

Individualized Degree

PROGRAM

Old Main, Room 125
Associate Dean of Arts and Sciences
(607) 753-4314

FACULTY

Associate Dean, School of Arts and Sciences (Coordinator)

PROGRAMS OFFERED

Bachelor of Arts in Individualized Degree Program
Bachelor of Science in Individualized Degree Program

MAJOR OFFERED

Individualized Degree Program

DESCRIPTION

Students who wish to pursue baccalaureate study in areas that draw upon several fields of study or go beyond traditional academic majors may present a proposal for this specialized program, which is designed to meet individual interests and learning objectives. The area of concentration must be interdisciplinary and coherent, with course work which defines a conceptual theme. A traditional minor is also required. The degree plan is formulated in consultation with a faculty mentor. The program is open to all full-time and part-time students at SUNY Cortland who have been admitted to degree status.

Students who want to propose an individualized degree program should contact the program coordinator to discuss their interests and the procedures governing the application process.

SPECIAL FEATURES

- Opportunity to design individual major program in combination with traditional minor
- Emphasis on student responsibility and motivation
- Ability to combine internships with course work

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply.
2. Liberal Arts Requirements: B.A. – 90 credit hours;
B.S. – 75 credit hours

Major in Individualized Degree Program [IDP]

The Individualized Degree Program combines a traditional minor with an interdisciplinary concentration which is designed to meet the unique needs of the student. Hands-on experience is often part of the concentration.

CAREER POTENTIAL

The program offers a vast variety of opportunities for careers, depending upon the interests of each student. Past examples include:

- Technical theatre production
- Adolescent health issues
- Entertainment
- Music industry

- A. Required Courses: 24 credit hours minimum in concentration
- B. Other: 15-24 credit hours in traditional minor
- C. At least half of the area of concentration and minor taken in residence at SUNY Cortland
- D. At least 45 credit hours at the 300-level or above
- E. Six credit hours of WI courses required, at least three of which are in the concentration

INDIVIDUALIZED DEGREE PROGRAM POLICIES

1. Proposals are due to the Individualized Degree Program Committee by the time a student has completed 78 credit hours toward graduation. (Exceptions are possible for junior-level transfer students.)
2. Deadlines for submission of proposals to committee members for review are Oct. 15, Feb. 15 and June 15 of each academic year. Students must meet with the program coordinator prior to the deadline dates.
3. The maximum number of credits of completed course work which may apply to a student's area of concentration is nine.
4. Individualized Degree Program students may qualify for cooperative education academic field experiences if two grade point averages are met: 2.5 grade point average in the area of concentration and 2.3 cumulative grade point average.
5. Requests for alterations in a student's degree plan must be made through the advisor-mentor and approved by the program coordinator.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Example of the B.A. in Individualized Degree Program over four years

First Year	Second Year
<p><i>Fall</i></p> <p>Two GE courses CPN 100 or 102 Foreign language Elective COR 101 Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>Two GE courses CPN 101 or 103 Foreign language LAS elective Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>Two GE courses Foreign language All-College requirements Two LAS electives Total credit hours: 18</p> <p><i>Spring</i></p> <p>Two GE courses Foreign language All-college requirements LAS elective Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>GE course Two courses in minor Concentration Concentration (WI) Total credit hours: 15</p> <p><i>Spring</i></p> <p>Two courses in concentration Two courses in minor Elective Total credit hours: 15</p>	<p><i>Fall</i></p> <p>Concentration Concentration Two courses in minor WI course Total credit hours: 15</p> <p><i>Spring</i></p> <p>Two courses in concentration Two courses in minor LAS elective Total credit hours: 15</p>

Interdisciplinary Centers

Center for Advancement of Technology in Education (CATE)

Old Main, Room 122
(607) 753-5784
E-mail: cate@cortland.edu
www.cortland.edu/cate/

FACULTY

Scott Anderson (Director)

MISSION OF THE CENTER

The mission of the Center for Advancement of Technology in Education (CATE) is to promote and facilitate the integration of technology into the curriculum and to educate faculty and students in the theory and practice of current and emerging instructional technologies.

FUNCTIONS OF THE CENTER

- To recommend priorities to the College with respect to technology and the College mission.
- To promote discussion among faculty and professional staff regarding software and hardware technology needs.

- To pro-actively expedite and facilitate the College's activities in instructional technology, including distance learning, technology instruction and support, classroom instructional technology activities and the Computer Applications Program (see page 127 of this catalog).

CAREER INFORMATION

SUNY Cortland offers an interdisciplinary minor in computer applications for students to develop skills and knowledge useful in professional development and the workplace. The minor is designed to complement any academic major and focuses on the development of technology applications within various academic disciplines. Students completing the minor will have been exposed to a variety of computers and software applications as tools in a variety of "real world" environments and will have had experiences in solving problems in their respective disciplines.

Center for Aging (ICA)

Old Main, Room 122
(607) 753-5784
E-mail: ctragehus@cortland.edu
ica@cortland.edu

FACULTY

Anne K. Vittoria (Director)

MISSION OF THE CENTER

The Center for Aging has a multidisciplinary focus and seeks to be a leader in and supporter of creative teaching and the development of academically sound and theoretically strong gerontology and human services curricula; to be an innovator in responding to substantive directions of change in the gerontological and human services fields in research and research-related activities; to develop and cultivate dynamic sites, physically and socially, where a community of thinkers and doers recognizes older adults as partners and truly learns about as well as from older persons; and to be an active and steadfast advocate in word and deed, politically and socially, for the aged population and disenfranchised, oppressed persons in general.

The center reports to the associate provost and is governed by a council of faculty, students, agency directors and leaders in the field of aging.

FUNCTIONS OF THE CENTER

- Coordination of the current gerontology programs, including the concentration in social gerontology and the minor in social gerontology. For a detailed description of the current programs, see the sociology/anthropology section in this catalog.

- Promoting the development of individual and multiple investigator research grants; sponsoring education and training conferences, lectures and campus events; assuming responsibility for advisement of the Gerontology Club and the Omega chapter of Sigma Phi Omega, the national honor society in gerontology; and working with community agencies to improve the quality of life for older adults.
- Developing internship, field placement and study abroad opportunities, especially for gerontology students. The center has established special internship placements in London through the University of North London and study abroad opportunities at the University of St. Martin's in Lancaster, UK.

CAREER INFORMATION

Career opportunities are outstanding in both gerontology and human services. Many students attend graduate school in a variety of areas, including administration in aging, aging services, research on aging, public policy development and education.

Typical employment areas, in both the public and private sectors, include social work, long-term care, service coordination, counseling, business and management, research and policy, health care, speech pathology, recreation and leisure studies and secondary and college-level education.

James M. Clark Center for International Education

Old Main, Room 109
(607) 753-5900 and 753-4807
E-mail: steckh@cortland.edu
www.cortland.edu/cie/

FACULTY

Henry Steck (Interim Director)

MISSION OF THE CENTER

The Clark Center for International Education provides an integrated framework for the College's many international activities and programs. Its mission is to promote, coordinate and initiate programs and events which further international education within the campus environment and in the Cortland community.

The Clark Center reports to the provost. Its membership consists of various departments and units from throughout the College, which address different aspects of international study, scholarship and service.

FUNCTIONS OF THE CENTER

- Help develop and enhance the College's existing curricular offerings and programs with an international focus.
- Work closely with the College's Study Abroad Program, the International Studies Program, the International Communications and Culture Department, the Project for Eastern and Central Europe, the Trans-Africa Project, and the International Programs Office, and other departments and groups that promote the College's international mission.
- Develop new international programs for the College and funding proposals for that purpose.
- Work with faculty and staff to encourage and facilitate faculty and staff exchanges, visiting international faculty and research, teaching and service abroad by SUNY Cortland faculty.
- Work with the Admissions Office and the Enrollment Management Office to attract and retain students involved in the College's international course offerings and programs.
- Assist the International Student Association and aid the international student advisor and the director of Whitaker Hall in enriching the educational experience of the College's international students.
- Initiate, promote and coordinate international events and activities of interest to the campus as well as to Cortland and the surrounding community.
- Work with the Office of International Programs at SUNY System Administration.

Study Abroad

The International Programs Office administers the College's many opportunities for study abroad. See page 286 of this catalog.

The International Studies Program

The International Studies Program is an interdisciplinary major in which students study the modern world as a whole rather than any one country or society within it. The program has special appeal for students interested in foreign languages, study abroad and global studies. See page 207 of this catalog.

International Communications and Culture Department

This department offers opportunities for the study of foreign languages, foreign literatures and foreign cultures. Liberal arts majors and minors in French and Spanish are administered through this department. Students who incorporate education courses into their programs may qualify for professional certification as teachers. The department also offers courses in Arabic, Chinese and German, and participates in interdisciplinary programs in cinema study and international study. See page 197 of this catalog.

The Project for Eastern and Central Europe (PECE)

The Project for Eastern and Central Europe fosters and develops affiliations and working relationships between SUNY Cortland and universities in Eastern and Central Europe. PECE sponsors conferences for this purpose as well as student and faculty exchanges. PECE is dedicated to fostering shared knowledge, cooperation and mutual understanding among the peoples of Eastern and Central Europe and those in the United States.

The Trans-Africa Project

The Trans-Africa Project (TAP) fosters and develops affiliations and working relationships between SUNY Cortland and universities in Africa. TAP sponsors conferences for this purpose as well as student and faculty exchanges. TAP is dedicated to fostering shared knowledge, intellectual and cultural cooperation and mutual understanding among the peoples of Africa and those in the United States and the African Diaspora.

Whitaker Hall

Whitaker Hall is a student residence hall containing a number of designated single and double rooms, many with a private bath. Whitaker Hall has a decidedly international atmosphere. Students from around the world live in Whitaker with American students. Preference is given to Cortland students who would like to live with a roommate from another country. World culture nights and evenings of global awareness featuring talks, games, music and food are a regular part of Whitaker's special programming. Through its satellite system, residents can view television programming from around the world.

Global Ambassadors (International Student Organization)

Open to all Cortland students, the purpose of the Global Ambassadors is to provide a link between American students and those from other countries. Travel, activities and programs sponsored by the club foster an atmosphere in which students from other countries can learn about American life and culture while American students learn about the life and culture of the other countries.

Center for Multicultural and Gender Studies

Old Main, Room 122
(607) 753-5784
E-mail: mgs@cortland.edu
www.cortland.edu/mcgs/

FACULTY

Sheila Cohen (Interim Director)

MISSION OF THE CENTER

The Center for Multicultural and Gender Studies is comprised of several programs overseen by individual coordinators. The primary goal of the Multicultural and Gender Studies (MCGS) Council is to support the College's mission statement by helping students "develop an ability to function within a pluralistic society, with respect for human diversity."

Specifically, all of the programs endeavor to educate students to appreciate cultural diversity in all of its various forms by designing courses addressing issues of race, ethnicity, class, gender, religious and sexual orientation. A further goal of the programs is to produce students who are well informed and conversant about the dichotomy between the dominant culture and marginalized groups in society. This endeavor is supported by the College-wide General Education requirements in prejudice and discrimination initiated by the council.

In addition to curriculum, the center takes a leadership role in faculty development, student support, sponsorship of cultural events and other activities related to multicultural and gender studies. Our mission is to promote and support scholarship and teaching that enhances our understanding of the experiences and contributions of under-represented groups and women. Congruent with this mission is our effort to work toward improving the campus climate for these same groups so that their experiences and cultures are studied, valued and understood.

FUNCTIONS OF THE CENTER

The Center for Multicultural and Gender Studies functions "as the unit of the College with responsibility for curriculum, research, faculty development, cultural events, student support and other activities related to multicultural and gender studies."

Formed in 1985, the center's foremost objective is to help create a climate that promotes understanding of and appreciation for human difference. The center reflects an inclusive multicultural model where "culture" is broadly defined and multicultural education is thought to encompass factors such as race, ethnicity, gender, class and sexual orientation.

The center's central operating assumption is that all oppressed groups share a similar, though not identical, body of experiences that promotes a common bond. While the separate identities of groups must be acknowledged and respected, the center strongly endorses the need for these groups to work collectively in pursuing social justice.

The agenda of the center is truly multifaceted. Through its curriculum programs, the center emphasizes the intellectual and artistic contributions of groups that traditionally have been under-represented in higher education as well as the historical and often institutionalized obstacles these groups have had to overcome. Through its work with other College units, the center also strives to positively influence the extracurricular campus environment.

The center offers interdisciplinary minors in Asian/Middle Eastern Studies, Jewish Studies, Latin American Studies, Native American Studies and Women's Studies. It also oversees curriculum programs in these areas. Courses in lesbian and gay concerns are offered, but no minor is available yet.

Students who study in these areas are encouraged to think critically and write thoughtfully about the historic, social, economic and political conditions that affect all people living in a culturally diverse society.

African American Studies

The African American Studies Department is the oldest of the ethnic studies programs at SUNY Cortland. It became a department in the School of Arts and Sciences in 2006. The African American Studies Department has associate membership to the Center for Multicultural and Gender Studies.

For more information, see page 73 of this catalog.

Asian/Middle Eastern Studies

The Asian/Middle Eastern studies minor is an interdisciplinary program designed to serve the needs of students majoring in any subject area who desire more knowledge regarding Asia, Middle Eastern and Asian American concerns.

Administration of the Asian/Middle Eastern Studies Program and advisement of its students are provided by the Asian and Middle Eastern Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

For more information, see page 90 of this catalog.

Jewish Studies

The Jewish Studies Program explores the cultural and religious experiences of the Jewish people from their beginnings to the present. At SUNY Cortland, Jewish studies attempts to shed light on the difficult choices all non-dominant groups face with regard to acculturation and assimilation.

Administration of the Jewish Studies Program and advisement of its students are provided by the Jewish Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

For more information, see page 214 of this catalog.

Latin American Studies

Latin American studies offers a minor designed to complement many academic majors. Students choosing the minor will study the history and cultural production of Latin Americans from the perspective of several disciplines.

Administration of the Latin American Studies Program and advisement of its students are provided by the Latin American Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

For more information, see page 215 of this catalog.

Native American Studies

The most recent interdisciplinary and multicultural studies program to be developed at SUNY Cortland, Native American studies offers a minor designed to complement many academic majors. Students choosing this minor will study the Native American cultures from the perspectives offered by several disciplines.

Administration of the Native American Studies Program and advisement of its students are provided by the coordinator and the Native American Concerns Committee, a subcommittee of the Center for Multicultural and Gender Studies. For more information, see page 225 of this catalog.

Women's Studies

The study of women, their challenges and their experiences was introduced in 1988 to the SUNY Cortland curriculum. With interdisciplinary courses in such areas as African American studies, English, health and sociology, the Women's studies minor is designed to complement all academic majors.

Administration of the Women's Studies Program and advisement of its students are provided by the Women's Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

For more information, see page 283 of this catalog.

Interdisciplinary Studies

COURSE DESCRIPTIONS

SUNY Cortland offers a number of courses that are not connected to a single specific academic department or program. These courses cross disciplines and allow students to explore topics from multiple perspectives. The broad focus enables students to grasp complex topics from varied disciplines.

COR 101: The Cortland Experience: A First Year Seminar

(F) A seminar designed to facilitate the intellectual and social integration of first-time college students into the academic community at SUNY Cortland. (1 cr. hr.)

CPV 400: Cooperative Education

(A) Elective work experience in public, private and/or governmental agencies. Experiences are sponsored, approved and evaluated by academic departments and are coordinated by the Internship and Volunteer Office. Credit is based on the content and duration of the experience and will be evaluated on an individual basis by the academic department involved. Prerequisites: Junior or senior standing, good academic standing (see catalog definition) with no outstanding incompletes, consent of department in consultation with the Internship and Volunteer Office. Consult individual academic departments for additional prerequisites and policies. (1-16 cr. hr.)

INT 201: Adirondack Winter Studies

(S) This course is designed to provide students with background knowledge and experience in the physical, cultural, historical, environmental and aesthetic elements and issues of the Adirondacks. Prerequisite: Consent of coordinator. (2 cr. hr.) ■

INT 210: The Theory and Practice of Peer Tutoring

(A) An introduction to tutoring at the college level. Topics include strategies for tutoring one-on-one and in groups, problem solving and instructional techniques, learning theory, learning styles, disabilities, cultural diversity and the ethics of tutoring. (2 cr. hr.)

INT 230: Sexism and Heterosexism: An Integrated Study

(B) Integrated study of sexism and heterosexism from interdisciplinary perspective. Emphasis on gender and sexual orientation as factors upon which prejudice and discrimination are based, both in United States and other societies. Also listed as MGS 230. (3 cr. hr.) ■

INT 270: Exploring Education

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

INT 300: Interdisciplinary Studies: The Artist in Modern Society

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

INT 301: Modern Western Thought

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

MGS 130: Society and Sexual Orientation

(O) Introduction to origins and continuing consequences of the oppression of lesbian, gay, bisexual and other sexually marginalized persons. Rights and advocacy issues examined. (1 cr. hr.)

MGS 230: Sexism and Heterosexism: An Integrated Study

(B) Integrated study of sexism and heterosexism from interdisciplinary perspective. Emphasis on gender and sexual orientation as factors upon which prejudice and discrimination are based, both in United States and other societies. Also listed as INT 230. (3 cr. hr.) ■

International Communications and Culture

DEPARTMENT

SCHOOL

Arts and Sciences

FACULTY

Norma Helsper (Chair), Catherine Baranello, Mark Cerosaletti, Tina Christodouleas, Hongli Fan, Christopher Gascon, Timothy Gerhard, Susan Kather, Colleen Kattau, Jean LeLoup, Arnold Levine, Patricia Martinez de la Vega, Glen McNeal, Marie Ponterio, Robert Ponterio, Paulo Quaglio, Wes Weaver, Donna West

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Adolescence Education: French (7-12)
Bachelor of Arts in Adolescence Education: Spanish (7-12)
Bachelor of Arts in Adolescence Education: French and Spanish (7-12)
Bachelor of Arts in French
Bachelor of Arts in Spanish
Bachelor of Arts in Teaching English as a Second Language

MAJORS OFFERED

Adolescence Education: French (7-12)
Adolescence Education: Spanish (7-12)
Adolescence Education: French and Spanish (7-12)
Teaching English as a Second Language (K-12)
French
Spanish
Teaching English as a Second Language (Non-certification)

MINORS OFFERED

French
Spanish

DESCRIPTION

The International Communications and Culture Department offers opportunities for the study of foreign languages, foreign literatures and foreign cultures. Students develop multilingual communicative skills for a wide range of purposes. Liberal arts majors and minors in French and Spanish are available, and students who incorporate professional education courses in their programs may qualify for initial certification in adolescence education. Courses in American Sign Language, Arabic, Chinese, English as a second language, German and Italian also are offered.

The department participates in interdisciplinary programs leading to majors in international studies and the minor in Latin American Studies.

Old Main, Room 228
(607) 753-4303
E-mail: icc@cortland.edu or
helspern@cortland.edu
www.cortland.edu/icc/

SPECIAL FEATURES

- Study abroad (See pages 286-288 of this catalog for a listing of International and Study Abroad programs.)
- Honor Societies: National honor societies in French (Pi Delta Phi) and Spanish (Sigma Delta Pi)
- Internship opportunities
- Language clubs
- Language Proficiency Certificates: SUNY Cortland has been chosen by the Chambre de Commerce de Paris as a testing site for the *certificat* for proficiency in commercial French.
- Practicum in undergraduate teaching (French)
- Up-to-date foreign language learning center for access to authentic electronic materials and for multimedia development
- FLES methods course for K-6 certification extension (French or Spanish)

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors described below.
2. Liberal Arts Requirements: 90 credit hours
3. Up to 18 credit hours of course work at the 300-level or above in any semester of study in an approved French or Spanish study abroad program may count towards fulfillment of major or minor requirements.
4. Students must participate in periodic assessment activities.
Note: FLT 299, FRE 311, 315, 316, ICC 201, SPA 313, 315, 317, meet the General Education Category 6 requirement.

Major in Adolescence Education: French (7-12) [AFR]

Students develop language skills and cultural awareness and acquire the pedagogical background necessary to teach French in grades 7-12 in New York State.

CAREER POTENTIAL

- Middle school teacher
 - High school teacher
 - French in the elementary school +
- A. Required French courses: 33 credit hours of FRE courses at 300-level or above, including FRE 353. At least 15 credit hours must be from the following group of courses focusing on literature and culture: FRE 307, 310, 311, 315, 316, 318, 319, 353, 413, 415, 417, 419, 423, 499 or 515.
Note: At least six hours must be at the 400-level or above.

B. Core Professional Education Courses: 41-42 credit hours

- PSY 101: General Psychology I *
- PSY 232: Adolescent Psychology * *or*
- PSY 332: Educational Psychology *
- PSY 331: Psychology of Exceptional Children * *or*
- PSY 432: Psychology of Learning Disabilities *
- LIT 449: Literacy in the Middle and Secondary School
- EDU 471: Foundations of Modern Education
- HLH 110: Personal and Community Health *or*
- HLH 199: Critical School Health Issues
- AED 323: Seminar for Field Observation *
(60 hours of observation)
- AED 391: Introduction to Adolescence Education *
(25 hours of observation)
- AED 437: Methods of Teaching Foreign Languages in
Middle/Junior and High Schools I
(15 hours of observation)
- AED 438: Methods of Teaching Foreign Languages in
Middle/Junior and High Schools II
- AED 439: Student Teaching: Adolescence Education –
Foreign Languages **

* Required prior to AED 437 and 438

** Requirements for student teaching: 2.5 grade point average overall; 2.5 grade point average in required professional course work; 2.7 grade point average in major course work; 24 credit hours of FRE courses; grade of B or better in FL Methods block; passing score on LAST. Grade point averages are figured with all major and/or professional courses taken to date, even if not required prior to student teaching.

+ French adolescence education majors are also eligible for French K-6 extension by taking ICC 324: Foreign Languages for the Elementary School.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: Spanish (7-12) [ASP]

Students develop language skills and cultural awareness and acquire the pedagogical background necessary to teach Spanish in grades 7-12 in New York State.

CAREER POTENTIAL

- Middle school teacher
- High school teacher
- Spanish in the elementary school +

A. Required Spanish Courses: 33 credit hours

- SPA 305: Spanish Conversation and Composition
- SPA 306: Advanced Spanish Conversation
- SPA 307: Advanced Spanish Grammar
- SPA 308: Advanced Spanish Composition
- SPA 318: Spanish Peninsular Civilization *or*
- SPA 319: Latin American Civilization
- SPA 353: Linguistics for Language Teachers
- One Spanish course at 400-level (3 cr. hr.)
- Elective courses in Spanish at 300-level or above (12 cr. hr.)

B. Core Professional Education Courses: 41-42 cr. hr.

- PSY 101: General Psychology I *
- PSY 232: Adolescent Psychology * *or*
- PSY 332: Educational Psychology *
- PSY 331: Psychology of Exceptional Children * *or*
- PSY 432: Psychology of Learning Disabilities *
- LIT 449: Literacy in the Middle and Secondary School
- EDU 471: Foundations of Modern Education
- HLH 110: Personal and Community Health *or*
- HLH 199: Critical School Health Issues
- AED 323: Seminar for Field Observation *
(60 hours of observation)
- AED 391: Introduction to Adolescence Education *
(25 hours of observation)
- AED 437: Methods of Teaching Foreign Languages in
Middle/Junior and High Schools I
(15 hours of observation)
- AED 438: Methods of Teaching Foreign Languages in
Middle/Junior and High Schools II
- AED 439: Student Teaching: Adolescence Education –
Foreign Languages **

* Required prior to AED 437 and 438

** Requirements for student teaching: 2.5 grade point average overall; 2.5 grade point average in required professional course work; 2.7 grade point average in major course work; 24 credit hours of SPA courses; grade of B or better in FL Methods block; passing score on LAST. grade point averages are figured with all major and/or professional courses taken to date, even if not required prior to student teaching.

+ Spanish adolescence education majors are also eligible for Spanish K-6 extension by taking ICC 324: Foreign Languages for the Elementary School.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: French and Spanish (7-12) [AFS]

Students develop language skills and cultural awareness and acquire the pedagogical background necessary to teach both French and Spanish in grades 7-12 in New York State.

CAREER POTENTIAL

- Middle school teacher
- High school teacher
- French and Spanish in the elementary school +

Content Core: 63 credit hours

A. Required Spanish Courses: 30 credit hours

- SPA 305: Spanish Conversation and Composition
- SPA 306: Advanced Spanish Conversation
- SPA 307: Advanced Spanish Grammar
- SPA 308: Advanced Spanish Composition
- SPA 318: Spanish Peninsular Civilization *or*
- SPA 319: Latin American Civilization
- One Spanish course at 400-level (3 cr. hr.)
- Elective courses in Spanish at 300-level or above (12 cr. hr.)

B. Required French Courses: 30 credit hours

Required courses: 30 credit hours at the 300 level or above. At least 15 credit hours must be from the following group, courses focusing on literature and culture: FRE 307, 310, 311, 315, 316, 318, 319, 413, 415, 417, 419, 423, 499, 504, 506, or 515).

Note: At least six credit hours must be at the 400-level or above.

C. Required Linguistics Course: three credit hours
ICC 353, FRE 353 or SPA 353: Linguistics for Language Teachers

Required for both French and Spanish majors; taken only once for dual major degree.

D. Professional Education: 38-39 credit hours, including 14 credit hours of student teaching plus State Department of Education mandated workshops
PSY 101: General Psychology I
PSY 232: Adolescent Psychology *or*
PSY 332: Educational Psychology
PSY 331: Psychology of Exceptional Children *or*
PSY 432: Psychology of Learning Disabilities
HLH 199: Critical School Health Issues *or*
HLH 110: Personal and Community Health
EDU 471: Foundations of Modern Education
AED 391: Introduction to Adolescence Education (25 hours of observation)
AED 323: Seminar for Field Observation (60 hours of observation)
LIT 449: Literacy in the Middle and Secondary Schools
AED 437: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I (15 hours of observation)
AED 438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools II (15 hours of observation)
AED 439: Student Teaching: Adolescence Education – Foreign Languages *
(14 cr. hr. – seven each for French and Spanish)
CAR and SAVE workshops

* Eligibility for student teaching: 2.7 grade point average in course work in both majors, French and Spanish; 2.5 grade point average in professional education course work; completion of 24 credit hours in the major; passing score on LAST. Grade point averages are figured with all major and/or professional courses taken to date, even if not required prior to student teaching.

This program leads to a B.A. Ninety liberal arts and sciences (LAS) credit hours are required. These credit hours are earned in the content core courses (63 cr. hr.) and the General Education courses (skills base, 9 cr. hr. and GE 1-8, 28-29 cr. hr.), most of which are LAS courses.

+ Additional possibility for K-6 Extension

An additional course, ICC 324: Foreign Languages for the Elementary School, is available to majors in this program. Successful completion of this course will enable graduates to apply separately to the State Education Department (SED) for the K-6 foreign language extension. Students would then be certified to teach French and Spanish (K-12). This course has been included in the sample four-year course of study, but the credit hours are not included in the range given for the dual major.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 135-140

Major in French [FRE]

Students develop oral and written French language and culture skills that, combined with preparation in related disciplines, lead to a wide variety of career options.

CAREER POTENTIAL

- International trade
- International communications
- Diplomacy, intelligence and law
- Graduate work
- Tourism and hospitality
- Social services
- International education

A. Required French Courses: 30 credit hours of FRE courses at the 300 level or above.

At least 15 credit hours must be from the following group of courses focusing on literature and culture: FRE 307, 310, 311, 315, 316, 318, 319, 413, 415, 417, 419, 423, 499, or 515.

Note: At least six hours must be at the 400-level or above.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Spanish [SPA]

Students develop oral and written Spanish language and culture skills that, combined with preparation in related disciplines, lead to a wide variety of career options.

CAREER POTENTIAL

- International trade
- International communications
- Diplomacy, intelligence and law enforcement
- Tourism and hospitality
- Bilingual services
- Graduate work

A. Required Spanish Courses: 15 credit hours

SPA 305: Spanish Conversation and Composition
SPA 306: Advanced Spanish Conversation
SPA 307: Advanced Spanish Grammar
SPA 308: Advanced Spanish Composition
SPA 318: Spanish Peninsular Civilization *or*
SPA 319: Latin American Civilization (GE 3)

B. One Spanish course at 400-level (3 cr. hr.)

C. Elective courses in Spanish at 300-level or above (12 cr. hr.)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Teaching English as a Second Language (K-12) Certification [ESL_CERT]

Students develop the content area knowledge and the pedagogical background necessary to teach English as a Second Language in grades K-12 in New York State.

CAREER POTENTIAL

- Public school ESL teacher
- ESL instructor in the private sector or overseas

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following major described below.

2. Liberal Arts Requirements: 90 credit hours

A. Required ESL courses: Content Core (30 cr. hr.)

ESL 300: Theoretical Foundations of Teaching English as a Second Language

ESL 301: Methods of Teaching English as a Second Language

ESL 400: Teaching Reading in the Second Language Classroom

ESL 401: Teaching Writing in the Second Language Classroom

ESL 402: Teaching English as a Second Language in the Content Areas

ESL 403: Second Language Testing and Assessment

ENG 402: Grammar

ICC 353: Linguistics for Language Teachers

AED 437: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I (15 hours of observation)

AED 438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools II (15 hours of observation)

B. Professional Education (18-19 credit hours plus 14 credit hours student teaching and SED mandated workshops)

PSY 101: General Psychology I

PSY 232: Adolescent Psychology OR

PSY 332: Educational Psychology

PSY 331: Psychology of Exceptional Children OR

PSY 432: Psychology of Learning Disabilities

HLH 199: Critical School Health Issues OR

HLH 110: Personal and Community Health

EDU 471: Foundations of Modern Education

AED 391: Introduction to Adolescence Education (25 hours of observation)

AED 323: Seminar for Field Observation (60 hours of observation)

AED 439**: Student teaching at K-6; 7-12

CAR and SAVE workshops

* Required prior to AED 437 and 438

** Requirements for student teaching: 2.5 grade point average overall; 2.5 grade point average in required professional course work; 2.7 grade point average in major course work; completion of all content core course work; grade of B or better in FL Methods block; passing score on LAST. Grade point averages are figured with all major and/or professional courses taken to date, even if not required prior to student teaching.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Teaching English as a Second Language – Non-Certification [ESL_NCRT]

Students develop the content area knowledge and the pedagogical background necessary to teach English as a Second Language in the private sector.

CAREER POTENTIAL

- ESL instructor in the private sector or overseas

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following major described below.

2. Liberal Arts Requirements: 90 credit hours

Required ESL courses

Content Core: 30 credit hours

ESL 300: Theoretical Foundations of Teaching English as a Second Language

ESL 301: Methods of Teaching English as a Second Language

ESL 400: Teaching Reading in the Second Language Classroom

ESL 401: Teaching Writing in the Second Language Classroom

ESL 402: Teaching English as a Second Language in the Content Areas

ESL 403: Second Language Testing and Assessment

ENG 402: Grammar

ICC 353: Linguistics for Language Teachers

AED 437: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I

AED 438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools II

15 hours observation component

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Minor in French [FRE]

Eighteen credit hours in courses numbered 300 or above are required. Up to 18 credit hours in any semester of study abroad in French in an accredited university program may count toward fulfillment of the requirement.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Minor in Spanish [SPA]

Eighteen credit hours in courses numbered 300 or above are required. Up to 18 credit hours in any semester of study abroad in Spanish in an accredited university program may count toward fulfillment of the requirement.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the B.A. in Adolescence Education: Spanish (7-12) over four years

Courses do not necessarily need to be taken in the sequence that appears below. Students are strongly encouraged to complete some of their requirements through study abroad.

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 GE 1 GE 4 COR 101 PSY 101 SPA 202</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 SPA 305 GE 5 GE 8a PSY 232</p> <p>Total credit hours: 16-17</p>	<p><i>Fall</i></p> <p>SPA 306 SPA 307 GE 2 GE 8b PSY 331</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>GE 7 SPA 308 WI SPA 315 (GE 6) Math (Quantitative Skills) LIT 449 AED 323</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>SPA 318 or 319 AED 391 HLH 110 SPA 300-level EDU 471 Elective/minor (1 cr. hr.)</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>SPA 320 AED 437 (methods block) AED 438 (methods block) Elective/minor Elective/minor (WI)</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>AED 439</p> <p>Total credit hours: 14</p> <p><i>Spring</i></p> <p>SPA 422 SPA 419 Elective/minor Elective/minor Elective/minor Elective (1 cr. hr.)</p> <p>Total credit hours: 16</p>

Example of the B.A. in Teaching English as a Second Language over four years

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 GE 1 GE 4 COR 101 PSY 101 Foreign language</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>CPN 101 or 103 GE 5 GE 6 MAT (Quantitative Skills) Foreign language</p> <p>Total credit hours: 15-16</p>	<p><i>Fall</i></p> <p>ESL 300 GE 2 GE 3 GE 8a Foreign language</p> <p>Total credit hours: 16</p> <p><i>Spring</i></p> <p>GE 7 ICC 353 GE 8b ESL 301 AED 323 Foreign language or elective</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>AED 391 HLH 110 or 199 ESL 400 ESL 401 PSY 232 or 332 Elective</p> <p>Total credit hours: 17-18</p> <p><i>Spring</i></p> <p>ENG 402 ESL 402 EDU 471 PSY 331 or 432 Elective</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>AED 437 AED 438 ESL 403 Elective Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>AED 439 student teaching – certification track</p> <p>Total credit hours: 14</p>

Example of the B.A. in Adolescence Education: French and Spanish over four years

The following sample course of study includes two study abroad components, one in each major. While not mandatory, these experiences are strongly recommended in order for preservice teacher candidates to be able to meet the NCATE/ACTFL Advanced Low level for language proficiency.

First Year	Second Year
<p><i>Fall</i></p> <p>CPN 100 or 102 GE 1 HLH 199 COR 101 PSY 101 SPA 305 FRE 309</p> <p>Total credit hours: 18-19</p> <p><i>Spring</i></p> <p>CPN 101 or 103 GE 5 MAT (Quantitative Skills) GE 2 FRE 305 SPA 306</p> <p>Total credit hours: 18-19</p>	<p><i>Fall</i></p> <p>GE 7 GE 8a GE 3 FRE 310 SPA 308 AED 323</p> <p>Total credit hours: 17</p> <p><i>Spring</i></p> <p>ICC 353 GE 8b FRE 307 SPA 320 AED 391 (WT) GE 4</p> <p>Total credit hours: 18</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>Spanish study abroad: GE 6 SPA 307 SPA 318 or 319</p> <p>Total credit hours: 12-18</p> <p><i>Spring</i></p> <p>EDU 471 PSY 331 or 432 FRE 311 (GE 6) SPA 4__ LIT 449 FRE 4__</p> <p>Total credit hours: 18</p> <p><i>Summer</i></p> <p>French study abroad Total credit hours: 6-12</p>	<p><i>Fall</i></p> <p>AED 437 AED 438 PSY 232 or 332 FRE 3__ FRE 4__ ICC 324 (K-6 extension)</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>AED 439 student teaching – certification track</p> <p>Total credit hours: 14</p>

International Communications and Culture

COURSE DESCRIPTIONS

General Courses

ICC 129, 229, 329, 429, 529: Special Topics in International Communications and Culture

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

ICC 201: Introduction to the Literature of U.S. Latinos

(O) Selected works of drama, fiction and poetry by U.S. authors of Latin American heritage, written primarily in English. Some knowledge of Spanish helpful, but not necessary. Prerequisite: CPN 101 or 103. (3 cr. hr.) ■

ICC 324: Foreign Languages For The Elementary School

(O) Theory, methodology, materials, classroom management and curriculum development for teaching foreign languages at the elementary school level (FLES). In-school practicum component included. Approved by NYSED for FLES certification. Prerequisite: Any 300-level FRE or SPA course. (3 cr. hr.)

ICC 325: Foreign Language Practicum in the Elementary Classroom

(O) Opportunity for advanced language students to present weekly foreign language lessons to elementary school pupils. In addition, weekly group meeting with course instructor. May be repeated for up to four credits in any one language. Prerequisite: ICC 324. (1 cr. hr.)

ICC 353: Linguistics for Language Teachers

(O) Introduction to theoretical and descriptive linguistics for Romance languages: phonetics and phonology, morphology, semantics, syntax and pragmatics. Also listed as FRE/SPA 353. (3 cr. hr.) ■

ICC 523: Integrating Technology in the Foreign Language Classroom

(C) Focus on learning how to use communications technologies and develop related foreign language materials with an emphasis on pedagogically sound integration of these technologies and materials in the foreign language curriculum. Technologies to be explored include: presentation software, interactive multimedia, the World Wide Web and real-time communication. Prerequisite: Graduate status or consent of department. (3 cr. hr.)

Related Education Courses

AED 323: Seminar for Field Observation

(C) Seminar for field observation in adolescence education (French and Spanish). Seminar-based course to provide a variety of field experiences for preservice teachers. Observations and field reports from secondary classroom experiences required. S, U grades are assigned. Prerequisites: Admission to the adolescence education program and grade point average consistent with "good standing" status — not below 2.5. (1 cr. hr.)

AED 391: Introduction to Adolescence Education

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

AED 437: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I

(A) Methods of teaching foreign language at the middle/junior high and high school levels through discussion, demonstrations, lectures and peer teaching. Must be taken concurrently with AED 438. Prerequisites: PSY 101 and 232 or 332, PSY 331 or 432, AED 323 and 391. Twenty-four hours of study in the language at 300 level or above. Student must receive a grade of B or better in this course as one requirement of eligibility for student teaching. (3 cr. hr.)

AED 438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools II

(A) Methods of teaching foreign language at the middle/junior high and high school levels through discussion, demonstrations, lectures, and peer teaching. Must be taken concurrently with AED 437. Prerequisites: PSY 101 and 232 or 332, PSY 331 or 432, AED 323 and 391. Twenty-four hours of study in the language at 300 level or above. Student must receive a grade of B or better in this course as one requirement of eligibility for student teaching. (3 cr. hr.)

AED 439: Student Teaching: Adolescence Education – Foreign Languages

(A) Prerequisites: AED 437 and 438. Twenty-four hours of study in the language at 300 level or above. Consent of department based on language proficiency. See major department for eligibility criteria. S, U grades are assigned. (14 cr. hr.)

EDU 471: Foundations of Modern Education

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

LIT 449: Literacy in the Middle and Secondary School

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

American Sign Language Courses**ASL 101: Beginning American Sign Language I**

(B) Introduction to the study of American Sign Language (ASL), including grammar and syntax, basic vocabulary and appropriate protocol when using the language. Emphasis on developing communication strategies in ASL and on the configuration and culture of the deaf community. (3 cr. hr.)

ASL 102: Beginning American Sign Language II

(B) Continuation of work begun in ASL 101. Prerequisite: ASL 101. (3 cr. hr.)

ASL 201: Intermediate American Sign Language I

(B) Continued development of the skills of listening, reading, speaking and writing with emphasis on developing communicative strategies at the intermediate level. Expanding cultural knowledge of the deaf. Prerequisite: ASL 102. (3 cr. hr.)

ASL 202: Intermediate American Sign Language II

(B) Continuation of work undertaken in Intermediate Sign Language I. Prerequisite: ASL 201. (3 cr. hr.)

Arabic Courses**ARA 101: Beginning Arabic I**

(F) Introduction to the skills of listening, reading, speaking and writing, with exposure to Arabic culture and peoples. Emphasis on developing communicative strategies in Arabic. (3 cr. hr.)

ARA 102: Beginning Arabic II

(S) Continuation of work begun in ARA 101. Emphasis on developing communicative strategies in Arabic. Prerequisite: ARA 101 or equivalent. (3 cr. hr.)

ARA 201: Intermediate Arabic I

(F) Continued language skill development, with emphasis on developing communicative ability at the intermediate level, and expanding sophistication of expression and cultural knowledge. Pre-requisite: ARA 102 or equivalent. (3 cr. hr.)

Chinese Courses**CHI 101: Beginning Chinese I**

(F) Introduction to the skills of listening, reading, speaking and writing, with exposure to Chinese culture. Emphasis on developing communicative strategies in Chinese. (3 cr. hr.) ■

CHI 102: Beginning Chinese II

(S) Continuation of work begun in CHI 101. Prerequisite: CHI 101. (3 cr. hr.) ■

CHI 201: Intermediate Chinese I

(F) Continued development of the skills of listening, reading, speaking and writing with emphasis on developing communicative strategies at the second-year level. Expanding cultural knowledge. Prerequisite: CHI 102 or equivalent. (3 cr. hr.) ■

CHI 202: Intermediate Chinese II

(S) Continuation of work undertaken in Intermediate Chinese I. Prerequisite: CHI 201 or equivalent. (3 cr. hr.) ■

English as a Second Language Courses**ESL 101: English as a Second Language I**

(B) Introduction for non-native English speakers designed to further develop and strengthen academic English skills including listening, speaking, reading, writing and study skills. Prerequisite: Consent of department. (3 cr. hr.)

ESL 102: English as a Second Language II

(B) Continuation of work done in ESL 101. Prerequisite: ESL 101. (3 cr. hr.)

ESL 300: Theoretical Foundations of Teaching English as a Second Language

(B) A survey of the theoretical foundations of current trends in the teaching of English as a Second Language (ESL). While the practical concerns of the ESL professional are addressed, emphasis is on the role of theories of English language learning and teaching in informing practice. (3 cr. hr.) ■

ESL 301: Methods of Teaching English as a Second Language

(B) Methods of teaching, reading, writing, speaking and communicating in English as a Second Language (ESL). Application of theories of second language acquisition and pedagogy to the teaching of ESL. ESL majors should take this course first before enrolling in ESL courses at the 400 level. Prerequisite: ESL 300. (3 cr. hr.)

ESL 302: Applied Linguistics for Teachers of English as a Second Language

(C) Introduction to some of the major areas within applied linguistics, e.g., morphology, syntax, phonology, register variation, focusing on pedagogical implications in the field of Teaching English as a Second Language. (3 cr. hr.)

ESL 400: Teaching Reading in the Second Language Classroom

(B) Provides a theoretical and practical grasp of several current views of first and second language reading; investigates diagnostic techniques which can be used to identify strategies of non-native readers, examines materials, teaching methods, and testing procedures used in foreign language and English as a Second Language (ESL) classrooms. Prerequisites: ESL 300 and 301. (3 cr. hr.) ■

ESL 401: Teaching Writing in the Second Language Classroom

(B) Provides a theoretical and practical grasp of several current views of first and second language writing; investigates diagnostic techniques which can be used to identify strategies of non-native writers, examines materials, teaching methods, and testing procedures used in foreign language and English as a Second Language (ESL) classrooms. Prerequisites: ESL 300 and 301. (3 cr. hr.) ■

ESL 402: Teaching English as a Second Language in the Content Area

(B) Materials and techniques for the teaching of English as a Second Language (ESL) through content areas such as math, social studies and science. Application of theories of second language acquisition and pedagogy to teaching ESL in these areas. Prerequisites: ESL 300 and 301. (3 cr. hr.)

ESL 403: Second Language Testing and Assessment

(B) Provides a theoretical and practical understanding of current views of second language testing; investigates the various forms of testing and assessment in general, as well as in each of the four skill areas: reading, writing, listening and speaking. Prerequisites: ESL 300 and 301. (3 cr. hr.) ■

Foreign Literature in English Translation

Note: The courses listed below do not require knowledge of a foreign language.

FLT 299: Foreign Literature In Translation

(O) Analysis of selected foreign-language literature in English translation. May be repeated as subtitle changes. Prerequisite: CPN 100 or 102. (3 cr. hr.) ■

FLT 493: Foreign Films in Translation

(O) Analysis of translated texts of 12 films. Critical works on these films, subsequent viewing of films. Subtitles vary. Also listed as CIN 493. (3 cr. hr.) ■

French Courses**FRE 101: Beginning French I**

(A) Introduction to the skills of listening, reading, speaking and writing, with exposure to French and Francophone culture. Emphasis on developing communicative strategies in French. (3 cr. hr.) ■

FRE 102: Beginning French II

(A) Continuation of work begun in FRE 101. Prerequisite: FRE 101 (3 cr. hr.) ■

FRE 129, 229, 329, 429, 529: Special Topics in French

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

FRE 201: Intermediate French I

(A) Continued development of the skills of listening, reading, speaking and writing with emphasis on developing communicative strategies at the intermediate level. Expanding cultural knowledge with exposure to literature. Prerequisite: FRE 102. (3 cr. hr.) ■

FRE 202: Intermediate French II

(A) Continuation of work undertaken at the intermediate level in FRE 201. Prerequisite: FRE 201. (3 cr. hr.) ■

FRE 305: French Conversation and Composition

(C) Development of increasing listening, speaking, reading and writing ability in French through conversational activities and role-playing. Acquisition of survival skills, tools for expressing opinions and emotions, and expanded vocabulary. Grammar review based on individual needs apparent in student writings. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 307: French Through the Media

(C) Study of the changing image of French society as portrayed in a variety of media (films, the World Wide Web, television, the press). Emphasis on oral expression, listening comprehension and vocabulary expansion. Grammar review undertaken on an individual basis, through students' writing. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 309: Grammatical Structure of French

(C) Morphology, grammar and syntax of present-day French, oral and written. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 310: Pratique de la Lecture

(C) Techniques of close reading, including procedures used in *explication de texte*. Practice in written French through compositions and journal-writing. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 311: Francophone Literatures

(O) Novels, poetry and drama in French from Canada, Africa, the French Antilles, Vietnam, etc. (places other than continental France). Introduction to the study of genre using Francophone literature as texts. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 312: La Pratique de L'Écriture

(O) Extensive writing in French on a wide range of topics explored through a variety of sample texts including electronic resources such as online government documents, radio and television materials, and various other literary and nonliterary texts, both current and historical. Discussions and written assignments submitted and evaluated in French. Emphasis on clarity of expression; attention to various styles of writing (descriptive, expository, persuasive, narrative, etc.) Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 315: Introduction to French Literature I

(O) Survey of literary genres, representative works: medieval period to 1700. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 316: Introduction to French Literature II

(S) From 1700 to modern times. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 318: French Civilization

(C) Modern French society, culture. Readings, discussion in French. Subtitles specify emphasis on historical background or specific contemporary topics. May be repeated as subtitle changes. Prerequisite: FRE 202. (3 cr. hr.) ■

FRE 319: Francophone Civilization

(O) An exploration of Francophone civilization as it manifests itself in the Caribbean, Africa, North America, Southeast Asia, the Middle East and various French territorial possessions. Attention is given to historical reasons why the French language is present throughout the world, and extensive readings, often Internet-based, allow students to familiarize themselves with various Francophone cultures and analyze them comparatively. Readings and discussions are in French. Prerequisite: FRE 202. (3 cr. hr.)

FRE 320: French and Careers

(C) Development of technical language skills for effective communication in various fields, using authentic materials drawn from print and electronic media. Role playing and written assignments providing practice in everyday situations encountered in the tourism industry, translation and interpreting, the medical profession, banking, the business world. Prerequisites: FRE 202. (3 cr. hr.) ■

FRE 331: Practicum: Teaching Beginning French I

(O) Participation as supervised teaching assistant in all activities of Beginning French I; special responsibility for leading structured drills and conversation with small groups. Prerequisite: FRE 202. (2 cr. hr.)

FRE 332: Practicum: Teaching Beginning French II

(O) Participation as supervised teaching assistant in all activities of Beginning French II; special responsibility for leading structured drills and conversation with small groups. Prerequisite: FRE 202. (2 cr. hr.)

FRE 333: Practicum: Teaching Intermediate French I

(A) Participation as supervised teaching assistant in all activities of Intermediate French I; special responsibility for leading structured drills and conversation with small groups. Prerequisites: FRE 305, consent of instructor. (2 cr. hr.)

FRE 334: Practicum: Teaching Intermediate French II

(A) Participation as supervised teaching assistant in all activities of Intermediate French II; special responsibility for leading structured drills and conversation with small groups. Prerequisites: FRE 305, consent of instructor. (2 cr. hr.)

FRE 353: Linguistics for Language Teachers

(O) Introduction to theoretical and descriptive linguistics for Romance languages: phonetics and phonology, morphology, semantics, syntax and pragmatics. Also listed as ICC/SPA 353. (3 cr. hr.) ■

FRE 407: Commercial French

(O) Vocabulary and forms of French commercial usage. Enrolled students may register to take the exam for the *certificat* for proficiency in commercial French offered by the Chambre de Commerce et d'Industrie de Paris. Prerequisite: One 300-level French course, 305 or above. (3 cr. hr.) ■

FRE 413: French Literature of the Seventeenth Century

(O) Descartes, Corneille, Moliere, Racine, Pascal, La Rochefoucauld, according to subtitle. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 415: French Literature of the Eighteenth Century

(O) Literature of the Enlightenment. Voltaire, Rousseau, Montesquieu or Diderot; the Encyclopedists, La Nouvelle Héloïse, according to subtitle. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 417: Literature of the Nineteenth Century

(O) Romanticism, realism, symbolism, naturalism. Novel from 1815 to 1850, novel from 1850 to 1900, poetry of Romantic period, symbolist poetry, drama and opera after 1850, according to subtitle. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 419: Literature of the Twentieth Century

(O) Selected readings. Subtitles indicate area of study, which may be a genre, a period, a literary or philosophical movement, or a theme. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 423: Themes in Literature

(O) Themes as basis for study of several works or authors, e.g., women, love, society, revolution. For students with knowledge of French, although subject may be comparative in nature if indicated by subtitle. May be repeated as subtitle changes. Prerequisite: FRE 315 or 316. (3 cr. hr.) ■

FRE 499: Senior Seminar

(S) Drawing on broad background senior majors have acquired in French literature, civilization and language, the seminar promotes synthetic and analytic reflection on a specific theoretical topic, e.g. Francophone culture in the Western (or non-Western) world, recent French literary theory, literature in relation to the other arts. Substantial writing in French is required. Prerequisite: Senior standing. (3 cr. hr.) ■

FRE 503: Advanced Grammatical Structure of French

(O) Advanced work in French stylistics; special problems in morphology, grammar and syntax of present-day French, oral and written. (3 cr. hr.) ■

FRE 504: Teaching French Civilization

(O) France and the modern Francophone world. In-depth study of various aspects of French and Francophone civilization, with particular focus on the development and integration of materials for use in the public school classroom. (3 cr. hr.) ■

FRE 505: Techniques of Translating French

(O) Career-orientated translation training: film dubbing, simultaneous translation, commercial translation, etc. May be repeated as subtitle changes. (3 cr. hr.)

FRE 506: Teaching French Literature

(O) In-depth study of selected texts from French and Francophone literature, with particular focus on the development and integration of materials for use in the public school classroom. Prerequisites: Two literature courses at the 300 or 400 level. (3 cr. hr.) ■

FRE 515: Seminar in Literature

(O) Topics defined by subtitle. Knowledge of French required. Major texts read in French even when topic in comparative literature is presented. (3 cr. hr.) ■

FRE 517: Independent Study

(O) Individual supervised study. May be repeated; no more than six semester hours may be credited toward degree. Prerequisite: Two semesters of 300-level courses, consent of department. (1-3 cr. hr.)

German Courses**GER 101: Beginning German I**

(F) Introduction to the skills of listening, reading, speaking and writing, with exposure to German culture. Emphasis on developing communicative strategies in German. (3 cr. hr.) ■

GER 102: Beginning German II

(S) Continuation of work begun in GER 101. Prerequisite: GER 101 or equivalent. (3 cr. hr.) ■

GER 129, 229, 329, 429: Special Topics in German

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

GER 201: Intermediate German I

(F) Continued development of the skills of listening, reading, speaking and writing with emphasis on developing communicative strategies at the intermediate level. Expanding cultural knowledge with exposure to literature. Prerequisite: GER 102 or equivalent. (3 cr. hr.) ■

GER 202: Intermediate German II

(S) Continuation of work undertaken at the intermediate level in GER 201. Prerequisite: GER 201 or equivalent. (3 cr. hr.) ■

GER 517: Independent Study

(O) Individual supervised study. May be repeated; no more than six hours may be credited toward degree. Prerequisite: Two semesters of 300-level courses and consent of department. (2-3 cr. hr.)

Italian Courses**ITA 101: Beginning Italian I**

(F) Introduction to the skills of listening, reading, speaking and writing, with exposure to Italian culture. Emphasis on developing communicative ability in Italian. (3 cr. hr.)

ITA 102: Beginning Italian II

(S) Continued development of the skills of listening, reading, speaking and writing, with emphasis on developing communicative ability at the beginning level. Expansion of cultural knowledge. Prerequisite ITA 101 or equivalent. (3 cr. hr.)

ITA 201: Intermediate Italian I

(F) Continued language skill development, with emphasis on developing communicative ability at the intermediate level, and expanding sophistication of expression and cultural knowledge. Prerequisite: ITA 102 or equivalent. (3 cr. hr.)

ITA 202: Intermediate Italian II

(S) Conclusion of intermediate-level language study and skill development, with continued emphasis on developing intermediate-level communicative ability, while expanding sophistication of expression and cultural knowledge. Pre-requisite: ITA 201 or equivalent. (3 cr. hr.)

Spanish Courses**SPA 101: Beginning Spanish I**

(A) Introduction to the skills of listening, reading, speaking and writing, with exposure to Hispanic culture. Emphasis on developing communicative strategies in Spanish. (3 cr. hr.) ■

SPA 102: Beginning Spanish II

(A) Continuation of work begun in SPA 101. Prerequisite: SPA 101 or equivalent. (3 cr. hr.) ■

SPA 129, 229, 329, 429, 529: Special Topics in Spanish

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

SPA 201: Intermediate Spanish I

(A) Continued development of the skills of listening, reading, speaking, and writing, with emphasis on developing communicative strategies at the intermediate level. Expanding cultural knowledge with exposure to literature. Prerequisite: SPA 102 or equivalent. (3 cr. hr.) ■

SPA 202: Intermediate Spanish II

(A) Continuation of work undertaken at the intermediate level in SPA 201. Prerequisite: SPA 201 or equivalent. (3 cr. hr.) ■

SPA 301: Spanish Language Study in Mexico

(W) Study in Cuernavaca, Mexico, during the Winter Session. The course is designed for students who have completed the intermediate level of Spanish. Concentration on grammar, composition and comprehension. May be repeated once with special permission of department. Prerequisite: SPA 202, consent of department. (3 cr. hr.)

SPA 305: Spanish Conversation and Composition

(A) Oral, written Spanish beyond intermediate level. Prerequisite: SPA 202. (3 cr. hr.) ■

SPA 306: Advanced Spanish Conversation

(A) Advanced conversational practice, discussions, reports. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 307: Advanced Spanish Grammar

(A) Advanced course in syntax, composition: subtle nuances, exceptions, current idiomatic turns of the language, both oral and written. Prerequisite: SPA 202. (3 cr. hr.) ■

SPA 308: Advanced Spanish Composition

(A) Written Spanish beyond intermediate level. Emphasis on advanced structure, idiomatic expressions by means of original composition. Prerequisite: SPA 305 or semester in Spain. (3 cr. hr.) ■

SPA 313: Survey of Spanish-American Literature

(O) From colonial times to the present. Readings, writing, discussion of principal authors, works. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 315: Survey of Spanish Literature

(O) Representative works from medieval period to the present. Readings, writings, discussions, reports. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 317: Literary Types in Spanish

(O) Introduction to analysis of literature by studying various genres (prose, poetry, drama) according to subtitle. May be repeated as subtitle changes. Prerequisite: SPA 202. (3 cr. hr.) ■

SPA 318: Spanish Peninsular Civilization

(B) Extensive readings on social, historical, literary, economic development in Spain. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 319: Latin American Civilization

(B) Extensive readings on social, historical, literary, economic development in Latin America. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 320: Spanish for the Professions

(C) Basic course for the acquisition of technical language skills for effective communication in everyday situations related to the practice of law enforcement, education, social work, health care and welfare. Prerequisite: SPA 305. (3 cr. hr.) ■

SPA 330: Música de la España Contemporánea

(O) Overview of contemporary Spanish society through study of various genres of popular music: cantautor, flamenco, new wave, heavy metal, fusion. Prerequisite SPA 305. (3 cr. hr.) ■

SPA 353: Linguistics for Language Teachers

(O) Introduction to theoretical and descriptive linguistics for Romance languages: phonetics and phonology, morphology, semantics, syntax and pragmatics. Also listed as FRE/ICC 353. (3 cr. hr.) ■

SPA 355: Spanish Pronunciation and Phonetics

(O) Detailed study of a standard Spanish sound system and dialectal differences among Spanish-speaking countries. Practice and investigation of Spanish sounds in context. (3 cr. hr.) ■

SPA 411: The Golden Age of Spanish Literature I

(O) Extensive readings in literature of 16th century; Renaissance poetry, prose or theatre according to subtitle. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 417: Spanish Literature of the Nineteenth Century

(O) Nineteenth century: Romanticism; Realism; Naturalism. Subtitles indicate period to be studied. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 419: Literature of Twentieth Century Spain

(O) Subtitles indicate topics: the generation of '98; drama; prose; poetry. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 421: Spanish Literature of the Medieval Period

(O) Middle Ages prose, lyric and narrative poetry, according to subtitle. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 422: Spanish-American Literature

(O) Subtitles indicate topics: novel, short fiction, drama, poetry, la novela del dictador, women in literature or other titles may be offered. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 423: Themes in Literature

(O) Recurring themes appearing in works of one or several authors. Knowledge of Spanish necessary although subject studied may be compared with other literatures in translation. May be repeated as subtitle changes. Prerequisite: SPA 308. (3 cr. hr.) ■

SPA 503: The Grammatical Structure of Spanish

(O) Phonology, morphology, syntax of present day standard Spanish. Prerequisite: SPA 306. (3 cr. hr.) ■

SPA 517: Independent Study

(O) Individual supervised study. May be repeated; no more than six credit hours may be credited toward degree. Prerequisite: Two semesters of 300-level courses. (1-3 cr. hr.)

International Studies

INTERDISCIPLINARY PROGRAM

Cornish Hall, Room D-317
(607) 753-2308
E-mail: steadmans@cortland.edu
www.cortland.edu/istudies/

SCHOOL

Arts and Sciences

FACULTY

Sharon R. Steadman (Coordinator)

PROGRAMS OFFERED

Bachelor of Arts in International Studies

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

MAJORS OFFERED

International Studies

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

CONCENTRATIONS OFFERED

Area Concentrations: Africa, Asia and Pacific Basin, Europe, Latin America

Disciplinary Concentrations: Culture and Globalism, Geography, Global Economic Systems, Global Political Systems, Historical Development, International Health, Women's Studies

MINORS OFFERED

International Studies

DESCRIPTION

The international studies (IST) major is a unique global studies approach to understanding the international world in the context of a liberal arts education. The interdisciplinary nature of the major provides students with knowledge of the historic and contemporary development of the international system as well as the opportunity to choose the direction of their study of particular aspects of the global social, economic and political structure from disciplinary or geographical vantage points.

Students also complete the IST major with a strong foreign language background, enabling them to begin careers in the international world immediately upon graduation.

SPECIAL FEATURES

- Wide-ranging study-abroad opportunities
- Opportunities for internship experience
- Independent study and collaborative research with faculty members
- Involvement in the *NeoVox* international Internet news magazine

CAREER POTENTIAL

- International business positions
- International law practice
- World Bank positions
- United Nations translators/posts
- World Trade Organization posts
- U.S. government/State Department positions
- Non-Government corporation and organization positions

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 90 credit hours

The IST major's 36 credit hours comprise a set of five core courses and a seven-course concentration chosen from the list below. The core courses orient the student to the historical processes and contemporary economic issues of the modern international system. The concentration may be geographical in nature, or be focused within a particular discipline. Alternatively, the student may choose an individualized concentration which will be interdisciplinary in nature, with course work defined by a conceptual theme or problem, or with a geographical focus not presently offered. The individualized concentration may be drawn from throughout the College's course offerings.

Note: some courses in concentrations may have prerequisites not listed.

Waivers of requirements and approval for substitution of courses may be granted only by the coordinator with the approval of the associate dean. Courses taken in a concentration may not count for a minor in the same field (e.g., a Latin American concentration cannot be combined with a Latin American minor). In order to satisfy major requirements, students may take topic courses offered in individual departments, arrange for an independent study, or complete up to six credit hours of an internship (CPV 400), with approval of the advisor, the international studies coordinator and the associate dean.

Students majoring in international studies are required to demonstrate additional foreign language proficiency beyond the regular College language requirement. The IST language requirement may be fulfilled in one of the following ways:

- A. Successfully completing 12 hours of course work in a foreign language at the 300-level or above.
- B. Successfully completing one semester of study abroad in the target language; course work or other programs of study must be in the target language. Courses or other study conducted in English will not be accepted in fulfillment of this requirement.
- C. Satisfying the College foreign language requirement (i.e. 13 credit hours or its equivalent) in a second foreign language. Students whose native language is not English may be exempt from the language proficiency requirement.
- D. Earning a rating of Intermediate High on the American Council of Teachers of Foreign Language/Educational Testing Service academic scale, as determined by an oral interview with a qualified tester. Students should contact the International Communications and Culture Department for additional details.

INTERNATIONAL STUDIES CORE COURSES

- IST 200: Introduction to International Studies: The Making of the International System
- IST 210: Introduction to International Studies: The Making of the Modern World
- IST 400: Seminar: Themes in International Studies
- HIS 101: The World since 1500
- ECO 105: Political Economy and Social Thought

Major in International Studies with an area concentration in Africa [IST/AFRI]

Provides an understanding of how African peoples and cultures have been affected, over time, by contacts with a much wider world.

- A. Required Courses: IST Core: 15 credit hours
- B. History and culture elective courses: Nine credit hours chosen from the following:
 - ANT 304: Peoples of Africa
 - CIN 260: Geography and Film
 - FRE 311: Francophone Literatures
 - FRE 319: Francophone Civilization
 - GRY 485: Africa, South of the Sahara
 - HIS 225: Introduction to Africa
 - HIS 321: Africa, Human Origins to 1800
 - HIS 322: Modern Africa, 1800-Present
- C. Politics and economy elective courses: Nine credit hours chosen from the following:
 - ECO 304: Comparative Economic Systems
 - ECO 311: Economic Development
 - ECO 441: International Trade
 - GRY 240: Economic Geography
 - POL 290: Introduction to African Politics and Society
 - POL 362: Politics of Developing Nation States
- D. Elective Course: Choose one course from those listed above or from the general College curriculum with approval of advisor.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with an area concentration in Asia and Pacific Basin [IST/ASIA]

Provides a broad understanding of the diverse societies and peoples of Asia, which constitute more than half of the world's population.

- A. Required Courses: IST Core: 15 credit hours
- B. History and culture elective courses: Nine credit hours chosen from the following:
 - ANT 310: Peoples of South and Southeast Asia
 - ANT 311: Peoples of East Asia
 - ANT 312: Peoples of the Middle East
 - ANT 330: Religions of Asia
 - AST 200: Introduction to Asia
 - HIS 383: Chinese Civilization
 - HIS 384: Modern China
 - HIS 385: History of Japan
 - HIS 386: Modern Pacific Asia
- C. Politics and economy elective courses: Nine credit hours chosen from the following:
 - ANT 315: Development Anthropology
 - ANT 322: Sociocultural Study of AIDS
 - ECO 304: Comparative Economic Systems
 - ECO 311: Economic Development
 - ECO 313: Economic Development of Asia
 - ECO 441: International Trade
 - POL 262: Comparative Politics: Asia
 - POL 362: Politics of Developing Nation States
 - POL 454: International Politics in Asia
 - POL 456: International Politics in the Middle East
- D. Elective Course: Choose one course from those listed above or from the general College curriculum with approval of advisor.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with an area concentration in Europe [IST/EURO]

Provides a broad understanding of the forces that have made modern Europe and are shaping its culture, its people and its politics in the post-Cold War era.

- A. Required Courses: IST Core: 15 credit hours
- B. Art, language and culture courses: Three credit hours chosen from the following:
 ATH 122: Art in the Modern World
 ATH 344: Renaissance, Mannerism, Baroque
 ATH 355: Rococo Through Impressionism
 ATH 357: Modern Art
 CIN 251: History and Film
 ENG 220: Introduction to Western Literature I
 ENG 221: Introduction to Western Literature II
 ENG 355: Major Figures in British Literature to 1780
 ENG 445: The English Novel to 1900
 ENG 446: The Victorian Age
 ENG 471: The Modern English Novel
 FRE 318: French Civilization
 FRE 319: Francophone Civilization
 SPA 318: Spanish Peninsular Civilization
 A course in German, French or Spanish Literature, e.g.,
 FRE 419, SPA 419, to be chosen in consultation with the student's advisor.
- C. Economics, geography and political science elective courses: Six credit hours chosen from the following:
 ECO 304: Comparative Economic Systems
 ECO 441: International Trade
 GRY 484: Geography of Europe
 PHI 272: Utopias
 POL 250: International Relations
 POL 260: Comparative Politics: Europe
 POL 461: Europe Today: People and Politics
- D. History: European survey elective courses: Three credit hours chosen from the following:
 HIS 111: Western Civilization since 1715
 HIS 348: Europe Since 1914
- E. History: Topical focus elective course: Three credit hours chosen from the following:
 HIS 318: History of Women in Modern Europe
 HIS 333: Russia, 850-1894
 HIS 334: Russia Since 1894
 HIS 347: Modern Europe: The French Revolution to World War I
 HIS 348: Europe Since 1914
 HIS 441: Britain Since 1688
 HIS 445: France, 1800-1945
 HIS 460: The Holocaust
 HIS 465: The Soviet Union
- F. Elective Course: Choose one course from those listed above, or from the general College curriculum with approval of advisor.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with an area concentration in Latin America [IST/LAT]

Through study of the culture, economic systems and political science of this area students gain exposure to a major player in the international scene, as well as regions within the United States.

- A. Required Courses: IST Core: 15 credit hours
- B. History and culture elective courses: Nine credit hours chosen from the following:
 ANT 314: Peoples of Latin America
 FLT 399: Foreign Literature in Translation
 HIS 325: Colonial Latin America
 HIS 326: Modern Latin America
 SPA 313: Survey of Spanish-American Literature
 SPA 319: Latin American Civilization
 SPA 422: Spanish-American Literature
 SPA 423: Themes in Literature
- C. Politics and economy elective courses: Nine credit hours from the following:
 ANT 315: Development Anthropology
 ECO 304: Comparative Economic Systems
 ECO 311: Economic Development
 ECO 312: Economic Development in Latin America
 ECO 441: International Trade
 GRY 482: Central America and the Caribbean
 POL 264: Comparative Politics: Latin America
 POL 362: Politics of Developing Nation States
 POL 455: International Politics in Latin America
- D. Elective Course: Choose one course from those listed above or from the general College curriculum with approval of advisor.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Culture and Globalism [IST/CGLO]

Students gain insight into the cultural institutions of global cultures in preparation to encounter the global issues facing present-day indigenous and migrant populations.

- A. Required Courses: IST Core: 15 credit hours
- B. Development, diversity and discrimination elective courses: Nine credit hours chosen from the following:
 ANT 230: Prejudice and Discrimination
 ANT 315: Development Anthropology
 ANT 322: Sociocultural Study of AIDS
 ANT 352: U.S. Ethnic Identity and Conflict
 ANT 404: Applied Anthropology
 ANT 406: Contact and Culture Change
 ANT 492: Anthropological Theory
 ECO 311: Economic Development
 GRY 240: Economic Geography
 GRY 470: Resource Geography
 PHI 271: Philosophy of Human Nature
 POL 450: International Law

- C. Culture and ethnic studies elective courses: Six credit hours chosen from the following:
 ANT 302: Native American Ethnology
 ANT 304: Peoples of Africa
 ANT 310: Peoples of South and Southeast Asia
 ANT 311: Peoples of East Asia
 ANT 312: Peoples of the Middle East
 ANT 314: Peoples of Latin America
 HIS 385: History of Japan
 HIS 386: Modern Pacific Asia
- D. Elective Courses: Six credit hours chosen from the following:
 ANT 234: Anthropology of Gender
 ANT 300: Human Evolution and Survival
 ANT 306: Folk Societies and Lifestyles
 ANT 350: Language in Society and Culture
 ANT 493: Anthropological Methods
 ECO 304: Comparative Economic Systems
 GRY 370: Will the World Provide?
 PHI 320: Environmental Ethics
 POL 250: International Relations
 POL 362: Politics of Developing Nations

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Global Economic Systems [IST/GES]

Students will gain a strong background in economic theory and a clear understanding of key economic trends, issues and policies as they relate to globalization and the changing world economy.

- A. Required Courses: IST Core: 15 credit hours
- B. Elective Courses: Three credit hours chosen from the following:
 ECO 110: Principles of Macroeconomics
 ECO 111: Principles of Microeconomics
- C. Public policy and global economy elective courses: Six credit hours chosen from the following:
 ECO 300: Macroeconomic Theory
 ECO 325: Political Economy of Women
 ECO 326: Political Economy of Race and Class
 ECO 335: Resource and Environmental Economics
 ECO 383: Labor Economics
- D. Development and international political economy elective courses: Nine credit hours chosen from the following:
 ANT 315: Development Anthropology
 ECO 304: Comparative Economic Systems
 ECO 306: Comparative Approaches in Political Economy
 ECO 311: Economic Development
 ECO 312: Economic Development of Latin America
 ECO 313: Economic Development of Asia
 ECO 441: International Trade
 ECO 443: International Finance
 POL 362: Politics of Developing Nations
 POL 441: Comparative Public Policy
- E. Elective Course: Three credit hours chosen from the following:
 ECO 301: Economics of the Firm
 ECO 307: Marxian Economics
 Additionally, you may select from courses not taken in categories C and D.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Geography [IST/GRY]

Students will gain an appreciation of global cultural, social and political patterns from a geographic perspective, as well as understand the associated interdependence of human and environmental factors.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Courses: Three credit hours:
 GRY 125: Human Geography and Global Development
- C. Geography and development elective courses: 15 credit hours chosen from the following:
 ECO 311: Economic Development
 GRY 120: Cultural Geography
 GRY 215: Geography of Travel and Tourism
 GRY 240: Economic Geography
 GRY 270: Political Geography
 GRY 315: Ecotourism
 GRY 370: Will the World Provide?
 GRY 415: Tourism Planning and Development
 GRY 470: Resource Geography (when applicable)
 GRY 482: Central America and the Caribbean
 GRY 484: Geography of Europe
 GRY 485: Africa, South of the Sahara
- D. Regional concentration elective course: Three credit hours chosen from the following:
 ANT 310: Peoples of South and Southeast Asia
 ANT 311: Peoples of East Asia
 GRY 482: Central America and the Caribbean
 GRY 484: Geography of Europe
 GRY 485: Africa, South of the Sahara

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Historical Development [IST/HDEV]

Focusing on the last 500 years, this concentration traces the historical basis of the modern world system and then allows students to focus on particular regions and historical topics.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Course: Three credit hours:
 HIS 100: The World to 1500 *or*
 HIS 111: Western Civilization since 1715
- C. Non-western history elective courses: Nine credit hours chosen from the following:
 HIS 321: Africa, Human Origins to 1800
 HIS 322: Modern Africa, 1800-Present
 HIS 325: Colonial Latin America
 HIS 326: Modern Latin America
 HIS 384: Modern China
 HIS 385: History of Japan
 HIS 386: Modern Pacific Asia
 HIS 430: The Vietnam War
 HIS 435: East Asian-American Relations
 HIS 461: Modern Israel and the Arab-Israeli Conflict
 HIS 530: Issues in African-American History
 HIS 533: Issues in Asian History
 POL 362: Politics in Developing Nations

D. European history elective courses: Nine credit hours chosen from the following:

- HIS 318: The History of Women in Modern Europe
- HIS 333: Modern Russia, 850-1894
- HIS 334: Russia, since 1894
- HIS 346: Renaissance and Reformation
- HIS 348: Europe since 1914
- HIS 363: Jews in the Modern World, 1789-1948
- HIS 441: Britain since 1688
- HIS 443: Ireland since 1660
- HIS 445: France, 1800-1945
- HIS 460: The Holocaust
- HIS 465: The Soviet Union, 1917-1953
- HIS 532: Europe Since 1900 for Teachers
- POL 260: Comparative Politics: Europe

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in International Health [IST/IHLH]

Prepares the individual for an entry level position with international agencies that deal with international health, nutrition, development and relief issues.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Courses: Nine credit hours:
 - HLH 111: International Health and Culture
 - HLH 203: Community Health
 - HLH 220: Safety Education and Emergency Response
- C. Health and environment elective courses: Six credit hours chosen from the following:
 - ECO 335: Resource and Environmental Economics
 - ENS 292: Land Use and Planning
 - EST 100: Introduction to Environmental Studies
 - HLH 390: Environmental Health and Ecology
 - HLH 392: Environmental Pollutants and Toxicology
 - PHI 320: Environmental Ethics
 - SOC 340: Environmental Sociology
- D. Nutrition and the community elective courses: Six credit hours chosen from the following:
 - ANT 322: Sociocultural Study of AIDS
 - HLH 201: Health Problems of the Underserved
 - HLH 323: Foods and Nutrition
 - HLH 360: Health Administration and Planning
 - HLH 391: Epidemiology and Biostatistics

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Global Political Systems [IST/GPS]

Students gain an understanding of both the political life of areas of the world such as Latin America, Europe and Africa but also to the dynamics of international politics.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Courses: Nine credit hours:
 - POL 101: Introduction to World Politics
 - POL 250: International Relations
 - POL 362: Politics of Developing Nation States

C. Comparative politics elective courses: Six credit hours chosen from the following:

- ECO 304: Comparative Economic Systems
- ECO 306: Comparative Approaches in Political Economy
- ECO 311: Economic Development
- POL 160: Model European Union
- POL 260: Comparative Politics: Europe
- POL 262: Comparative Politics: Asia
- POL 264: Comparative Politics: Latin America
- POL 290: Introduction to African Politics and Society

D. International politics and theory elective courses: Six credit hours chosen from the following:

- ECO 326: Political Economy of Race and Class
- GRY 270: Political Geography
- HIS 402: Latin American – U.S. Relations
- POL 376: Asian Political Thought
- POL 441: Comparative Public Policy
- POL 450: International Law
- POL 454: International Politics in Asia
- POL 455: International Politics in Latin America
- POL 456: International Politics in the Middle East
- POL 461: Europe Today: People and Politics

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in International Studies with a disciplinary concentration in Women's Studies [IST/WST]

Students gain an expertise in global women's issues through exposure to topics concerning women's roles and status in domestic and international societies in both historical and contemporary contexts.

- A. Required Courses: IST Core: 15 credit hours
- B. Required Courses: Six credit hours:
 - WST 100: Approaches to Women's Studies
 - WST 400: Colloquium in Women's Studies
- C. Topical studies elective courses: Nine credit hours chosen from the following:
 - ANT 234: Anthropology of Gender
 - ANT 322: Sociocultural Study of AIDS
 - ECO 325: Political Economy of Women
 - HLH 550: Women's Health
 - HIS 318: The History of Women in Modern Europe
 - PHI 380: Feminist Social Thought
 - PSY/CIN/AAS 210: Race and Gender Role Stereotypes
 - PSY 330: Psychology of Gender Roles
 - SOC 355: Gender and the Life Course

D. Elective Courses: Six credit hours chosen from the following: Six credit hours chosen in consultation with student's advisor from courses in any of the following fields: anthropology, economics, health, history, political science. These courses should relate directly to the area of international/women's studies the student intends to pursue.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual Major in Adolescence Education: Social Studies and International Studies (7-12) [SST and IST]

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

- A. Requirements for the international studies major (see above)
- B. Professional Preparation: 44-68 credit hours
(Including additional social science courses)
- HLH 199: Critical School Health Issues
 - PSY 101: General Psychology I
 - PSY 232: Adolescent Psychology *or*
 - PSY 332: Educational Psychology
 - ECO 105: Political Economy and Social Thought
 - GRY 425: Geography in the Classroom *or*
 - GRY 482: Central America and the Caribbean *or*
 - GRY 484: Geography of Europe *or*
 - GRY 486: Monsoon Asia
 - GRY 480: United States *or*
 - GRY 481: Geography of New York State
 - POL 100: Introduction to American Government and Politics
 - HIS 100: The World to 1500 *and*
 - HIS 101: The World since 1500 *or*
 - HIS 110: Western Civilization to 1715 *and*
 - HIS 111: Western Civilization since 1715
 - HIS 200: The United States to 1877 *and*
 - HIS 201: The United States from 1877 *and*
- Three additional hours of history at the 300 level or above
- AED 310: Grammar and the Writing Process *or*
 - LIT 449: Literacy in the Middle and Secondary School *or*
 - LIT 549: Literacy in the Middle and Secondary School
 - SHH 300: Normal Language Development *or*
 - PSY 350: Psychology of Language
- C. Professional Sequence: Junior year, four credit hours
- AED 391: Introduction to Adolescence Education
- Fall semester only. A 25-hour field requirement is attached to this course.
- AED 300: Introduction to Secondary Social Studies
- Spring semester only. A 35-hour field requirement is attached to this course. Requires acceptance into the adolescence education: social studies (SST) major.
- D. Professional Sequence: Senior year, 21 credit hours*
- AED 301: Pre-practice Teaching Seminar
- Fall semester only. A 40-hour field requirement is attached to this course and must be completed in the preceding spring semester.
- Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.
- AED 400: Student Teaching I
 - AED 401: Student Teaching II
 - AED 402: Student Teaching Seminar

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in International Studies [IST]

- A. Required courses: Nine credit hours:
- IST 200: Introduction to International Studies: The Making of the International System
 - IST 210: Introduction to International Studies: The Making of the Modern World
 - IST 400: Seminar: Themes in International Studies
- B. Elective Courses: Nine credit hours:
- Foreign language beyond the 202 level: 3 credit hours
 - Electives in either an area or a disciplinary concentration: Six credit hours

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Example of the B.A. in International Studies over four years

First Year	Second Year
<p><i>Fall</i></p> <p>IST 200 ECO 105 (GE 1) Foreign language CPN 100 or 102 GE course COR 101</p> <p>Total credit hours: 16-17</p> <p><i>Spring</i></p> <p>IST 210 CPN 101 or 103 HIS 101 (GE 5) Foreign language GE course</p> <p>Total credit hours: 15 -16</p>	<p><i>Fall</i></p> <p>Foreign language IST concentration GE course GE course Quantitative Skills Elective</p> <p>Total credit hours: 18</p> <p><i>Spring</i></p> <p>Foreign language IST concentration GE course GE course GE course</p> <p>Total credit hours: 15</p>
Third Year	Fourth Year
<p><i>Fall</i></p> <p>IST concentration IST concentration Foreign language/Elective Elective Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>Study Abroad</p> <p>Total credit hours: 15</p>	<p><i>Fall</i></p> <p>IST concentration IST concentration Foreign language/Elective Elective Elective</p> <p>Total credit hours: 15</p> <p><i>Spring</i></p> <p>IST 400 IST concentration Foreign language/Elective Elective Elective</p> <p>Total credit hours: 15</p>

International Studies

COURSE DESCRIPTIONS

IST 100: Culture through Film

(B) Introduction to film as an art form and to the basic narrative and stylistic aspects of film; study of film as a medium of cultural representation and expression; exploration of current and historical global themes and issues through screening, study and discussion of course films. Two lectures, one laboratory. (3 cr. hr.) ■

IST 200: Introduction to International Studies: The Making of the International System

(F) Key ideas, themes and selected topics are examined and analyzed related to the historical development of the modern international system. Focus on the social, political and economic processes which combined to create the modern international system 1600-1900. Consideration of the historical bases of contemporary problems such as international inequality, role of the West in contributing to underdevelopment, international competition, war. (3 cr. hr.) ■

IST 129, 229, 329, 429, 529: Special Topics in International Studies

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

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

(S) Emphasis is on the historical processes that have in the 20th century created the modern international system. Focus on major historical, political, economic and social developments. Special emphasis on problems of development and underdevelopment, theories of development, key areas of the world, and selected world problems. IST majors are encouraged to take IST 200 first, when possible. (3 cr. hr.) ■

IST 300: Global Journalism

(A) Introduction to using Internet resources for research and writing of articles to be published in *NeoVox* and other Internet locations. Instruction in constructing Web pages and Internet journalism. Prerequisite: CPN 101 or 103. (4 cr. hr.) ■

IST 310: Independent Study: Selected Topics

(O) Independent study in selected topics in international studies. (1-3 cr. hr.)

IST 400: Seminar: Themes in International Studies

(C) Culminating seminar for international studies majors; particular theme of theoretical and contemporary importance (e.g., world hunger, economic inequalities, state-building and its effects, North-South relationships) addressed. Readings and discussions will reflect various concentrations within international studies program. Seminar will stress multidisciplinary team approaches to major global problems. Prerequisite: Consent of international studies coordinator. (3 cr. hr.) ■

Related Education Courses

AED 300: Introduction to Secondary Social Studies

(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Open only to junior SST majors meeting all departmental requirements. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar

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

AED 391: Introduction to Adolescence Education

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

AED 400: Student Teaching I: Adolescence Education Social Studies

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

AED 401: Student Teaching II: Adolescence Education Social Studies

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

AED 402: Student Teaching Seminar

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

Jewish Studies

INTERDISCIPLINARY MINOR

Old Main, Room 207

(607) 753-4807

E-mail: steckh@cortland.edu

www.cortland.edu/mcgs/jspage.htm

SCHOOL

Arts and Sciences

FACULTY

Ellen Newman and Henry Steck (Co-coordinators)
Sanford Gutman (Academic Co-coordinator)

MINOR OFFERED

Jewish Studies

DESCRIPTION

The Jewish studies minor is an interdisciplinary program focusing on the study of the Jewish people — their religion, history, literature and culture. The program seeks to enhance the student's understanding of the Jewish people and the variety of their cultural experiences while also furthering the College's mission to study and combat prejudice and discrimination. The minor is designed to complement a number of academic majors. Administration and advisement for this program are conducted by the Jewish Studies Committee of the Center for Multicultural and Gender Studies.

SPECIAL FEATURES

- Overseas program in Israel

Minor in Jewish Studies [JST]

The minor in Jewish studies consists of 18 hours: nine hours in required courses and nine hours of electives. Relevant special topics courses in some departments may also be acceptable in addition to the specified courses below. With advisement from a Cortland Jewish studies advisor, students may complete all or part of the minor in an accredited summer, semester, or year academic program in Israel.

CAREER POTENTIAL

- Jewish educator
- Jewish community relations
- Community outreach work
- Multicultural affairs

A. Required Courses: Nine credit hours

JST 140: Basic Judaism

JST/HIS 361: Jews in the Ancient World

JST/HIS 363: Jews in the Modern World

B. Other: Nine hours from among the following. No more than six may be taken in history.

ANT 312: Peoples of the Middle East

JST/ENG 250: Introduction to Jewish Authors

JST 329: Special topics

JST 360: Directed Study

JST/HIS 362: Jews in the Middle Ages

JST/HIS 460: The Holocaust

JST/HIS 461: Modern Israel and the Arab-Israel Conflict

POL 456: International Politics of the Middle East

RLS 200: World Religions

SOC/ANT 352: U.S. Ethnic Identity and Conflict

SOC 475: Sociology of Religion

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

Jewish Studies

COURSE DESCRIPTIONS

JST 129, 229, 329, 429, 529: Special Topics in Jewish Studies

(O) Selected topics in Jewish studies offered by faculty from different departments. Topics will vary from semester to semester. Prerequisite for JST 429 only: JST 140, 361, 362, 363, 460, HIS 361, 362, 363, or 460. (3 cr. hr.) ■

JST 140: Basic Judaism

(S) Overview of development of Judaism from its ancient roots to its modern forms. Main topics will include history of Judaism, major tenets, rituals, customs and contemporary issues. (3 cr. hr.) ■

JST 250: Introduction to Jewish Authors

(O) Introduction to Jewish themes in American literature and in translation from the Yiddish. Prerequisite: CPN 101 or 103. Also listed as ENG 250. (3 cr. hr.) ■

JST 360: Directed Study

(O) Directed individual study in selected areas of Jewish studies. Prerequisite: JST 140, 361, 362, 363, HIS 361, 362 or 363. (1-3 cr. hr.)

JST 361: Jews in the Ancient World

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

JST 362: Jews in the Middle Ages

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

JST 363: Jews in the Modern World

(C) European Jewry from the Enlightenment to the establishment of Israel as a state. Topics include: emancipation and assimilation; East European and Russian Jews to World War I; immigration to America; modern Israel; anti-Semitism and the Holocaust. Prerequisite: JST 140, HIS 100, 101, 110, 111, 150, 200 or 201. Also listed as HIS 363. (3 cr. hr.) ■

JST 460: The Holocaust

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

JST 461: Modern Israel and the Arab-Israeli Conflict

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

Latin American Studies

INTERDISCIPLINARY MINOR

Old Main, Room 221-A
(607) 753-2992
E-mail: frasere@cortland.edu

SCHOOL

Arts and Sciences

FACULTY

Elizabeth Fraser (Coordinator)

MINOR OFFERED

Latin American Studies

DESCRIPTION

SUNY Cortland's Latin American studies minor is interdisciplinary. It is designed to complement many academic majors. Students choosing the minor will study the history and cultural production of Latinos and Latin Americans from the perspective of several disciplines.

Administration of this program and advisement of its students is provided by the Latin American Studies Committee, a subcommittee of the Center for Multicultural and Gender Studies.

SPECIAL FEATURES

- Internships
- Overseas opportunities

Minor in Latin American Studies [LLAS]

CAREER POTENTIAL

- Social services
- Education
- International communications
- Tourism
- Business — domestic and international

- A. Required course: Three credit hours:
SOC 352/ANT 352: U.S. Ethnic Identity and Conflict
(Prerequisite: SOC 150: Introduction to Sociology *or*
ANT 102: Introduction to Cultural Anthropology)
- B. Three credit hours from:
SPA 305: Spanish Conversation and Composition
SPA 306: Advanced Spanish Conversation
SPA 307: Advanced Spanish Grammar
SPA 308: Advanced Spanish Composition

C. Six credit hours from:

ANT 314: Peoples of Latin America
 ECO 312: Economic Development of Latin America
 GRY 482: Geography of Central America and the Caribbean
 HIS 325: Colonial Latin America
 HIS 326: Modern Latin America
 ICC 201: Introduction to the Literature of U.S. Latinos
 POL 264: Comparative Politics: Latin America
 POL 455: International Politics in Latin America
 ATH 324: Spanish and Spanish American Art

D. Three credit hours from:

SPA 313: Survey of Spanish American Literature I *or*
 SPA 315: Survey of Spanish Literature I *or*
 SPA 318: Hispanic Civilization *or*
 SPA 422: Contemporary Spanish American Literature

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 15

Literacy

DEPARTMENT

SCHOOL

Education

FACULTY

Bill Buxton, (Chair), Sheila Cohen, Michele Irvin Gonzalez,
 Ellen Jampole, Jolene Malavasic, Pamela Summers, Donald
 Wheeler

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Master of Science in Education: Literacy Education

DESCRIPTION

The Literacy Department provides undergraduate course work for the following programs: Bachelor of Arts or Bachelor of Science in Childhood Education, Bachelor of Arts or Bachelor of Science in Early Childhood Education, Bachelor of Arts or Bachelor of Science in Early Childhood and Childhood Education, Bachelor of Science in Special Education/Childhood, and Bachelor of Arts in Adolescence Education.

Seniors in their final semesters of undergraduate study may request permission to register for courses at the 500 level for graduate credit. Students are cautioned that application to the graduate literacy program is competitive. Successful completion of literacy course work does not guarantee acceptance into the graduate literacy program.

Van Hoesen Hall, Room B-139
 (607) 753-2705
 E-mail: alterp@em.cortland.edu
www.cortland.edu/literacy/

Literacy

COURSE DESCRIPTIONS

LIT 310: Literacy in a Multicultural, Urban School

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

LIT 311: Literacy Field Experience

(B) A 25-hour literacy field experience in assessment and intervention strategies in an inclusive urban classroom. Prerequisite: FSA 280 and 281. Corequisite: LIT 310. (1 cr. hr.)

LIT 371: Teaching Elementary School Reading and Language Arts I

(A) Part I of integrated approach to teaching reading, writing, speaking and listening in elementary school. (3 cr. hr.)

LIT 372: Teaching Elementary School Reading and Language Arts II

(A) Part II of integrated approach to teaching reading, writing, speaking and listening in elementary school. Strategies for teaching special needs of children included. Prerequisite: LIT 371. (3 cr. hr.)

LIT 449: Literacy in the Middle and Secondary School

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

LIT 549: Literacy in the Middle and Secondary School

(A, M) Problems, learning theories related to reading and adolescence, causes of reading disabilities, diagnostic procedures, organizing developmental reading program. (3 cr. hr.)

Mathematics

DEPARTMENT

Moffett Center, Room 129
(607) 753-4326
E-mail: math@cortland.edu
www.cortland.edu/math/

M

MATHEMATICS

SCHOOL

Arts and Sciences

FACULTY

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

ADJUNCT FACULTY

For a listing of adjunct faculty see pages 312-315.

PROGRAMS OFFERED

Bachelor of Arts in Mathematics
Bachelor of Science in Mathematics
Bachelor of Arts in Adolescence Education: Mathematics (7-12)
Bachelor of Science in Adolescence Education: Mathematics (7-12)
Bachelor of Science in Adolescence Education: Physics and Mathematics (7-12)

MAJORS OFFERED

Mathematics
Adolescence Education: Mathematics (7-12)
Adolescence Education: Physics and Mathematics (7-12)

MINORS OFFERED

Mathematics

DESCRIPTION

The Mathematics Department offers programs for students interested in developing quantitative, logical reasoning and problem-solving skills in preparation for careers in business, government or industry, or for graduate study in mathematics. Students interested in teaching may choose a concentration leading to initial certification in mathematics or joint certification in physics and mathematics for grades 7-12.

SPECIAL FEATURES

- Mathematics Club
- Mathematics Computer Classroom
- Institutional Memberships in the Association for Women in Mathematics (AWM), Mathematical Association of America (MAA) and the National Council of Teachers of Mathematics (NCTM)
- Putnam Examination and Mathematical Contest in Modeling teams
- Participation in regional undergraduate mathematics conferences
- Student Teaching in Australia

Requirements

1. Degree Requirements listed on pages 38-48 of this catalog apply to the following majors.
2. Liberal Arts Requirements: B.A. – 90 credit hours;
B.S. – 75 credit hours
3. Students transferring to SUNY Cortland from other colleges intending to major in mathematics should have completed at least 12 credit hours of calculus and 6 credit hours of additional mathematics at the calculus level or above by the beginning of their junior year.

Major in Mathematics [MAT]

The liberal arts program in mathematics provides broad background in both pure and applied mathematics. The B.S. option is more appropriate for students interested in scientific and technical applications of mathematics.

CAREER POTENTIAL

- Actuary
- Cryptologist
- Computer analyst
- Statistician

- A. Required Courses: 27 credit hours
MAT 135, 236, 237: Calculus I, II, III
MAT 224: Discrete Mathematics
MAT 272: Linear Algebra
MAT 370: Algebraic Structures I
MAT 420: Intermediate Analysis
MCS/PHY 186: Introductory Programming
- B. Additional MAT or MCS electives:
Nine credit hours (B.A.), 15 credit hours (B.S.)
Both the B.A. and B.S. degree require nine hours of any MAT or MCS courses numbered 300 or above. The B.S. degree requires six additional hours of MAT or MCS courses excluding MAT 101, 102, 110, 111, 115, 201 or 499.
- C. Physical Science: 0-7 credit hours (B.S. only)
Two courses must be chosen from the following:
CHE 221: General Chemistry I
CHE 222: General Chemistry II
GLY 261: Physical Geology
GLY 262: Historical Geology
PHY 150: Astronomy
PHY 201: Principles of Physics I
PHY 202: Principles of Physics II
These courses may also simultaneously satisfy the requirements for General Education Category 8, providing seven additional elective credit hours.
- D. Foreign Language: 0-12 credit hours (B.A.)
0-3 credit hours (B.S.)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Adolescence Education: Mathematics (7-12) [AEM]

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

CAREER POTENTIAL

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

A. Required Courses: 39 credit hours

MAT 135, 236, 237: Calculus I, II, III
 MAT 224: Discrete Mathematics
 MAT 272: Linear Algebra
 MAT 370: Algebraic Structures I
 MAT 375: Geometry I
 MAT 420: Intermediate Analysis
 MAT 446: Introduction to Probability and Statistics
 MAT 480: History of Mathematics
 MCS/PHY 186: Introductory Programming
 MAT elective numbered 300 or higher

B. Core in Professional Preparation: 40-41 credit hours

AED 391: Introduction to Adolescence Education
 AED 392: Methods I: Teaching Adolescence Mathematics
 AED 492: Methods II: Field Experiences in Adolescence Mathematics
 AED 493: Student Teaching – Adolescence Mathematics I
 AED 494: Student Teaching – Adolescence Mathematics II
 EDU 471: Foundations of Modern Education
 LIT 449: Literacy in the Middle and Secondary School
 PSY 101: General Psychology I
 PSY 232: Adolescent Psychology *or*
 PSY 332: Educational Psychology
 PSY 350: Psychology of Language *or*
 SHH 300: Normal Language Development
 HLH 110: Personal and Community Health *or*
 HLH 199: Critical School Health Issues

C. Physical Science: 0-7 credit hours (B.S. only)

Two courses must be chosen from the following:

CHE 221: General Chemistry I
 CHE 222: General Chemistry II
 GLY 261: Physical Geology
 GLY 262: Historical Geology
 PHY 150: Astronomy
 PHY 201: Principles of Physics I
 PHY 202: Principles of Physics II

These courses may also simultaneously satisfy the requirements for General Education Category 8, providing seven additional elective hours.

D. Foreign Language: 0-12 credit hours (B.A.), 0-6 credit hours (B.S.)

E. Admission to the Major

Completion of 30 credit hours with at least a 2.5 grade point average overall and in the major.

F. Eligibility for Student Teaching

To be eligible for AED 493: Student Teaching – Adolescence Mathematics I and AED 494: Student Teaching – Adolescence Mathematics II, students must have a grade point average of at least 2.5, both overall and in the major, at the beginning of the semester prior to the semester that they intend to student teach. Students must have also satisfied all prerequisites for AED 493 and AED 494.

G. Program Portfolio

Students in adolescence education: mathematics must complete and submit a professional portfolio prior to graduation. Contact the department office or a faculty advisor to obtain guidelines for completing the portfolio.

H. Other Requirements

Specific information regarding certification requirements for New York State teaching certification (such as state examinations, identification and reporting of child abuse, and school violence prevention) can be found on pages 49-50 of this catalog.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Example of the B.S. in Adolescence Education: Mathematics (7-12) over four years

The sample program is given as a model only and does not represent expectations for all programs offered. Students should consult an advisor in the Mathematics Department to obtain up-to-date program requirements.

First Year	Second Year
<i>Fall</i>	<i>Fall</i>
CPN 100 or 102	MAT 224
COR 101	MAT 237
MAT 135	PSY 101
GE 8a	GE 1
Foreign language	GE 4
Total credit hours: 15-16	Total credit hours: 16
<i>Spring</i>	<i>Spring</i>
CPN 101 or 103	MAT 272
MAT 236	PSY 232 or 332
MCS 186	AED 391
GE 8b	GE 6
Foreign language	GE 7
Total credit hours: 16-17	Total credit hours: 15
Third Year	Fourth Year
<i>Fall</i>	<i>Fall</i>
AED 392	AED 493
HLH 110 or HLH 199	AED 494
MAT 370	
MAT 375	
PSY 350	
GE 2	
Total credit hours: 17-18	Total credit hours: 14
<i>Spring</i>	<i>Spring</i>
AED 492	EDU 471
LIT 449	MAT/MCS elective
MAT 420	GE 5
MAT 446	Elective
GE 3	Elective
Total credit hours: 15	Total credit hours: 15-16

Major in Adolescence Education: Physics and Mathematics (7-12) [APM]

This major leads to New York State certification to teach both physics and mathematics in grades 7-12.

CAREER POTENTIAL

- High school teacher
- Public school administration
- Technical specialist
- Graduate study in higher education

ACCEPTANCE TO THE PROGRAM

Students will be accepted to the program after 45 credit hours have been completed. At that time students must have an overall grade point average of 2.5 and a grade point average of 2.5 in physics, in related areas, and in the professional core courses.

A. Required Courses in Physics: 30 credit hours

PHY 150: Astronomy
 PHY/MCS 186: Introductory Programming
 PHY 201, 202, 203: Principles of Physics I, II and III
 PHY 357: Intermediate Physics Lab
 PHY 410: Modern Physics
 PHY 420: Classical Mechanics
 PHY 450: Electricity and Magnetism

B. Required Courses in Mathematics: 33 credit hours

MAT 135, 236, 237: Calculus I, II, III
 MAT 430: Differential Equations
 MAT 224: Discrete Mathematics
 MAT 272: Linear Algebra
 MAT 370: Algebraic Structures I
 MAT 375: Geometry I
 MAT 446: Probability and Statistics
 MAT 480: History of Mathematics

C. Required Courses in Related Areas of Science: 8 credit hours

CHE 221-222: General Chemistry I and II

D. Required Professional Courses: 38 credit hours

AED 391: Introduction to Adolescence Education
 AED 392: Methods I: Teaching Adolescence Mathematics
 AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
 AED 444: Laboratory Practicum
 AED 445: Student Teaching: Adolescence Education - Science*
 HLH 199: Critical School Health Issues
 LIT 449: Literacy in the Middle and Secondary School
 PSY 101: General Psychology
 PSY 232: Adolescent Psychology
 PSY 350: Psychology of Language *or*
 SHH 300: Normal Language Development

E. Additional Requirements: 27-34 credit hours

Composition and General Elective Courses: 27 credit hours
 Foreign Language: 0-6 credit hours

F. Admission to the Major

Completion of 45 credit hours with at least a 2.5 grade point average overall and at least a 2.5 grade point average in each of areas A, B and D above. Students enrolled in an adolescence education science program will not be allowed to progress through courses in the pedagogical sequence if they have not met all the criteria for admission to teacher education by the time they have completed AED 391: Introduction to Adolescence Education. The pedagogical sequence is designated by AED 391, AED 392, AED 443, AED 444 and AED 445.

G. Eligibility for Student Teaching

To be eligible for AED 445: Student Teaching: Adolescence Education – Science, a minimum overall grade point average of 2.5 is required. Additionally, a minimum grade point average of 2.5 is required in each of areas A, B and D above. A student must complete all program requirements before student teaching can begin with the exception of those courses allowed by the Physics Department and the adolescence education: science coordinator. Additionally, each teacher candidate will be required to submit a professional portfolio.

H. Other Requirements

Specific information regarding requirements (for example, state examinations and reporting of child abuse and maltreatment) for New York State teaching certification can be found on pages 43-44 of this catalog.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:

B.A.: 136-149; B.S.: 136-143

Minor in Mathematics [MAT]

Required courses:

Eighteen credit hours of MAT or MCS courses, including MAT 121 and 122, or 135 and 236, and 224. Additionally, at least one elective course must be taken at the 200 level or above. At most six credit hours may be chosen from the following courses: MAT 101, 102, 105, 110, 111, 115, MCS 186. MAT 101 and 102 are open only to CED/CHD(W), ECE/ECH(W), ECC/DEC(W) and SPC/ISE(W) majors.

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18-20

Mathematics

COURSE DESCRIPTIONS

Computer Science

MCS 186: Introductory Programming

(A) Simple data types, arithmetic statements, input/output statements, simple control structures and one-dimensional arrays. Also listed as PHY 186. (3 cr. hr.) ■

MCS 584: Topics in Computer Science

(O) Topics from areas of common interest to instructor, students. May be repeated as subtitle changes. Prerequisite: Consent of department. (3 cr. hr.)

Mathematics Courses

MAT 101: Concepts of Elementary School Mathematics I

(A) Topics include sets and logic, numeration systems, number theory, rational numbers and decimals. Open only to elementary education majors (including EEDW). Not open to mathematics majors. (3 cr. hr.) ■

MAT 102: Concepts of Elementary School Mathematics II

(A) Topics include elementary probability, statistics, geometry and measurement. Open only to elementary education majors (including EEDW). Not open to mathematics majors. Prerequisite: MAT 101. (3 cr. hr.) ■

MAT 105: Mathematics in Modern Society

(B) The use of basic mathematical concepts from algebra and geometry to analyze problems in modern society. Topics may include voting systems, fair division, interpreting statistics, scheduling, routing, linear programming, population growth, patterns and symmetry. Prerequisite: Two units of Regents high school mathematics. (3 cr. hr.) ■

MAT 111: Algebra for College Students

(A) Linear, quadratic and other algebraic equations, proportion and variation, inequalities, linear systems, introduction to functions. Applications are drawn from problems in arithmetic, geometry, data analysis, linear regression and linear programming. Prerequisite: Two units of Regents high school mathematics. Not open to students with credit for any higher-numbered mathematics course. (3 cr. hr.)

MAT 115: Elementary Functions

(A) Polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, conic sections and applications. Prerequisite: MAT 111 or three units of Regents high school mathematics. Not open to students with credit for any calculus course. (3 cr. hr.) ■

MAT 121: Calculus A

(B) Functions, graphs and rates of change. Derivatives and applications of derivatives. Mathematical modeling, including exponential growth. Appropriate technology will be used for visualization and experimentation. Not open to mathematics majors or students with credit for MAT 135. Prerequisite: MAT 115 or four years of high school mathematics. (3 cr. hr.) ■

MAT 122: Calculus B

(B) Antiderivatives and the definite integral. Techniques of integration. Calculus of several variables, including LaGrange multipliers. Mathematical modeling and applications with emphasis on the physical, social and life sciences. Appropriate technology will be used for visualization and experimentation. Not open to mathematics majors or students with credit for MAT 236. Prerequisite: MAT 121. (3 cr. hr.) ■

MAT 129, 229, 329, 429, 529: Special Topics in Mathematics

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

MAT 135: Calculus I

(A) Limits, continuity, derivatives, and applications of derivatives. Integration, the Fundamental Theorem of Calculus, integration by substitution, applications of integrations. Graphing calculators will be used. Not open to students with credit for MAT 121. Prerequisites: A grade of C or better in MAT 115, preparation for Calculus or four years of high school mathematics including trigonometry and/or pre-calculus. (4 cr. hr.) ■

MAT 201: Statistical Methods

(A) Basic concepts of probability, descriptive and inferential statistics including central tendency, variability, correlation, regression, parametric tests. Mathematics majors may take course only as free elective. Also listed as COM 230, PSY 201, ECO 221. (3 cr. hr.) ■

MAT 224: Discrete Mathematics

(A) An introduction to the methods of set theory, symbolic logic, combinatorics, and functions and mappings. Topics include matrix operations, techniques of proof, and applications in sequences, relations and graph theory. (3 cr. hr.) ■

MAT 236: Calculus II

(A) Inverse functions, exponential and logarithmic functions, techniques of integration, sequences and series, MacLaurin and Taylor series, parametric equations, plane curves, polar coordinates and conic sections. Graphing calculators and computer algebra systems will be used. Not open to students with credit for MAT 122. Prerequisite: A grade of C or better in MAT 135. (4 cr. hr.) ■

MAT 237: Calculus III

(B) Vectors in two and three dimensions, dot and cross products, equations of lines and planes, the calculus of vector functions. Functions of several variables, partial derivatives, multiple integration and applications, cylindrical and spherical coordinates, vector analysis. Graphing calculators and computer algebra systems will be used. Prerequisite: A grade of C or better in MAT 236. (4 cr. hr.) ■

MAT 272: Linear Algebra

(A) Vector spaces emphasizing Euclidean n-spaces, linear systems, matrix algebra. Prerequisite: A grade of C or above in MAT 224. (3 cr. hr.) ■

MAT 350: Theory of Numbers

(C) Elementary number theory; divisibility theory, congruences, residues, Diophantine equations. Prerequisite: a grade of C or better in MAT 224. (3 cr. hr.) ■

MAT 354: Numerical Analysis I

(O) Techniques, applications of numerical analysis. Prerequisite: MAT 122 or 237. (3 cr. hr.) ■

MAT 370: Algebraic Structures I

(A) Abstract algebra including groups, rings, fields. Prerequisite: A grade of C or above in MAT 272. (3 cr. hr.) ■

MAT 375: Geometry I

(A) Axiom systems, foundations of Euclidean geometry, projective geometry. Prerequisite: A grade of C or above in MAT 224. (3 cr. hr.) ■

MAT 420: Intermediate Analysis

(A) Basic concepts, including theory of functions, limits, integration, convergence. Prerequisite: A grade of C or above in MAT 224 and either MAT 237 or 328. (3 cr. hr.) ■

MAT 425: Applied Mathematics in the Physical Sciences

(S-C) Vector analysis, matrix operations, functions of a complex variable. Fourier series, integral transforms, with emphasis on applications. Prerequisites: MAT 227 or 237 and PHY 202. Also listed as PHY 425. (3 cr. hr.) ■

MAT 430: Differential Equations

(S) Linear differential equations of first and second orders; total, partial differential equations. Prerequisite: MAT 227 or 237. (3 cr. hr.) ■

MAT 446: Probability and Statistics

(A) Probability as mathematical system; discrete, continuous random variables and their distribution functions; topics in statistical inference, including estimation, hypothesis-testing. Prerequisite: A grade of C or above in MAT 227 or 237. (3 cr. hr.) ■

MAT 475: Geometry II

(O) Continuation of MAT 375; includes non-Euclidean systems. Prerequisite: MAT 375. (3 cr. hr.) ■

MAT 480: History of Mathematics

(B) Backgrounds in origins, development of mathematics in various western cultures. Prerequisites: A grade of C or above in MAT 224 and either MAT 122 or 126 or 236. (3 cr. hr.) ■

MAT 495: Readings in Mathematical Literature

(O) Semi-independent study directed by member of mathematics staff. Course may be repeated for a maximum of nine credit hours. Registration by special consent only. (3 cr. hr.)

MAT 501: Fundamental Concepts of Mathematics

(B) Logic, sets, mathematical systems, relations and techniques of proof. Prerequisite: Consent of department. (3 cr. hr.)

MAT 502: Applied Concepts in Adolescence Mathematics

(B) Applications and extensions of concepts basic to secondary school mathematics. Topics discussed include Greek mathematics; Euclidean, hyperbolic and spherical geometries; number theory and fractals. Real world applications of the aforementioned topics will be a major component of the course. Prerequisite: Consent of department. (3 cr. hr.)

MAT 511: Chaos, Fractals and Dynamics

(O) Applications of advanced calculus to chaotic dynamical systems. Orbit analysis, bifurcations, symbolic dynamics, quadratic systems, Devaney's definition of chaos, Sarkovskii's Theorem, fractals, Julia and Mandelbrot sets. Prerequisite: MAT 501 or consent of department. (3 cr. hr.)

MAT 537: Complex Analysis

(O) Introduction to integration, differentiation, series expansion of complex functions. Prerequisite: MAT 501. (3 cr. hr.)

MAT 558: Mathematical Statistics

(O) Selected topics in mathematical statistics. Prerequisite: MAT 501. (3 cr. hr.)

MAT 567: Topology I

(O) Basic concepts; point-set topology, metric spaces, topological spaces, connectedness, compactness. Prerequisite: MAT 501. (3 cr. hr.)

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

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

AED 392: Methods I – Teaching Adolescence Mathematics

(B) Developing practical materials for use in the mathematics classroom, aligning lesson plans with state and national learning standards, developing strategies for motivating students with diverse needs and learning styles, understanding how and when

to use different teaching styles, and understanding the uses of technology in the classroom. The course includes 25 hours of field experience. Only open to Adolescence Education: Mathematics (7-12) and Adolescence Education: Physics and Mathematics (7-12) majors. Not open to Adolescence Education: Mathematics (7-12) wait-listed or Adolescence Education: Physics and Mathematics (7-12) wait-listed majors. Prerequisites: MAT 224 and 227 or 237, and a grade of C or better in either AED or EDU 391. (3 cr. hr.)

AED 399: Mathematics Practicum

(O) For students serving as tutors and providing other assistance in 100-level college mathematics courses or in mathematics classes in grades 7-12. Course may be repeated for a maximum of three credit hours. H, S, U grades are assigned. Prerequisites: AED 391, MAT 224, MAT 227 or MAT 237 and permission of department chair. (1-2 cr. hr.)

AED 492: Methods II – Field Experiences in Adolescence Mathematics

(B) Students complete modules that are structured learning experiences related to teaching mathematics in grades 7-12. The course includes 50 hours of directed field experiences at the junior and senior high school level. Class meetings focus in discussion and assessment of individual field experiences. Prerequisite: MAT 480 and either AED 392 or EDU 442. (3 cr. hr.)

AED 493: Student Teaching – Adolescence Mathematics I

(A) Seven weeks of full-time student teaching supervised by college faculty. H, S, U grades are assigned. Prerequisite: AED 492. (7 cr. hr.)

AED 494: Student Teaching – Adolescence Mathematics II

(A) Seven weeks of full-time student teaching supervised by college faculty. H, S, U grades are assigned. Prerequisites: AED 492. (7 cr. hr.)

AED 540: Technologies in the Adolescence Mathematics Classroom

(C) Graphing calculators as teaching tools. The Internet as a source for mathematical software packages to promote active learning. A number of software packages dealing with a variety of mathematical topics, including graphing functions, geometry and calculus will be investigated. (3 cr. hr.)

EDU 471: Foundations of Modern Education

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

LIT 449: Literacy in the Middle and Secondary School

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

Military Science

CROSS-ENROLLMENT PROGRAM WITH CORNELL UNIVERSITY

Air Force ROTC

Air Force ROTC – Cornell University
213 Barton Hall, Ithaca, N.Y. 14853
(607) 255-4004
E-mail: admissions@www.afrotc.cornell.edu
www.afrotc.cornell.edu

PROGRAM OVERVIEW

Air Force ROTC is available to SUNY Cortland students under a cross-enrollment arrangement with the Air Force ROTC detachment at Cornell University. Information about the program may be obtained through the Admissions Office at SUNY Cortland or by contacting the Cornell University ROTC Office at the address above.

The objective of the Air Force Officer Education Program is to prepare men and women for positions as officers in the United States Air Force. The program is designed to teach students about the mission and organization of the Air Force, the historical development of air power, leadership and management. Students study national security policy and the role of the military in a democratic society. This program includes specific courses in aerospace studies and practical leadership laboratories.

ELIGIBILITY

The Air Force Officer Education Program is open to any qualified undergraduate or graduate student enrolled in any major field of study. An applicant must be a United States citizen to become a commissioned officer. Noncitizens may enroll and will receive certificates acknowledging completion of the course but cannot receive a commission.

All applicants receive physical examinations at no cost and must meet certain physical requirements to be accepted.

All students who successfully complete the AFROTC program are awarded a baccalaureate degree, tendered a commission and enter the Air Force as second lieutenants. Second lieutenants commissioned in non-flying categories are required to serve on active duty for four years. Pilots are required to serve on active duty for ten years after completing flying training. Navigators serve six years after completing training.

Army ROTC

Army ROTC – Cornell University
101 Barton Hall, Ithaca, N.Y. 14853
(607) 255-5665
E-mail: armyrotc@cornell.edu
armyrotc.cornell.edu

PROGRAM OVERVIEW

Army ROTC is available to SUNY Cortland students under a partnership arrangement with the Army ROTC Battalion at Cornell University. By enrolling the Army Reserve Officer Training Corps, students at SUNY Cortland are afforded opportunities to complement their study in one of the College's academic majors with training that can lead to receiving a commission as a second lieutenant upon graduation. The curriculum emphasizes techniques of organizing, motivating and leading others and is sufficiently flexible to be incorporated easily into the overall curriculum plan of a student. Army ROTC prepares students to develop those skills necessary to be a successful leader in the Army.

The Army ROTC four-year program of instruction consists of a two-year basic course for freshmen and sophomores and a two-year advanced course for juniors and seniors. Students may enroll in the program at any time up to and including the second semester of the sophomore year.

Students may sign up for one military science course and its applicable practical leadership training (PLT) each semester. Students taking MSL classes must also participate in the applicable PLT. The number of hours a week spent in the classroom varies from semester to semester, as does the credit received for each course. Freshmen and sophomore classes will be taught at a location to be determined near the SUNY Cortland campus. Junior and senior courses will meet every Tuesday afternoon at Cornell University.

ELIGIBILITY

Students at SUNY Cortland may take ROTC classes without enrolling in ROTC. Those students seeking a commission in the Army by enrolling in ROTC should contact the Cornell University ROTC Office at the address above.

Example of the Air Force ROTC program

Students in the Four-Year Program are required to take all courses listed below. Students in the Two-Year Program are required to take all of the courses listed for the third and fourth years. Students enrolled in the One-Year Program are required to take all courses listed for the fourth year. There are no prerequisites for any aerospace studies.

First Year	Second Year
<i>Fall</i> AFS 161	<i>Fall</i> AFS 211
<i>Spring</i> AFS 162	<i>Spring</i> AFS 212
Third Year	Fourth Year
<i>Fall</i> AFS 331	<i>Fall</i> AFS 401
<i>Spring</i> AFS 332	<i>Spring</i> AFS 402

Air Force ROTC

COURSE DESCRIPTIONS

AFS 161: The Foundations of the United States Air Force I

(F) This is a survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (1 cr. hr.)

AFS 162: The Foundations of the United States Air Force II

(S) Continuation of AFS 161. (1 cr. hr.)

AFS 211: The Evolution of USAF Air and Space Power I

(F) This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the role of air power in the war on terrorism. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g., Principles of War and Tenets of Air and Space Power. As a whole, this course provides the students with a knowledge-level understanding of the general element and employment of air and space power from an institutional, doctrinal and historical perspective. In addition, students will continue to discuss the importance of the Air Force Core Values by examining operational examples and historical Air Force leaders and will continue to develop their communication skills. (1 cr. hr.)

AFS 212: The Evolution of USAF Air and Space Power II

(S) Continuation of AFS 211. (1 cr. hr.)

AFS 331: Air Force Leadership Studies I

(F) This course is a study of leadership, quality management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. (3 cr. hr.)

AFS 332: Air Force Leadership Studies II

(S) Continuation of AFS 331. (3 cr. hr.)

AFS 401: National Security Affairs/Preparation for Active Duty I

(F) This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. (3 cr. hr.)

AFS 402: National Security Affairs/Preparation for Active Duty II

(S) Continuation of AFS 401. (3 cr. hr.)

Leadership Laboratory Courses

All Air Force cadets spend two hours a week throughout the academic year in a leadership laboratory, for which no academic credit is given. Occasionally laboratories are held at times other than the normally scheduled period. All cadets are expected to participate in an evening formal dinner and to meet minimum physical fitness and weight standards each semester. Leadership lab is open to students qualified to compete for an Air Force commission.

AFS 141-142: Initial Military Experiences

Introduction to the responsibilities, life, and work of an Air Force officer. Basic knowledge of drill and ceremonies, military courtesies, and the wearing of the uniform. Field trip to local military installation.

AFS 241-242: Intermediate Military Experiences

Develops skills in giving commands for drill and ceremonies. Introduction to the Air Force base environment in which the Air Force officer functions. Includes a look at career areas available based on academic majors. Students participate in leadership situations through military drills and ceremonies. Field trip to a local military installation.

AFS 341-342: Junior Officer Leadership

Cadets assume leadership responsibilities similar to those of a junior officer. Emphasis is on the importance of applying effective human relations skills in dealing with superiors, peers, and subordinates. Cadets also gain insight into the general structure and progression patterns common to selected Air Force officer career fields.

AFS 441: Advanced Leadership Experiences

Cadets assume command leadership responsibilities to operate a military organization. Cadets apply effective leadership and managerial techniques with individuals and groups and participate in self-analysis of leadership and managerial abilities.

AFS 442: Precommissioning Laboratory

Factors that facilitate transition from civilian to military life are reviewed. The need for military security, base services and activities, personal finances, travel regulations and social obligations is introduced.

Example of the Army ROTC program

First Year		Second Year	
<i>Fall</i>	MLS 101	<i>Fall</i>	MLS 201
<i>Spring</i>	MLS 102	<i>Spring</i>	MLS 202
Third Year		Fourth Year	
<i>Fall</i>	MLS 301	<i>Fall</i>	MLS 401
<i>Spring</i>	MLS 302	<i>Spring</i>	MLS 402

Army ROTC

COURSE DESCRIPTIONS

MSL 101: Foundations of Officership

(F) The purpose of this course is to introduce to students issues and competencies that are central to a leader's responsibilities. It is comprised of five modules of instruction: ethics and values, leadership, personal development, physical well-being and the Army profession. Additionally, this course addresses the specific life skills of time management, stress management and physical fitness. Applicable Leadership Lab: MSL 151. (1 cr. hr.)

MSL 102: Basic Leadership

(S) This course is designed to build upon the fundamentals introduced in MSL 101 by focusing on communication skills, leadership and problem solving. It is comprised of four modules of instruction: communications, personal development, physical well-being and the Army profession. Life skills addressed in this course are: effective writing, goal setting, problem solving, active listening, nutrition, developmental counseling and assertiveness skill development. Applicable Leadership Lab: MSL 152. (1 cr. hr.)

MSL 201: Individual Leadership Studies

(F) This course focuses on how to build teams, how to influence, how to communicate, how and when to make decisions, how to engage in creative problem solving and how to plan and organize. Values and ethics, along with the life skills taught in MSL 101-2 are also reinforced. Applicable Leadership Lab: MSL 251. (1 cr. hr.)

MSL 202: Leadership and Teamwork

(S) This course is a continuation of MSL 201 with more practical applications of team building. Applicable Leadership Lab: MSL 252. (1 cr. hr.)

MSL 301: Leadership and Problem Solving

(F) The focus of this course is leadership development. Students will learn to objectively analyze their personal leadership skills and performance while planning and conducting group training events. The life skills taught during MSL 101-2 and 201-2 will be reinforced. Applicable Leadership Lab: MSL 351. (2 cr. hr.)

MSL 302: Leadership and Ethics

(S) This course is designed to continue the development of students as leaders by presenting instruction in the three foundational areas of interpersonal communication, values and ethics, and leadership. The modules focus on general communication theory, nonverbal communication, written and spoken communication skills, ethical decision-making, moral leadership, consideration of others (respecting diversity), spiritual needs, leadership and personality assessments, transactional and transformational leadership, and adult development. Prerequisite: MSL 301. Applicable Leadership Lab: MSL 352. (2 cr. hr.)

MSL 401: Leadership and Management

(F) This course concentrates on operations and training management, communications and leadership skills, staff coordination, effective meetings, social exchange and expectancy theories, and personal problem and crisis counseling skills. Prerequisite: MSL 302. Applicable Leadership Lab: MSL 451. (2 cr. hr.)

MSL 402: Officership

(S) This course concentrates on assessing and establishing an ethical climate within an organization, financial planning, the foundations of military law, the Uniform Code of Military Justice, and the law of warfare. This is a capstone course designed to prepare the student for commissioning in the Army as a second lieutenant. Students are required to produce and brief their capstone leadership project. Prerequisite: MSL 401. Applicable Leadership Lab: MSL 452. (2 cr. hr.)

PRACTICAL LEADERSHIP TRAINING

No credit is given for practical leadership training, but participation is optional for all students taking MSL courses. Training consists of physical fitness training three times per week and two hours of leadership laboratories each week. Students receive physical education credit for the laboratory.

MSL 151-152: Leadership Laboratory I

Students meet for two hours each week to learn a variety of skills including first aid, drill and ceremonies, weapons familiarization and physical fitness training. For those students taking MSL 101-2.

MSL 251-252: Leadership Laboratory II

Students meet for two hours each week as members of the cadet organization to participate in practical leadership exercises. Types of practical activities include rifle marksmanship, orienteering, drill and ceremonies, signal communications, physical fitness training, first aid, tactics, and field exercises. For those students taking MSL 201-2.

MSL 351-352: Leadership Laboratory III

Students meet for two hours a week and occasional weekends to prepare for a five-week summer camp that follow their junior year. Emphasis is placed on the development of individual and leadership skills. Students rotate through leadership positions to practice applying decision-making skills in myriad situations. For those students taking MSL 301-2.

MSL 451-452: Leadership Laboratory IV

Senior students evaluate and counsel juniors on the planning and conduct of the weekly Leadership Labs. Seniors have an opportunity to practice leadership skills developed during previous ROTC training and summer camp experiences. For those students taking MSL 401-2.