and civil rights conflict 1890-1970, nativism 1840-1980, the "Red Scare" 1918-1970, patriots and dissenters 1963-1973. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

# Honors

## PROGRAM

### FACULTY

Arnold Talentino (Coordinator)

### DESCRIPTION

SUNY Cortland's Honors Program is designed for students with high ability and unusual motivation. It brings together accomplished teachers and outstanding students in courses taught especially for the Honors Program. The courses are designed to provide enriched academic experiences consistent with the students' academic abilities and interests.

### QUALIFICATIONS FOR ADMISSION

Admission to the program is open to entering fall freshmen and rising sophomores. To be eligible for admission, applicants should have an exceptional academic record based on grades, standardized tests (SAT, ACT), course selection and extracurricular activities. A limited number of students transferring from honors programs at other institutions may also be included.

### Requirements

To complete the Honors Program, students must take at least 24 credit hours of honors level courses. Students fulfill this requirement by taking a combination of specially designated honors courses, contract courses and a course in which they complete the required honors thesis. Students may also use a maximum of two Writing Intensive (WI) courses beyond the all-college requirements toward the completion of the honors program.

Old Main, Room B-13  
(607) 753-4827  
E-mail: [honors@cortland.edu](mailto:honors@cortland.edu)

- Specially designated honors courses are offered in a variety of General Education categories, including GE 2: Prejudice and Discrimination; GE 3: Contrasting Cultures; GE 4: Fine Arts; GE 5: History and the History of Ideas; and GE 7: Science, Technology and Culture. In addition, a few majors now offer honors sections of their courses. Some of the courses offered through the General Education program and in the majors are unique to the Honors Program, and others are special honors sections of courses offered to the general student population.
- Contract courses are regular courses that students take for honors credit. The student establishes a contract with the faculty member teaching the course that spells out the additional work the student will do for honors credit. Contract courses may be taken in the major or outside of the major, but no more than two contract courses may be counted towards the 24 hours needed to complete the honors program. Guidelines for taking contract courses are available in the Honors Program office.
- Writing Intensive (WI) courses are specially designated courses that emphasize the development of writing skills. All students at Cortland must complete two WI courses in order to graduate. Honors Program students may count an additional two WI courses (but no more than two) towards the 24 hours needed to complete the honors program.
- The honors thesis is a requirement for completing the honors program. Guidelines for completing the thesis are available in the Honors Program office. Students must complete the thesis

for credit by taking an independent study in their major or a course in their major in which the thesis can be completed as a course assignment. For example, many majors offer senior research seminars to their students. These seminars make excellent vehicles for completing the honors thesis.

Some courses with special honors sections currently included in the Honors Program are:

- ANT 102: Contrasting Cultures
- CPN 101 or 103: Academic Writing II
- AST 200: Introduction to Asia
- EXS 290: Social Problems and Issues in Sport and Exercise
- INT 300: Interdisciplinary Studies: The Artist in Modern Society
- INT 301: Modern Western Thought
- SOC 350: Civil Society
- SCI 320: Science, Technology and Culture

TOTAL CREDIT HOURS REQUIRED FOR THE PROGRAM: 24

# Honors Program

## COURSE DESCRIPTIONS

### ANT 102: Introduction to Cultural Anthropology

(A) An exploration of the subdisciplines, conceptual frameworks dealing with origins, development, diversity of human cultures. (3 cr. hr.) ■

### AST 200: Introduction to Asia

(C) Basic knowledge and understanding of the diverse societies and cultures of Asia. Study of the geography, nations, religions, cultural traditions, economic, social, and political developments including the circumstances leading to emigration from Asian countries to the United States and the Asian-American experience. (3 cr. hr.)

### ENG 220: Introduction to Western Literature I

(O) Major phases of literary heritage of Western World from Classical Age to Renaissance. (3 cr. hr.) ■

### EXS 290: Social Problems and Issues in Sport and Exercise

(O) Examination of social problems and issues that impact upon a variety of physical activities. Consideration of how values, prejudice, discrimination and stereotypes affect sport and exercise in ways similar to society at large. Open to non-physical education majors only. (3 cr. hr.) ■

### HIS 101: The World Since 1500

(A) Political, social, economic, cultural history of peoples of world from 16th century to present. Emphasis on broad lines of development and interaction among world civilizations. (3 cr. hr.) ■

### INT 300: Interdisciplinary Studies: The Artist in Modern Society

(F) Students will explore the foundations of western modern artistic expression from the Age of Enlightenment to the 20th Century. Works studied may include poetry, fiction, drama, music and art of the Romantic and Modern periods. (3 cr. hr.) ■

### INT 301: Modern Western Thought

(O) Analysis of transformation of ideas: focus on relationship between humans and nature, and the evolution of human society in 19th and early 20th century in the West. Major attention given to the influence of Darwin, Marx, and Freud and to implications of their work for the central values Western society always has claimed for itself, e.g. individual freedom, equality, reason and progress. (3 cr. hr.) ■

### SCI 320: Science, Technology And Culture

(F) Relationship between scientific and technological developments and social changes throughout history. (3 cr. hr.) ■

### SOC 350: Civil Society

(C) The course begins with an examination of the historical development of and the social and psychological underpinnings of civility. It then describes the ideas and the practices of civil society in liberal modern societies from the eighteenth century to the present. The course concludes by examining the character of civility and of civil society in the contemporary United States in light of recent changes in the market economy, the democratic state, publics, and the social realm of familial, communal and associational ties. (3 cr. hr.) ■

# Human Service Studies

## 2 + 2 CAPPING PROGRAM

*(Open only to transfer students)*

### SCHOOL

Arts and Sciences

### FACULTY

Stuart H. Traub (Coordinator)

### PROGRAMS OFFERED

Bachelor of Arts in Human Service Studies  
Bachelor of Science in Human Service Studies

### MAJOR OFFERED

Human Service Studies

Center for Aging and Human Services  
Old Main, Room 122

(607) 753-5784

E-mail: [ctragehus@cortland.edu](mailto:ctragehus@cortland.edu)

[www.cortland.edu/humanserv/](http://www.cortland.edu/humanserv/)

### DESCRIPTION

The Human Service Studies Program offers transfer students a "cutting edge" program of study leading to the B.A. or B.S. Career opportunities abound in the field of human services. According to the Bureau of Labor Statistics, one of the most significant areas of employment growth in the next decade or so will be in human service occupations.

The degree programs combine a broad liberal education in the social and behavioral sciences which builds upon prior professional educational experiences and prepares students for employment in human services or graduate study in related

fields. The programs meet the needs of two-year college graduates with the A.A., A.S. or A.A.S. in human services who are looking for an advanced degree that will provide them with marketability in a field that will continue to grow.

#### SPECIAL FEATURES

- Designed for transfer students with the A.S., A.A., or A.A.S. in human services from articulating colleges
- SUNY Cortland will accept the course work satisfactorily completed that is specified in the articulation agreements between SUNY Cortland and the two-year SUNY community colleges
- Interdisciplinary program provides students with a body of knowledge and a perspective building upon prior professional educational experiences
- Emphasizes the multi-disciplinary nature of human services by focusing on the mastery of concepts, theory and research from political science, psychology, health, sociology, recreation, economics, communications and philosophy.

#### Requirements

1. Degree Requirements listed on pages 36-43 of this catalog apply to the following majors.
2. Liberal Arts Requirements:
  - B.A. – 90 credit hours
  - B.S. – 75 credit hours

#### Major in Human Service Studies [HUS]

SUNY Cortland offers graduates of human services programs from selected community colleges the opportunity to obtain a bachelor's degree in human service studies. The major is called a "capping" program because it enables a student who has a technical degree from a community college to gain the liberal arts and science curriculum necessary to obtain a bachelor's degree.

#### CAREER POTENTIAL

- Social/case workers
- Residential counselors
- Home health aides
- Child care workers

A. Required Courses: Three credit hours from each of the following seven categories. Minimum of 18 credit hours in the major, selected from the following categories. Students MUST complete a minimum of 15 credit hours in courses at the 300 level or above, to include the following:

1. A minimum of three credit hours at the 300 level or above chosen from three separate categories listed below, in addition to HUS 490
2. An additional three credit hours at the 300 level or above chosen from any category listed below, in addition to HUS 490
3. HUS 490

*Category 1: Research and Statistical Tools:* Three credit hours

- ANT 493: Anthropological Methods
- ECO 221: Economic Statistics
- HLH 299: Statistical Concepts and Applications for Health Sciences
- HLH 599: Public Health Statistics
- MAT 201/PSY 201/COM 230: Statistical Methods
- POL 112: Introduction to Political Research
- POL 312: Methods of Political Analysis
- POL 315: Evaluation Research
- PSY 360: Applied Behavior Analysis I

REC 407: Evaluation and Research

SOC 493: Sociological Methods I

SOC 494: Sociological Methods II

*Category 2: Public Policy:* Three credit hours

- AAS 120: Politics and Multiculturalism
- ECO 105: Introduction to Political Economy and Public Policy
- ECO 311: Economic Development
- HUS 430/SOC 430: Social Welfare Institutions
- HLH 560: Health and Public Policy
- PHI 240: Social and Political Philosophy
- POL 341: Current Issues in Public Policy

*Category 3: Management and Administration:* Three credit hours

- ANT 315: Development Anthropology
- COM 320: Organizational Communication
- ECO 385: Human Resource Management
- MGT 250: Principles of Management
- PHI 233: Management Ethics
- POL 240: Introduction to Public Administration
- REC 344: Commercial Recreation Management
- REC 495: Administration of Recreation

*Category 4: Contemporary Human Service Issues:* Three credit hours

- ECO 385: Human Resource Management
- FSA 280: Perspectives on Disabilities
- HLH 137: Child and Adolescent Sexual Abuse
- HLH 163: The HIV Epidemic
- HLH 201: Health Problems of the Underserved
- HLH 309: Child Abuse
- HLH 513: Death, Bereavement and Suicide
- HLH 542: Health Implications of Family Violence
- PHI 220: Medical Ethics
- PHI 540/HLH 540: Moral Problems in Medicine
- PSY 331: Psychology of Exceptional Children
- PSY 334: Psychology of Adulthood and Aging
- PSY 431: Psychology of Mental Retardation
- PSY 432: Psychology of Learning Disabilities
- REC 330: Introduction to Therapeutic Recreation
- REC 393: Recreation for Persons with Disabilities
- SCI 325: Biotechnology and Human Aging
- SOC 365: Sociology of Violence
- SOC 371: Sociology of Medicine
- SOC 455: The Sociology of Leisure
- SOC 462: Juvenile Delinquency
- SOC 463: Criminology
- SOC 464: Corrections

*Category 5: Theories of Human Interactions:* Three credit hours

- HLH 313: Mental and Emotional Health
- HLH 394: Health-Related Behavior: Formation and Change
- HLH 512: Emotion and Human Behavior
- HUS 470/SOC 470: Sociology of the Family
- PHI 203: Social Ethics
- PSY 231: Child Psychology
- PSY 232: Adolescent Psychology
- PSY 332: Theories of Personality
- PSY 333: Developmental Psychology
- PSY 421: Abnormal Psychology
- PSY 422: Social Psychology
- PSY 486: Counseling Psychology
- SOC 360: Self and Society
- SOC 373: Deviant Behavior

**Category 6: Prejudice and Discrimination:** Three credit hours

AAS 170: Institutional Racism  
 AAS 270: Race and Racism  
 AAS 376: African-American Community Organizations  
 ANT/SOC 230: Prejudice and Discrimination  
 ANT 234: Anthropology of Gender  
 ANT/SOC 352/AAS 361: U.S. Ethnic Identity and Conflict

ECO 325: Political Economy of Women  
 ECO 326: Political Economy of Race and Class  
 HIS 313: African-American History Since 1865  
 HIS 428: The Civil Rights Movement in American History  
 HLH 201: Health Problems of the Underserved  
 PHI 270: Race and Racism  
 PHI 380: Feminist Social Thought  
 POL 110: Politics of Multiculturalism  
 POL 405: Discrimination Law  
 PSY/AAS/CIN 210: Race and Gender Stereotypes  
 VAL 140: Prejudice, Discrimination and Morality  
 VAL 340: Philosophical Issues in Prejudice, Discrimination and Morality

**Category 7: Senior Seminar:** Three credit hours

HUS 490: Senior Seminar in Human Services  
 Required of all human service studies majors.

B. Other: varies by degree (A.A., A.S. or A.A.S.) and transfer credits.

The B.A. in human service studies requires achievement of intermediate-level proficiency in a foreign language. This may be accomplished by successfully completing course work in a foreign language through the 202 level or by demonstrating such proficiency by exam.

The B.S. in human service studies requires that students complete the following in addition to college and major requirements:

A. Six credit hours (two courses) from human service studies categories 3, 5, and 6

B. CAP 100: Introduction to Computer Applications

C. Foreign Language

*Note: All B.S. candidates must successfully complete a one-semester college-level foreign language course (101) or the equivalent (e.g., earning CLEP or AP credits). American Sign language (ASL) is an approved course to fulfill the language requirement for the Human Services Studies degree. Students who have earned a score of 85 or higher on the New York State Regents examination in a foreign language are exempt from this requirement.*

D. Suggested Elective Courses

MCS 186: Introductory Programming  
 MGT 254: Principles of Accounting I  
 MGT 255: Principles of Accounting II  
 MGT 423: Computer Applications in Economics-Management Science  
 PWR 209: Writing in Cyberspace  
 PWR 393: Technical Writing  
 Any CAP course beyond CAP 100

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

# Human Service Studies

## COURSE DESCRIPTIONS

### HUS 430: Social Welfare Institutions

(C) Sociological study of process of institutionalization of welfare. Focus is on American society with some comparative analysis with other industrialized societies. Also listed as SOC 430. Prerequisite: SOC 100 or 150 or ANT 102 (3 cr. hr.) ■

### HUS 470: Sociology of the Family

(B) Comparative perspective of the family as a social institution, focusing on analysis of historical and cross-cultural variations with American society, with some comparative analysis of other societies. Topics covered include demographic changes, changes in family functions, relationship of the family to other social institutions, contemporary family issues and problems. Also listed as SOC 470. Prerequisite: SOC 100 or 150 or ANT 102 (3 cr. hr.) ■

### HUS 490: Senior Seminar in Human Services

(B) In depth study of major theoretical, empirical, policy, political and/or philosophical topics in human services. Specific topics will vary. Open to human service majors with senior status. (3 cr. hr.) ■