Foundations and Social Advocacy

DEPARTMENT

SCHOOL
Education

FACULTY
Janet Duncan (Chair), William Griffen, Michelle Kelly, Sue Lehr, Cynthia Price Moriarity, Joseph Rayle, Mary Raymondi, Stephanie Urru Spina, Harry Sydow, Mary Ware

PROGRAM OFFERED
Bachelor of Science in Inclusive Special Education

MAJOR OFFERED
Inclusive Special Education

MINOR OFFERED
Psychology of the Exceptional Child

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

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

Requirements
1. Degree Requirements listed on pages 38-45 of this catalog apply to all education majors.
2. Liberal Arts Requirements: B.S. – 66 credit hours
3. Foreign Language: All students must have proficiency in a foreign language. For the B.S., students complete one year of a foreign language (seven credit hours) or its equivalent through the 102 level. Students may also test out of the foreign language proficiency. Students may choose American Sign Language to fulfill this foreign language requirement.

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

ENROLLMENT IN THE MAJOR
Admission to this major is limited to approximately 25 students per academic year. Application to this competitive program is based on the following factors:
• Students must apply during the first semester of their freshman year
• Program applicants must have a cumulative grade point average of 2.7 at the end of the first semester of their freshman year
• Program applicants must submit a completed application form along with three completed recommendations, one of which must come from a faculty member, and a personal essay stating their reasons for choosing this field of study.

Currently, this program is not accepting transfer students.

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

ADVISEMENT MANUAL
Advisement manuals for inclusive special education majors are available in the Foundations and Social Advocacy Department. Students must follow the manual in place at the time of their matriculation. Students should study the manual carefully because it supplements the information provided in this catalog.
Major in Inclusive Special Education (1-6)  [ISE_PSYX]

Note: This teacher education program is currently under review by SUNY and the State Education Department, and is subject to modification pending final approval.

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

Career Potential

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

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

  COR 101: The Cortland Experience
  CPN 100 or 102: Academic Writing I
  CPN 101 or 103: Academic Writing II
  Foreign Language – must complete through the 102 level

General Education Program

GE 1: Any GE 1 course
Recommended: ECO 105: Political Economy and Social Thought

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

GE 3:
GRY 120: Cultural Geography

GE 4: Any GE 4 course

GE 5: HIS 100: Western Civilization to 1715 or
     HIS 111: Western Civilization since 1715

GE 6:
ENG 200: Introduction to Literature or
ENG 202: Introduction to Fiction or
ENG 203: Introduction to Poetry or
ENG 204: Introduction to Drama

GE 7: Any GE 7 course

GE 8: Any GE 8 course
Recommended through advisement:
SCI 141: Integrated Earth Science and Biology and
SCI 142: Integrated Physics and Chemistry

B. Content Core: 24 credit hours

MAT 101: Concepts of Elementary School Mathematics I
MAT 102: Concepts of Elementary School Mathematics II
PSY 101: General Psychology I
PSY 231: Child Psychology
HLH 265: Health and the Child

The following also fulfill requirements for the minor
PSY 432: Psychology of Learning Disabilities
PSY 433: Behavior Disorders in Educational Settings
SHH 270: Introduction to Language Disorders

C. Inclusive Special Education Requirements: 31 credit hours

FSA 101: Introduction to Urban Education
FSA 103: Gender, Race and Class Issues in Education
FSA 210: Principles of Inclusive Education
FSA 211: Inclusive Education Field Experience
FSA 280: Perspectives on Disabilities — The Child, Family, School and Community
FSA 281: Perspectives Field Experience
FSA 410: Inclusive Education Pedagogy
FSA 420: Inclusive Education Field Seminar
FSA 430: Assistive and Adaptive Technology
FSA 436: Assessment and instruction of Learners with Special Needs
LIT 310: Literacy in a Multicultural, Urban School
LIT 311: Literacy Field Experience

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

Completion of the Minor in Psychology of the Exceptional Child, including the following courses:
PSY 231: Child Psychology (fulfilled in B)
PSY 331: Psychology of Exceptional Children
PSY 332: Educational Psychology
PSY 360: Applied Behavior Analysis I
PSY 432: Psychology of Learning Disabilities*  
PSY 433: Behavior Disorders in Educational Settings*
SHH 270: Introduction to Language Disorders*

* included as part of the content core

E. Application and Reflection on Teaching: 17 credit hours

FSA 400: Foundations of Education: The School in American Society
FSA 490: Student Teaching I
FSA 491: Student Teaching II
FSA 492: Seminar in Student Teaching

F. Free Elective Courses: Four credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124-126
Example of the B.S. in Inclusive Special Education with a minor in Psychology of Exceptionality

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<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tr>
<td>Fall</td>
<td>Fall</td>
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<tr>
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<td>FSA 103</td>
<td>FSA 281</td>
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<td>M AT 102</td>
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Third Year

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<td>H LH 265</td>
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<td>PSY 332</td>
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<td>School Violence Prevention and Intervention workshop</td>
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<td>FSA 410</td>
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Fourth Year*

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</table>

Spring

| FSA 400                  |                      |
| PSY 432                 |                      |
| PSY 433                 |                      |
| Free electives          |                      |
| Total credit hours: 26  |                      |

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

Foundations and Social Advocacy

COURSE DESCRIPTIONS

Interdisciplinary Courses

EDU 471: Foundations of Modern Education
(A) Social, historical and philosophical issues in education. Emphasis on critical analysis of educational reforms, movements and practices. (3 cr. hr.)

INT 270: Exploring Education
(A) Introduction to education and teaching through the perspectives of a variety of disciplines such as psychology, history, sociology, philosophy, and political science. Open to students in all major fields. (3 cr. hr.)

Inclusive Special Education Courses

FSA 101: Introduction to Urban Education
(F) Micro issues that occur in urban schools and communities and macro issues that occur in the broader educational system and U.S. society. How these issues impact education in urban contexts from anthropological, economic, educational, historical, political and sociological perspectives. Combines field experiences in urban schools with related readings. (3 cr. hr.)

FSA 103: Gender, Race and Class Issues in Education
(A) Examine prejudice and discrimination (on the basis of class, race, gender and disability) as these are institutionalized by schools, both in the United States and elsewhere in the world. (3 cr. hr.)

FSA 201: Principles of Inclusive Education
(F) Current best practices for inclusive education will be examined and students develop an understanding of their own philosophy of inclusive education. Taken with 25-hour field experience FSA 211. Prerequisites: FSA 101 and 103. Corequisite: FSA 211 (3 cr. hr.)

FSA 211: Inclusive Education Field Experience
(F) Twenty-five-hour field experience in an inclusive urban classroom. Prerequisites: FSA 101 and 103. Corequisite: FSA 210. (1 cr. hr.)

FSA 280: Perspectives on Disabilities — The Child, Family, School and Community
(S) Introductory course to assist inclusive education majors to develop a deeper understanding of the child with a disability and his/her family at home and in the school and community. Prerequisites: FSA 210 and 211. Corequisite: FSA 281. (3 cr. hr.)

FSA 281: Perspectives Field Experience
(S) Twenty-five-hour field experience with a child who has a disability in the home, school and community. Prerequisites: FSA 210 and 211. Corequisite: FSA 280. (3 cr. hr.)

FSA 400: Foundations of Education: The School in American Society
(A) Investigation of foundations of American educational system. Readings and discussion designed to enable students to reason, speak and write about purposes and practices of American education. Prerequisites: FSA 410, 420, 430, 436. (3 cr. hr.)
GEOGRAPHY

SCHOOL
Arts and Sciences

FACULTY
David L. Miller (Chair), Scott Anderson, Elizabeth A. Fraser, Ibipo Johnston-Anumonwo, Robert Pierce

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

MAJORS OFFERED
Geography
Adolescence Education: Social Studies and Geography (7-12)

CONCENTRATIONS OFFERED
Geographic Information Systems
Tourism Development

MINORS OFFERED
Geography
Tourism Development

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

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

Requirements
1. Degree Requirements listed on pages 38-45 of this catalog apply to the following majors.
2. Liberal Arts Requirements:
   B.A. – 90 credit hours
   B.S. – 75 credit hours

Course codes: A = every semester, B = at least once per year, C = at least once every two years, F = fall, M = summer, O = occasionally, S = spring, W = winter, ■ = LAS

FSA 410: Inclusive Education Pedagogy
(S) Inclusive education pedagogy in an urban context at the childhood level (grades 1-6). Prerequisites: LIT 310 and 311. Corequisites: FSA 420, 430, 436. (4 cr. hr.)

FSA 420: Inclusive Education Field Seminar
(S) Seventy-five-hour field experience in an inclusive urban classroom (grades 1-6). Prerequisites: LIT 310 and 311. Corequisites: FSA 410, 430, 436. (3 cr. hr.)

FSA 430: Assistive and Adaptive Technology
(S) Principles and application of Universal Design and augmentative/assistive technology for students with disabilities. Prerequisites: LIT 310 and 311. Corequisites: FSA 410, 420, 436. (3 cr. hr.)

FSA 436: Assessment and Instruction of Learners with Special Needs
(S) Identification and instruction of children with special needs. Directed field experiences to implement methods and practices applicable to all students in an inclusive environment. Prerequisites: LIT 310 and 311. Corequisites: FSA 410, 420, 436. (3 cr. hr.)

FSA 490: Student Teaching I
(A) Supervised student teaching in an elementary classroom. Prerequisites: FSA 410, 420, 430, 436. Corequisites: FSA 491, 492. (6 cr. hr.)

FSA 491: Student Teaching II
(A) Supervised student teaching in an elementary classroom. Prerequisites: FSA 410, 420, 430, 436. Corequisites: FSA 490 and 492. (6 cr. hr.)

FSA 492: Seminar in Student Teaching
(A) Discussion and analysis of issues related to student teaching in inclusive classrooms. Taken concurrently with student teaching. Prerequisites: FSA 410, 420, 430, 436. Corequisites: FSA 490, 491. (1 cr. hr.)

FSA 525: Teaching the Inner City Child
(A) Issues related to teaching in high-need urban schools: roles of culture and context in teacher-student relationships; impact of social structures such as race and class on student achievement; how teaching in urban contexts is different; and effective practices in urban schools. Also listed as AAS 581. (3 cr. hr.)

LIT 310: Literacy in a Multicultural, Urban School
(F) Development of literacy assessment skills and intervention strategies for students with disabilities in a multicultural, urban context. Prerequisites: FSA 280 and 281. Corequisite: LIT 311. (3 cr. hr.)

LIT 311: Literacy Field Experience
(F) Twenty-five-hour literacy field experience in assessment and intervention strategies in an inclusive urban classroom. Prerequisites: FSA 280 and 281. Corequisite LIT 310. (1 cr. hr.)

SPE 510: Teaching the Special Education Learner in the General Education Classroom
(O) This course provides a knowledge of special education to teachers who are seeking to accommodate students with disabilities more effectively in their classrooms and schools. (3 cr. hr.)

Old Main, Room 138
(607) 753-4107
E-mail: grydept@cortland.edu
www.cortland.edu/geography/
Major in Geography [GRY]
The bachelor of arts program prepares students for graduate school, international studies, international commerce and tourism development-related activities.

CAREER POTENTIAL
• Census Bureau data analyst
• Military intelligence officer
• Tourism development planner

A. Required Courses: 19 credit hours
  GRY 110: Physical Geography
  GRY 120: Cultural Geography
  GRY 125: Human Geography and Global Development
  GRY 324: Cartography and Geographic Information
  GRY 400: Geographical Analysis
  GRY 440: Seminar in Geography

B. Elective Courses in Geography: 15 credit hours

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

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Major in Geography with a concentration in Tourism Development [GRY/TOUR]
The tourism development concentration and the accompanying minor focus on the planning, development and marketing of tourism at regional and community levels, and the development and preservation of cultural and environmental characteristics as tourism resources.

CAREER POTENTIAL
• Travel industry planner
• Transportation industry agency staff consultant
• Local or state tourism

A. Required Courses: 13 credit hours
  GRY 110: Physical Geography
  GRY 120: Cultural Geography
  GRY 125: Human Geography and Global Development
  GRY 400: Geographical Analysis
  GRY 440: Seminar in Geography

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

C. Selected from the following courses: Six credit hours
  GRY 251: Cities of the World
  GRY 480: United States
  GRY 482: Central America and the Caribbean
  GRY 484: Europe
  GRY 485: Africa, South of the Sahara
  GRY 486: Monsoon Asia
  ECO 312: Economic Development in Latin America
  ECO 313: Economic Development in Asia

D. Selected from the following courses: Six credit hours
  REC 344: Commercial Recreation Management
  REC 402: Management of Recreation Resources
  ANT 315: Development Anthropology
  ECO 311: Economic Development
  GRY 324: Cartography and Geographic Information
  GRY 327: Computer Mapping
  GRY 328: Geographic Information Systems
  GRY 499: Internship

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

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

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

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

A. Core in Geography: 19 credit hours
  GRY 110: Physical Geography
  GRY 120: Cultural Geography
  GRY 125: Human Geography and Global Development
  GRY 324: Cartography and Geographic Information
  GRY 400: Geographical Analysis
  GRY 440: Seminar in Geography

B. Core in Geographic Information Technology: 15 credit hours
  GRY 327: Computer Mapping
  GRY 328: Geographic Information Systems
  GRY 330: Advanced GIS Techniques

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

D. Completion of one of the following concentrations:
  Computer Techniques [GIS_CTEC]
  MCS 186: Introductory Programming
  CAP 200: Fortran Programming or
  MCS 287: Intermediate Programming

  And at least three hours selected from:
  CAP 201: C Programming
  CAP 202: Basic Programming
  CAP 350: Data Base Management System
  CAP 250: Computer Practicum
  MCS 388: Advanced Programming and Data Structures

  Demographics and Business Geographics [GIS_DBG]
  Six hours from one of the combinations listed below:
  • ECO 221: Economic Statistics and MGT 253: Principles of Marketing or ECO 421: Econometrics
• MAT 201 (ECO 221): Statistical Methods and three hours of MAT courses in consultation with advisor
• POL 312: Methods of Political Analysis and POL 412: Policy Analysis and Evaluation Research

And at least three additional hours selected from the following:
CAP 230: Introduction to SPSS
CAP 231: Introduction to Data Base Management
CAP 233: Computerized Information Retrieval
CAP 235: Presentation Graphics
CAP 350: Data Base Management and/or other advanced CAP courses in consultation with advisor

Environmental Science [GIS_ENVS]
EST 100: Introduction to Environmental Studies
ENS 486: Seminar in Environmental Science
And at least six hours selected from:
BIO 307: Field Natural History
BIO 315: Marine Biology
BIO 405: Conservation of Natural Resources
BIO 412: General Ecology
ECO 335: Resource and Environmental Economics
GLY 261: Physical Geology
GLY 292: Land Use and Planning
GLY 310: Wetlands Analysis
GLY 367: Geomorphology
GLY 371: Meteorology
GLY 397: Physical Oceanography
GLY 510: Hydrogeology
GLY 430: Field Hydrology
HLH 390: Environmental Health and Ecology
HLH 391: Epidemiology and Biostatistics
POL 242: Environmental Policy
POL 308: Environmental Law

E. Foreign language: 0-7 credit hours

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 45-54

Dual major in Adolescence Education: Social Studies and Geography (7-12) [SST and GRY]
This program is currently in the process of being reviewed by SUNY and the State Education Department.
This program allows students who major in geography to qualify for certification to teach adolescence education in social studies (grades 7-12). It combines a major in geography with 47-68 credit hours in additional course work and professional teacher preparation.

CAREER POTENTIAL
• Junior high and high school teacher
A. Requirements for the geography major (see above)
B. Professional Preparation: 44-68 credit hours
   (Including additional social science courses)
   HLH 199: Critical School Health Issues
   PSY 101: General Psychology I
   PSY 232: Adolescent Psychology or
   PSY 332: Educational Psychology
   ECO 105: Political Economy and Social Thought
   GRY 425: Geography in the Classroom or
   GRY 482: Central America and the Caribbean or
   GRY 484: Geography of Europe or
   GRY 486: Monsoon Asia
   GRY 480: United States or
   GRY 481: Geography of New York State
   POL 100: Introduction to American Government and Politics
   HIS 100: The World to 1500 and
   HIS 101: The World since 1500 or
   HIS 110: Western Civilization to 1715 and
   HIS 111: Western Civilization since 1715
   HIS 200: The United States to 1877 and
   HIS 201: The United States from 1877 and
   Three hours at the 300 level or above
   AED 310: Grammar and the Writing Process
   or
   LIT 449: Literacy in the Middle and Secondary School
   or
   LIT 549: Literacy in the Middle and Secondary School
   SHH 300: Normal Language Development
   or
   PSY 350: Psychology of Language

C. Professional Sequence: Junior year, four credit hours
   AED 391: Introduction to Adolescence Education
   Fall semester only. A 25-hour field requirement is attached to this course.
   AED 300: Introduction to Secondary Social Studies
   Spring semester only. A 35-hour field requirement is attached to this course.

D. Professional Sequence: Senior year, 21 credit hours*
   AED 301: Pre-practice Teaching Seminar
   Fall semester only. A 40-hour field requirement is attached to this course.
   Student Teaching: Spring semester only. No other courses may be taken during the student teaching semester.
   AED 400: Student Teaching I
   AED 401: Student Teaching II
   AED 402: Student Teaching Seminar

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126
Minor in Geography with an emphasis in Tourism Development [TOUR]
Students who elect the tourism development minor in geography focus on the planning, development and marketing of tourism at community and regional levels and the development and preservation of cultural and environmental characteristics as tourism resources.

CAREER POTENTIAL
• Tourism planning and marketing
• Transportation coordination
A. Required Courses: Nine credit hours
  GRY/REC 315: Ecotourism
  GRY 215: Geography of Travel and Tourism
  GRY/REC 415: Tourism Planning and Development
B. Electives selected from the following courses: 9-10 credit hours
At least three hours must be from each of the following groups:
1) Regional Courses
  GRY 251: Cities of the World
  GRY 482: Central America and the Caribbean
  GRY 480: United States
  GRY 484: Geography of Europe
  GRY 485: Africa, South of the Sahara
  GRY 486: Monsoon Asia
  ECO 312: Economic Development of Latin America
  ECO 313: Economic Development of Asia
2) Planning and Development Courses
  REC 344: Commercial Recreation Management
  REC 402: Management of Recreation Resources
  ECO 311: Economic Development
  ANT 315: Development Anthropology
  GRY 327: Computer Mapping or
  GRY 328: Geographic Information Systems
TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

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

CAREER POTENTIAL
• Site assessment and planning
• Marketing and demographic analysis
• Environmental education
• Community and economic development
A. Required Courses: Six credit hours
  GRY 110: Physical Geography
  GRY 120: Cultural Geography
B. Elective Geography Courses: 12 credit hours
Nine of the 12 hours must be at the 200 level or higher.
TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

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

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Geography

COURSE DESCRIPTIONS

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

GRY 110: Physical Geography
(C) Patterns of physical elements of landscape and atmosphere, their interrelations, how they differ from place to place. (3 cr. hr.) ■

GRY 120: Cultural Geography
(A) Comparative study of cultures in their geographic setting and their response to modern world interdependence and problems of food, population, development. (3 cr. hr.) ■
GRY 125: Human Geography and Global Development
A spatial study of race, class and gender relations in the context of contrasting cultures, and the role the relations play in global development — social, political and economic. (3 cr. hr.)

GRY 129, 229, 329, 429, 529: Special Topics in Geography
Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

GRY 150: Modules in Geography
Five-week mini-courses focusing on regions, nations or geographic topics dealing with contemporary problems, issues. Three hours per week. May be repeated as topic changes. (1 cr. hr.)

GRY 215: Geography of Travel and Tourism
The spatial analysis of international travel and tourism. The use of such geographical techniques as mapping and quantitative analysis to describe and predict the origins and destinations of the world's tourists. The study of physical and cultural landscapes as major tourism resources in countries around the world. (3 cr. hr.)

GRY 221: Social Geography
Geographical analysis of social groups, institutions in United States. Emphasis upon spatial qualities of cultural and social assimilation process experienced by racial and ethnic minorities. (3 cr. hr.)

GRY 240: Economic Geography
Spatial analysis of production, transportation, market destination of commodities. Introduction to the use of computer-assisted location-analysis techniques. (3 cr. hr.)

GRY 250: Urban Geography
Factors in establishment, growth of urban places; analysis of function, internal patterns, hinterland interrelationships; urban land use, problems of clustered settlements. (3 cr. hr.)

GRY 251: Cities of the World
Geographical analysis of patterns in world urbanization, with an emphasis upon non-U.S. cities. Examination of the internal and external character of the world's major cities with a focus on urban areas as tourism resources and their role in the regional development of tourism. (3 cr. hr.)

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

GRY 270: Geopolitics
Geographical foundations of international political phenomena; geographic factors in development and orientation of states and power blocs. (3 cr. hr.)

GRY 301: Science, Human Affairs and the Environment
Examination of origins, evolution and significance of Greenhouse Theory of climate change. Investigation of other theories advanced to account for climate shifts. Evaluation of evidence suggesting a climatic warming of unprecedented magnitude is underway and that anthropogenic increase in greenhouse gases is responsible. (3 cr. hr.)

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

GRY 324: Cartography and Geographic Information
Principles and methods of spatial data collection, processing, analysis and display, Introduction to cartography, Geographic Information Systems, and Global Positioning Systems. (3 cr. hr.)

GRY 326: Computer Graphics
Introduction to computer graphics. Development, use of original, commercial programming to produce two and three-dimensional images on the department's graphics terminal, plotter and line printer. Emphasis upon skills used in cartography, business and the sciences. Prerequisite: M CS 186 or CAP 200. (3 cr. hr.)

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

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

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

GRY 370: Will the World Provide? A Research Experience for Students
This course provides a science, technology, and society (STS) research experience for students. Through class, group, and individual projects, students develop and pursue a research question, investigate resources, and reach a set of comprehensive conclusions on one of the following global resource topics: air, water, minerals, agriculture, energy, forestry, fisheries, and wildlife. (3 cr. hr.)

GRY 400: Geographical Analysis
Application of quantitative techniques to solution of geographical problems. Included are the study of point pattern analysis, geographical sampling, areal association and ecological analysis. Three lectures, two one-hour laboratory. (4 cr. hr.)

GRY 415: Tourism Planning And Development
The spatial analysis of tourism as a component of economic development. A regional comparison of the marketing of tourism resources in the developed and less developed countries of the world. Examination of the resources necessary for the development of tourism and an analysis of the economic and environmental impact on a location as a result of marketing those resources. Also listed as REC 415. (3 cr. hr.)
GRY 425: Geography in the Classroom
(S-C) Application of geography’s principles, themes and learning outcomes to the classroom setting. Study and application of national and New York State learning standards in geography to the K-12 classroom. Illustration of successful teaching models and evaluation instruments in geography and global studies. (3 cr. hr.)

GRY 440: Seminar in Geography
(S) Approaches, techniques of geographic analysis. (3 cr. hr.)

GRY 470: Resource Geography
(C) Analysis of relationship of resources (human and natural) to man, human evaluations of geographic space and environmental quality, management of environmental quality in context of a contemporary world. (3 cr. hr.)

GRY 480: United States
(C) Topical, regional analysis focusing on interrelationships of cultural, economic and physical patterns and problems. (3 cr. hr.)

GRY 481: Geography of New York State
(O) Human, natural resources. (3 cr. hr.)

GRY 482: Central America and the Caribbean
(O) Regional description and analysis of the human and physical landscape of the countries of Central America and the Caribbean. Geographical analysis of the region’s politics, culture and economy with a particular focus on the role of tourism in the development of its economy. (3 cr. hr.)

GRY 484: Geography of Europe
(C) Regional study: major problems of physical, cultural landscape of Europe. Industry, commerce, agriculture. (3 cr. hr.)

GRY 485: Africa, South of the Sahara
(C) Cultural, political factors and relationship to past and present population patterns. (3 cr. hr.)

GRY 486: Monsoon Asia
(S-C) Topical, regional analysis of cultural, physical environments (Japan to India). (3 cr. hr.)

GRY 495: Independent Study in Geography
(O) Independent research in selected geographic problems. Prerequisite: Consent of instructor. (3 or 4 cr. hr.)

GRY 499: Internship in Applied Geography
Internship with a local government agency or business. Supervised application of statistical, cartographic and locational skills. Prerequisites: GRY 400, 440; consent of department. S, U grades are assigned. (3 cr. hr.)

GRY 520: Maps in the Classroom
(B) Classroom-laboratory approach to map use for students and teachers. Formal study of map elements. Map reading, interpretation. Classroom map exercises, their design, use. (3 cr. hr.)

GRY 580: Historical Geography of North America
(B) This course takes an interdisciplinary approach in examining 500 years of geographical history on the North American continent. Using secondary and primary source materials, it looks at the evolving human and cultural geography of North America from the first few insecure European “points of attachment,” to permanent colonies, expanding empires, transcontinental nations, and finally a macroculture of global impact in the 21st century. It examines the changing economic and technological conditions, the clash of cultures (European, Native American and African), and the historical and geographical processes of environmental and landscape change that accompanied these transformations. (3 cr. hr.)

GRY 595: Independent Study in Geography
(O) Independent research in selected geographic problems. Prerequisite: Consent of instructor. (3 or 4 cr. hr.)

Related Education Courses

AED 300: Introduction to Secondary Social Studies
(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Juniors only. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar
(F) Integrated study of: A) introduction to methods of teaching secondary social studies; B) introduction to contemporary issues in the teaching of secondary social studies; C) preparation for specific practice teaching assignment; D) 40-hours of field experience. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education
(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies
(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

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

AED 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 the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)
Major in Geology [GLY]

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

Career Potential

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

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

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

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

GLY 281: Data Analysis in Natural Sciences*
GLY 292: Land Use and Planning
GLY 310: Wetlands Analysis
GLY 371: Meteorology
GLY 396: Aqueous Geochemistry
GLY 397: Physical Oceanography
GLY 400: Supplemental Field Studies

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

C. Courses in Related Areas: 29 credit hours

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

One from the following:
MAT 121: Calculus A
MAT 125: Calculus I

One from the following:
MAT 122: Calculus B
MAT 126: Calculus II

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

Select a two-semester sequence from the following:
BIO 201-202: Biological Sciences I & II, or
PHY 201-202: Principles of Physics I & II, or
PHY 105: Elem. Mechanics and Heat, and
PHY 106: Elem. Electricity, Light and Sound

D. Electives and College requirements: 59 credit hours.

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124
Major in Geology with a concentration in Environmental Science [GLY/ENVS]

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

CAREER POTENTIAL
• Environmental geoscientist
• Hydrogeologist
• Consulting geoscientist

A. Science and mathematics courses: 50 credit hours
   BIO 201-202: Biological Sciences I and II
   BIO 412: General Ecology
   CHE 221-222: General Chemistry I and II
   ENS 486: Seminar in Environmental Science
   ENS 487: Environmental Science Internship
   GLY 261: Physical Geology
   GLY 367: Geomorphology
   GLY 410: Hydrogeology
   PHY 105: Elementary Mechanics and Heat and
   PHY 201-202: Principles of Physics I and II
   MAT 121: Calculus A
   MAT 125: Calculus I
   MAT 122: Calculus B
   MAT 126: Calculus II
   MAT 201: Statistical Methods
   GLY 281: Data Analysis in the Natural Sciences

B. Related Areas: Two courses from the following: Six credit hours
   Two courses from the same department are not permitted.
   ECO 105: Political Economy and Social Thought
   ECO 110: Principles of Macroeconomics
   GRY 120: Cultural Geography
   GRY 221: Social Geography
   POL 100: Introduction to American Government and Politics
   SOC 150: Introduction to Sociology

C. Additional Requirements for Geology Majors: 17 credit hours
   GLY 262: Historical Geology
   GLY 301: Mineralogy
   GLY 302: Petrology
   GLY 371: Meteorology
   GLY 397: Physical Oceanography
   GLY 410: Hydrogeology
   GLY 400: Supplemental Field Studies
   GLY 476: Geologic Field Methods

D. Elective Courses in Geology: Seven credit hours from the following:
   GLY 281: Data Analysis in Natural Science
   GLY 292: Land Use and Planning
   GLY 310: Wetlands Analysis
   GLY 363: Invertebrate Paleontology
   GLY 396: Aqueous Geochemistry
   GLY 397: Physical Oceanography
   GLY 400: Supplemental Field Studies
   GLY 469: Structural Geology
   GLY 471: Stratigraphy
   *Cannot be used to fulfill GLY elective if used to fulfill mathematics requirement (see below).

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

F. Electives and College requirements: 38 credit hours
   GE-8 requirements are satisfied by courses in the major.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

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

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

CAREER POTENTIAL
• Water resource specialist
• Water quality specialist
• Watershed manager
• Hydrogeologist

A. Geology major [GLY] requirements listed on page 169: 65 credit hours.

B. Additional courses for water resources concentrators: 17-18 credit hours.
   ENS 310: Wetlands Analysis*
   GLY 397: Physical Oceanography*
   GLY 430: Field Hydrology*
   One from the following:
   BIO 512: Limnology
   GLY 396: Aqueous Geochemistry*

C. Additional hours in mathematics or science outside the major: 6 credit hours.

D. Elective Courses in Geology: Seven credit hours from the following:
   GLY 261: Physical Geology
   GLY 262: Historical Geology
   GLY 301: Mineralogy
   GLY 302: Petrology
   GLY 371: Meteorology
   GLY 397: Physical Oceanography
   GLY 410: Hydrogeology
   GLY 400: Supplemental Field Studies
   GLY 476: Geologic Field Methods

*Cannot be used as elective in GLY major.

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

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

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

A. Required Courses in Geology: 30 credit hours
   GLY 261: Physical Geology
   GLY 262: Historical Geology
   GLY 301: Mineralogy
   GLY 302: Petrology
   GLY 363: Invertebrate Paleontology
   GLY 367: Geomorphology
   GLY 371: Meteorology
   GLY 397: Physical Oceanography
   GLY 410: Hydrogeology
   GLY 400: Supplemental Field Studies (3 cr. hr. total) or
   GLY 476: Geologic Field Methods
Requirements for the Minor in Geology
GLY 261 and 262, plus four geology electives selected in consultation with an advisor for a total of 19 hours in geology with at least nine credit hours at the 300-level and above.

Example of the bachelor's degree in Geology over four years
Added concentrations have different four-year models.

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Geology

COURSE DESCRIPTIONS

GLY 118: Laboratory in Earth Science
(A) Identification and classification of common geologic materials; use, compilation, and interpretation of topographic and weather maps; demonstrations, computations, and problem solving. Two-hour session weekly. Fulfills education program laboratory requirement. Prerequisite: Concurrent or following a non-laboratory introductory earth science/geology course. (1 cr. hr.)

GLY 129, 229, 329, 429, 529: Special Topics in Geology
Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

GLY 160: Geology and the Human Environment
(A) Integrated study of physical resources, processes of land, ocean, atmosphere, in terms of man-environment relationship. Three one-hour lectures and/or demonstrations. Not open to geography majors or those having GLY 171 or 261. (3 cr. hr.)

GLY 171: Earth Science
(A) Basic concepts and principles of geology, meteorology, and oceanography. Three lectures and one two-hour laboratory per week. Not open to geography, mathematics, or science majors or to students with credit for GLY 160 or 261. (4 cr. hr.)

GLY 172: Earth History
(A) Origin and historical development of the Earth and life based on geologic and paleontologic evidence. Not open to students with credit for GLY 262, or majors in geography, mathematics or science. Prerequisite: GLY 171. (3 cr. hr.)

GLY 261: Physical Geology
(A) Principles of physical geology. Earth materials, intracrustal forces and products, agents of gradation and their physiographic expression. Laboratory study includes minerals, rocks, topographic and geologic maps, simple geologic structures. Three lectures, one three-hour laboratory, field trips. Primarily for science, math and geography majors. Not open to students with credit for GLY 160 or 171. (4 cr. hr.)

GLY 262: Historical Geology
(S) Study of the changes of Earth and life through geologic time. Evolution of the continents, ocean basins, and major life forms throughout Earth's history with an emphasis on stratigraphic and fossil record. Two lectures, one three-hour laboratory, required field trip. Not open to students with credit for GLY 172. Prerequisite: GLY 261. (3 cr. hr.)

GLY 281: Data Analysis in Natural Science
(F) Analysis and interpretation of geologic and biologic data using modern quantitative techniques with discipline-specific applications. Basis methodologies and interpretation of descriptive, comparative, and classificatory statistics. Topics include sampling, probability, univariate, and bivariate analysis. Two one-hour lectures, one two-hour laboratory. Not open to students with credit for MAT/PSY 201, ECO 221 or COM 230. (3 cr. hr.)

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

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

GLY 302: Petrology
(S) Petrogenesis of igneous, metamorphic and sedimentary rocks; description, classification, and interpretation based on hand specimens and thin-sections. Three lecture hours and a three-hour laboratory; required all-day field trip. Prerequisite: GLY 301. (4 cr. hr.)

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

GLY 363: Invertebrate Paleontology
(S) Important invertebrates in fossil record. Laboratory study of morphology, identification and preparation procedures. Two lectures, one three-hour laboratory, required field trip. Prerequisite: GLY 172 or 262. (3 cr. hr.)

GLY 367: Geomorphology
(F) Processes of glaciers, rivers, mass wasting, wind and weathering, and their resulting landforms. Methods of geomorphic analysis and the evolution of landscapes. Two lectures, one three-hour laboratory, field trips. Prerequisite: GLY 261. (3 cr. hr.)

GLY 371: Meteorology
(S) Atmosphere, its phenomena; elements of weather; application to weather forecasting. Two lectures, one three-hour laboratory. Prerequisite: Six hours of mathematics or science. (3 cr. hr.)

GLY 396: Aqueous Geochemistry
(S) Detection, analysis, distribution, significance of chemical elements in soils, rocks, water, organic matter. Two one-hour lectures, one three-hour laboratory. Prerequisites: GLY 301 and CHE 221, 222. (3 cr. hr.)

GLY 397: Physical Oceanography
(S) Physical features of the ocean; origin of ocean basins; waves; currents and tides; shoreline processes; ocean sediments; effect on world climates and environmental problems. Three lecture hours per week. Prerequisites: Six credit hours of math or science. (3 cr. hr.)

GLY 400: Supplemental Field Studies
(A) Extended field study or field trips designed to complement classroom instruction. May be repeated as subtitle changes. Prerequisite: Consent of department. H, S, U grades are assigned. (1-3 cr. hr.)

GLY 410: Hydrogeology
(F) Examination of the source, distribution, movement and disturbance of surface, vadose zone and groundwater in a geologic and environmental context. Includes aquifer testing, watershed hydrology and some advanced groundwater and water quality modeling. Field trips to well fields, treatment facilities, and a local watershed. Two lectures and one laboratory/field trip session. Prerequisite: GLY 261. (3 cr. hr.)
GLY 430: Field Hydrology
(M) Methods used in the characterization of the quantity, quality and flow characteristics of surface, vadose zone and groundwater. Field projects with local streams, wetlands and aquifers, and field trips to active research sites in the Catskill and Adirondack region. Prerequisites: GLY 261 and junior status, or permission of instructor. (2-3 cr. hr.)

GLY 469: Structural Geology
(S) Deformation of rocks and the resulting structures, including stress and strain, faults, folds, and rock fabrics. Two lectures, one three-hour laboratory. One required field trip. Prerequisite: GLY 301. (3 cr. hr.)

GLY 471: Stratigraphy
(F) Principles of correlation, nomenclature, facies interpretation, classification of sedimentary rock units. Laboratory methods of facies and correlation analysis. Two lectures, one three-hour laboratory, required weekend field trip. Prerequisites: GLY 262 and GLY 302. (3 cr. hr.)

GLY 476: Geologic Field Methods
(M) Instruments and methods of basic geologic fieldwork: measurement and description of stratigraphic sections; use of survey instrumentation and GPS; elementary bedrock mapping. Compilation of stratigraphic sections, geologic maps and structure sections. Taught at Brauer Field Station beginning late May. Can be taken as a three-week course for three credit hours or as a four-week course for four credit hours. Prerequisite: GLY 302. (3-4 cr. hr.)

GLY 481: Field Geology
(M) Intensive study of field methods and techniques; reconnaissance and detailed areal geology mapping; preparation of geologic maps and sections. Offered summers at the Brauer Field Station. Prerequisites: GLY 302, GLY 469, junior standing. (5-6 cr. hr.)

GLY 487: Internship in Applied Geology
(A) A project-oriented internship with a government agency, industry, or other private or public enterprise, supervised application of geologic skills and knowledge. Prerequisites: Senior-year status, consent of department. (3-12 cr. hr.)

GLY 494: Geology Laboratory Experience
(A) Service as assistant in laboratory sections of a geology course. Includes meetings with course instructor, advanced preparation for lab meetings, weekly attendance in the laboratory section while serving as instructional assistant in laboratory activities. May be taken twice for credit. Can not be applied to any state teacher education requirement. S, U grades are assigned. Prerequisite: Permission of department. (1 cr. hr.)

GLY 499: Independent Investigations
(A) Limited to qualified seniors. Prerequisite: Consent of chair. May be taken twice for credit. H, S, U grades are assigned. (1-3 cr. hr.)

GLY 550: Geology of New York State
(M) Geologic history of New York State as interpreted from the rock record. Special emphasis on: Paleozoic stratigraphy and depositional environments; metamorphism, magmatism and deformation of the Adirondack and Hudson Highlands; Grenville, Taconic, Acadian, and Alleghenian orogenic events; Pleistocene continental glaciation. Seven and a half lecture hours per week; four weeks. One all-day Saturday field trip required. Prerequisite: GLY 261 or equivalent. (3 cr. hr.)

GLY 563: Advanced Studies in Paleontology
(O) Examination of paleontological theory through reading scientific papers and study of fossil specimens. Subtitles may include: Mass extinctions, paleoecology biostratigraphy. One three-hour lecture and/or discussion. May be repeated as subtitle changes. Prerequisite: GLY 363. (3 cr. hr.)

GLY 570: Plate Tectonics
(O) Examination of theories of plate tectonics, including critique of refereed scientific papers. Topics include geology and driving forces of plate motions, and the geological and geophysical implications. One three-hour lecture/discussion. Prerequisites: GLY 261 and twelve hours of geology, biology, chemistry and/or physics at the 300 level or above. (3 cr. hr.)

GLY 573: History of Geology
(O) Development, evolution of major concepts in geological sciences. Read peer-review scientific articles; class presentation, research paper. Three lectures per week. Prerequisite: GLY 261. (3 cr. hr.)

GLY 576: Glacial Geology
(C) Glacial processes, landforms and deposits, Quaternary chronologies and dating methods; analysis and interpretation of glacial sediments and sequences. Emphasis on glaciation of New York State. One two-hour lecture, one two-hour laboratory, field trips. Prerequisite: GLY 261. (3 cr. hr.)

GLY 579: Paleoclimatology
(C) History and causes of natural climate change. Emphasis on events and environments of the last two million years. Includes analytical methods used to reconstruct paleoclimate. One three-hour lecture. Prerequisites: GLY 261 and 12 hours of geology, biology, chemistry and/or physics at 300 level or above. (3 cr. hr.)

GLY 581: Advanced Field Geology
(M) Field investigations involving detailed geologic mapping and analysis of specific area(s) by an individual or small group; written report. Offered summers at the Brauer Field Station. Prerequisite: GLY 469. (3-8 cr. hr.)

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

Related Education Courses

AED 391: Introduction to Adolescence Education
(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)
AED 442: Methods I: Teaching the Sciences in the Middle and Secondary Schools
(F) This course begins with an examination of the history and foundations of education, with an emphasis on the history of science education. It then examines disciplinary models and strategies for classroom management. Students will develop tools for measurement and evaluation of performance and achievement for students with diverse abilities and interests. Students will participate in short and long-range lesson planning and curriculum development. Federal and state laws, policies and procedures for dealing with students with disabilities will be examined. Strategies for collaborating with administrators, faculty/staff, parents/guardians, and community members will be discussed. Includes 25 hours of field experience in middle and secondary schools.
Prerequisites: PSY 232 and AED 391. (3 cr. hr.)

AED 443: Methods II: Teaching the Sciences in the Middle and Secondary Schools
(F) Introduction to aspects of teaching laboratory-based science to a diverse population of students through the development of a course syllabus, a comprehensive plan for laboratory safety, and lesson plans aligned with state and national learning standards and state science core curriculum guides. Twenty-five hours of field experience in middle and secondary schools. Prerequisite: AED 442. Corequisite: AED 444. (3 cr. hr.)

AED 444: Laboratory Practicum
(F) Opportunity to work with an experienced teacher in the planning, preparation, and implementation of laboratory exercises in an introductory, college-level lab course through one-on-one and small group activities. Fulfills 25 hours of field experience requirement. Corequisite: AED 443. (1 cr. hr.)

AED 445: Student Teaching: Adolescence Education — Science
(A) Full-time supervised student teaching in two public school placements: one, eight-week placement at the seventh or eighth grade level and one, eight-week placement at the ninth, tenth, eleventh, or twelfth grade level. A discipline-specific student teaching seminar is held on campus once during the semester. Prerequisites: PSY 232; AED 443; and AED 444. See major department for eligibility criteria. S, U grades are assigned. (14 cr. hr.)

LIT 449: Literacy in the Middle and Secondary School
(F) Methods, materials and assessment for fostering literacy at the middle and secondary levels. (3 cr. hr.)

Health

DEPARTMENT

SCHOOL
Professional Studies

FACULTY
Bonni Hodges (Chair), Sarah C. Beshers, Owen Donovan, John Forster, Ray Goldberg, Joseph F. Governali, John Leary, Jill Murphy, Alan Sofalvi, Donna M. Videto, Ben Wodi

PROGRAMS OFFERED
Bachelor of Science in Health Science
Bachelor of Science in Education in Health Education

MAJORS OFFERED
Health Science
Health Education

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

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

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

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

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

Moffett Center, Room 105
(607) 753-4225
www.cortland.edu/health/
Requirements
1. Degree Requirements listed on pages 38-45 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 60 credit hours

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

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

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

Career Potential
• Environmental health specialist
• Community health educator
• College health promotion specialist
• Wellness health promotion specialist

A. Required Courses: 18 credit hours
HLH 203: Community Health
HLH 360: Health Care Administration and Planning
HLH 390: Environmental Health and Ecology
HLH 391: Epidemiology and Biostatistics
HLH 492: Chronic and Communicable Diseases
HLH 494: Needs Assessment, Program Planning and Evaluation in Health Education

B. Fieldwork: 16 credit hours
(overall 2.5 grade point average required)
HLH 499: Fieldwork in Health

C. Health Electives: 15 credit hours
Students elect courses based on professional interests and the following are typical electives in this program:
HLH 111: International Health and Culture
HLH 163: The HIV Epidemic
HLH 201: Health Problems of the Underserved
HLH 210: Wellness and Health Promotion
HLH 232: Nutrition
HLH 301: Stress Management
HLH 302: Human Sexuality Education
HLH 314: Mental and Emotional Health
HLH 367: Drug Problems: Intervention and Prevention
HLH 393: Introduction to Occupational Safety and Health
HLH 493: Community Health Education

Total Credit Hours Required for Graduation: 124

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

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

Required Courses
Select All: Eight credit hours
BIO 201: Biological Sciences I
BIO 202: Biological Sciences II

Select Two: Six or eight credit hours
CHE 121: Elementary Chemistry I
CHE 122: Elementary Chemistry II or
CHE 221: General Chemistry I
CHE 222: General Chemistry II

Select Two: Eight credit hours
PHY 105: Elementary Mechanics and Heat
PHY 106: Elementary Electricity, Light, and Sound or
PHY 201: Principles of Physics I
PHY 202: Principles of Physics II

Select One or Two: Three or six credit hours
M AT 201: Statistics or
M AT 25: Calculus I or
M AT 25: Calculus I and
M AT 26: Calculus II

Total Credit Hours Required for Graduation: 124

Major in Health Science with a concentration in College Health Promotion and Prevention Services [HSC/CHPP]
The concentration is intended to provide health students with the background and skills needed to function on college campuses as health promotion and prevention specialists. These individuals typically work in a variety of health education areas including sexuality, alcohol, tobacco and other drugs, nutrition, HIV/AIDS, stress management, and health promotion. Responsibilities often involve conducting campus-wide activities, developing peer education programs, and working with college offices in promoting the health of students.

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124
Major in Health Science with a concentration in Environmental Health [HSC/ENVH]

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

CAREER POTENTIAL

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

A. Required Courses: 28 credit hours

Select All: 14 credit hours

- HLH 113: Sex, Drugs and the College Student
- HLH 201: Health Problems of the Underserved
- HLH 202: Wellness and Health Promotion
- HLH 394: Health-Related Behavior: Formation and Change
- HLH 493: Community Health Education
- EDU 426: Methods and Materials of Health Education: Level II

Select Two: Six credit hours

- HLH 392: Environmental Pollutants and Toxicology
- HLH 393: Introduction to Occupational Safety and Health
- POL 242: Environmental Policy

Select Two: Eight credit hours

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124
Major in Health Science with a concentration in Health Care Administration and Planning [HSC/ADMN]

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

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

A. Required Courses: 30-31 credit hours

Select All: 18 credit hours
- MGT 254: Principles of Accounting I
- MGT 255: Principles of Accounting II
- ECO 111: Principles of Microeconomics
- MGT 250: Principles of Management
- HLH 201: Health Problems of the Underserved
- SOC 371: Sociology of Medicine

Select One: Three credit hours
- MCS 186: Introductory Programming
- CAP 100: Introduction to Computer Applications

Select One: Three credit hours
- MGT 253: Principles of Marketing
- ECO 352: Finance

Select Both: Six credit hours
- POL 240: Introduction to Public Administration and Public Policy
- POL 326: State and Local Government

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

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

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

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

Required Courses: 23 credits

Select All: 13 credit hours
- HLH 394: Health Related Behavior: Formation and Change
- COM 100: Human Communication
- COM 450: Health Communication
- ENG 303: Technical Writing
- CAP 236: Desktop Publishing

Select One: Three credit hours
- COM 451: Environmental Communication
- COM 452: Risk Communication

Select One: One credit hour
- COM 390: Participation in Student Newspaper
- COM 393: Participation in Television
- COM 394: Participation in Radio

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

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

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

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

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

A. Required courses: 27 credit hours

Select All: 21 credit hours
- HLH 120: Responding to Emergencies
- HLH 210: Wellness and Health Promotion
- HLH 232: Nutrition
- HLH 301: Stress Management
- HLH 394: Health Related Behavior: Formation and Change
- HLH 406: Wellness/Fitness Practicum
- HLH 314: Mental Health and Counseling
- HLH 493: Community Health Education
- HLH 314: Mental Health and Counseling
- HLH 406: Wellness/Fitness Practicum

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124
**Major in Health Education [HEC]**

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

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

A. Required Courses: 64 credit hours

**Professional Education:** 12 credit hours
- EDU 326: Methods and Materials of Health Education: Level I
- EDU 426: Methods and Materials of Health Education: Level II
- PSY 331: Psychology of Exceptional Children Education or Psychology elective (with advisement)

**Health:** 30 credit hours
- HLH 203: Community Health
- HLH 210: Wellness and Health Promotion
- HLH 220: Safety Education and Emergency Response
- HLH 232: Nutrition
- HLH 302: Human Sexuality Education
- HLH 314: Mental Health and Counseling
- HLH 345: Parenting Education
- HLH 367: Drug Problems: Intervention and Prevention
- HLH 492: Chronic and Communicable Diseases
- HLH 494: Needs Assessment, Program Planning and Evaluation in Health Education

**Student Teaching and Field Experiences:** 16 credit hours
- EDU 497: Field Experience in Health Education
- EDU 498: Health Education Seminar
- EDU 499: Student Teaching in Health Education

B. Health electives: Six credit hours

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

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:** 128

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

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

**Career Potential**
- Health communication specialist with government agencies, health organizations, businesses
- Health reporter, consultant to public, private organizations

Required courses: 23 credit hours

Select All: 13 credit hours
- HLH 394: Health Related Behavior: Formation and Change
- COM 100: Human Communication
- COM 450: Health Communication
- ENG 303: Technical Writing
- CAP 236: Desktop Publishing

Select One: Three credit hours
- COM 451: Environmental Communication or
- COM 452: Risk Communication

Select One: One credit hour
- COM 390: Participation in Student Newspaper
- COM 393: Participation in Television
- COM 394: Participation in Radio

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

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

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:** 128
Major in Health Education with a concentration in Wellness Health Promotion [HEC/WELL]

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

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

A. Required courses: 27 credit hours
   
   HLH 120: Responding to Emergencies
   HLH 210: Wellness and Health Promotion
   HLH 232: Nutrition
   HLH 301: Stress Management
   HLH 314: Mental Health and Counseling
   HLH 394: Health Related Behavior: Formation and Change
   HLH 405: Wellness/Fitness Practicum
   PED 397: Exercise Physiology I
   MGT 250: Principles of Management

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

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

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

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

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

CAREER POTENTIAL
- College health promotion specialist
- College prevention specialist
- College health educator

A. Required Courses: 21 credit hours
   
   HLH 113: Sex, Drugs and the College Student
   HLH 210: Wellness and Health Promotion
   HLH 302: Human Sexuality Education
   HLH 314: Mental Health and Counseling
   HLH 367: Drug Problems: Intervention and Prevention
   HLH 394: Health Related Behavior: Formation and Change
   HLH 493: Community Health Education or
   EDU 426: Methods and Materials of Health Education: Level II

B. Internship: Six credit hour minimum

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

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 128

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

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
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<td>CPN 100 or 102</td>
<td>BIO 301</td>
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<td>BIO 110 (GE 8)</td>
<td>COM 210</td>
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<td>GE course</td>
<td>CAP 100</td>
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<td>GE course</td>
<td>H LH 203</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>CPN 101 or 103</td>
<td>BIO 302</td>
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<td>BIO 111 (GE 8)</td>
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<td>GE course</td>
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<td>GE course</td>
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<td>Quantitative Skills</td>
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<tr>
<th>Third Year</th>
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<tr>
<td><strong>Fall</strong></td>
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<td>HLH 232</td>
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<td>HLH 314</td>
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<td>GE course</td>
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<td>Health elective</td>
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<td>Total credit hours: 17</td>
<td>Total credit hours: 15</td>
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</tbody>
</table>

Note: All-college requirements, such as liberal arts requirements, and total credit hours toward graduation have to be carefully monitored as part of the free elective and department elective selection process. Because the credit hours for individual courses vary from 2-5 credit hours, completing each elective course noted above will not guarantee that the student will also meet all of the degree requirements.
Health

COURSE DESCRIPTIONS

HLH 110: Personal and Community Health
(A) An examination of health issues and problems related to individuals and communities. Included is an exploration of wellness/health promotion; factors which impact health such as culture, heritage and socioeconomic level; chronic and communicable disease, including HIV/AIDS; nutrition, weight management and fitness; safety education, including such areas as fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; aging and death; relationships, sexuality, reproduction and birth control; stress management; health care delivery; and alcohol, tobacco and other drugs prevention/intervention. Course meets all health-related SED teacher certification requirements for non-elementary education majors other than the child abuse identification and reporting requirements. Not open to students with credit for HLH 199. (3 cr. hr.)

HLH 111: International Health and Culture
(B) The course provides a cross-cultural analysis of the current global health situation through comparison of factors which affect the well-being of peoples of the world, as well as actions which are being taken and can be taken to improve world health. A major focus of the course involves comparing and contrasting health problems and approaches to health improvement in various cultures and countries. Accepted as course for Contrasting Cultures Category G E 3. (3 cr. hr.) ■

HLH 113: Peer Health Advocacy: Sex, Drugs and the College Student
(B) Designed to increase students' knowledge and positive leadership skills with regard to the topics of alcohol and other drugs, sexuality and decision-making as applied to the college population. The major focus of the course is on peer health advocacy and the development of leadership skills. Open to all majors, freshman and sophomores only. (3 cr. hr.)

HLH 120: Responding to Emergencies
(A) American Red Cross certification course which fulfills New York State Education Department coaching requirements for first aid, adult CPR and sports injury. (2 cr. hr.)

HLH 121: Introduction to Safety
(O) Modern methods of safety: traffic, home, community. (1 cr. hr.)

HLH 129, 329, 429, 529: Special Topics in Health
Selected topics. May be taken more than once as substitute changes. Prerequisites: Designated by department as appropriate for credit and academic level of credit. (1-4 cr. hr.)

HLH 137: Child and Adolescent Sexual Abuse
(O) Course will examine topic of sexual abuse in childhood and adolescence to acquaint students with etiology, prevalence, identification, referral, treatment and prevention strategies. Special emphasis will be given to roles of school administrators, counselors, and educators in confronting issue. (1 cr. hr.)

HLH 150: Rational-Emotive Education
(O) Introduction to principles, practice of an intrapersonal conflict resolution method. Class activities demonstrate applicability of method to a wide range of situations (academic, social, etc.). H, S, U grades assigned (1 cr. hr.)

HLH 153: The HIV Epidemic
(A) Overview of the HIV epidemic and examination of factors which perpetuate it. Strategies for intervention and prevention included. Accepted as a course for General Education Category 2: Prejudice and Discrimination. (3 cr. hr.) ■

HLH 199: Critical School Health Issues
(A) This course examines selected critical health issues of students and the role of schools and teachers in addressing such issues and promoting student health. Included in the course is an exploration of student health status, impact of such factors as culture, heritage and socioeconomic level on health and learning; youth risk behaviors; personal health issues related to such areas as nutrition, fitness, and emotional health; safety education, including such areas as fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; alcohol, tobacco and other drugs prevention/intervention; and skills needed to protect and promote health as related to each of the course content areas. Course meets all health-related SED teacher certification requirements for non-elementary education majors other than the child abuse identification and reporting requirements. Not open to students with credit for HLH 110. (3 cr. hr.)

HLH 200: Health Issues
(O) Current controversial health issues. Not open to health majors. H, S, U grades assigned. (3 cr. hr.)

HLH 201: Health Problems of the Underserved
(A) Examination of health problems experienced disproportionately by people lacking access to economic, political and other resources. Accepted as a course for General Education Category 2: Prejudice and Discrimination. (3 cr. hr.) ■

HLH 203: Community Health
(A) Health problems facing people collectively in contemporary society. Health majors only. (3 cr. hr.)

HLH 210: Wellness and Health Promotion
(A, M) Overview of concept of wellness. Emphasis is on development of a wellness lifestyle with focus on self-responsibility, environmental sensitivity, nutrition, physical fitness and stress management. (3 cr. hr.) ■

HLH 220: Safety Education and Emergency Response
(A) Course combines safety education with background and skills required for American Red Cross "Responding to Emergencies" certification. The safety content relates to safety issues in schools and communities as well as specific concerns related to children and adolescents. Included is material on fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention. Course also fulfills State Education Department coaching requirements (sports injury module) for first aid, adult CPR and sports injury. Not open to students with credit for HLH 120 or HLH 327. (3 cr. hr.)

HLH 232: Nutrition
(A) Selection of foods, health products, services as basis for healthful living; health, nutritional needs at various ages; research findings, their application. Health majors only. (3 cr. hr.) ■

HLH 255: Consumer Health
(B) Analysis of consumer health issues and practices, health products and services, quackery and consumer protection. Health majors only. (2 cr. hr.) ■
HLH 265: Health and the Child
(A) This course will provide the non-health major (and specifically early childhood, childhood education and special education majors) with the basic skills and knowledge necessary to work in the area of health education at the preschool and elementary school level. Included in the course is an exploration of student health status, theories, models and approaches relevant to health education; state and national health education standards; effective health education practice; an examination of health content areas and particularly nutrition, fitness, emotional health, safety education (including fire and arson prevention, child abduction, abusive and dangerous environments and violence prevention/intervention), and alcohol, tobacco and other drugs prevention/intervention; and skills needed to protect and promote health related to each of the course content areas. Course meets all health-related SED teacher certification requirements other than the child abuse identification and reporting requirements. (3 cr. hr.) ■

HLH 299: Statistical Concepts and Applications for Health Sciences
(O) This course is designed to introduce undergraduate health education/science majors to basic descriptive and inferential statistics that are used in health-related research. Principles of quantitative research will be presented and data management and analysis skills will be taught using the Statistical Package for the Social Sciences (SPSS). Not open to students with credit for MAT/PSY 201, ECO 221, COM 230 or GLY 281. Meets SUNY Cortland GE requirements. Prerequisite: HLH 203. (3 cr. hr.) ■

HLH 301: Stress Management
(A, M) Concept of stress with emphasis on techniques for managing stress effectively. Nature of stress, its impact on health and well-being. Methods of relaxation, stress reduction explored from personal and programmatic perspective. Experiences in self-assessment of stress areas provided. (3 cr. hr.)

HLH 302: Human Sexuality Education
(A) Human sexuality examined from perspective of personal development, human behavior, social issues, health implications. Role of education as related to development of healthy sexuality and specific sexuality issues explored. (3 cr. hr.) ■

HLH 309: Child Abuse
(B) Study of child maltreatment (neglect, physical, sexual and emotional abuse). Identification and reporting of abuse and neglect. Fulfills New York State Education Department child abuse recognition and reporting requirement for persons in teacher certification programs. (3 cr. hr.)

HLH 313: Mental and Emotional Health
(A) Mental health of individuals. Factors underlying maximum effective personality development, adjustment. (3 cr. hr.) ■

HLH 314: Mental Health and Counseling
(A) Mental health of individuals; counseling techniques used to help individuals understand and face health concerns of a physical, emotional, social nature. Health majors only. (3 cr. hr.)

HLH 323: Foods and Nutrition
(A) Basic course: food selection as nutritional basis for healthful living. Nutritional needs at various age levels; recent research findings; application. Not open to students with credit for HLH 232. (3 cr. hr.)

HLH 325: Instructor's First Aid
(O) American Red Cross instructor's first aid; methods, materials in teaching of standard and advanced first aid courses. Prerequisite: American National Red Cross Responding to Emergencies or Advanced Certification. (1 cr. hr.)

HLH 327: Advanced First Aid and Safety
(O) Methods of accident prevention and safety education with American Red Cross certification in Emergency Response and CPR for the Professional Rescuer. Health majors only. (4 cr. hr.) ■

HLH 345: Parenting Education
(B) Study of parenting from the perspective of its recent history, current status, the movement toward educating for parenthood and the development of healthy children. The content includes responsible parenthood, maternal and child health, growth and development of children, raising healthy children, parenting skills and educating for parenting. (3 cr. hr.) ■

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

HLH 360: Health Care Administration and Planning
(A) Analysis of factors affecting delivery of health care; study of administrative and planning procedures. Health majors only. (3 cr. hr.) ■

HLH 367: Drug Problems: Intervention and Prevention
(A) Review of literature on health consequences of consumption of drug substances. Formulation, implementation of comprehensive educational programs designed to reduce drug misuse and abuse. Health majors only. (3 cr. hr.)

HLH 390: Environmental Health and Ecology
(A) Public health activities within scope of "environmental health." Health majors only. Prerequisite: Completion of the natural science requirements in the General Education program or consent of the Department. (3 cr. hr.)

HLH 391: Epidemiology and Biostatistics
(A) Epidemiological method, statistical techniques used in study of etiology, distribution and control of disease. Health majors only. Meets SUNY Cortland GE requirements. (3 cr. hr.)

HLH 392: Environmental Pollutants and Toxicology
(B) Study of health problems associated with toxic substances in the environment. Classification of contaminants, their behavior in the ecosystem, bioconcentration, risk assessment and management techniques will be covered. (3 cr. hr.)

HLH 393: Introduction to Occupational Safety and Health
(B) This survey course is designed to acquaint the student with fundamental principles of occupational safety and health hazard recognition, evaluation, and control in the work place. Government regulations including OSHA, NIOSH, PESH, and health-related labor-management issues will be discussed. (3 cr. hr.)

HLH 394: Health-Related Behavior: Formation and Change
(A) Analysis of factors influencing adoption and maintenance of health-conducive behaviors, and reduction in health-threatening behaviors. (3 cr. hr.) ■

HLH 405: Tutorial in Health
(A) Study of one or more health-related issues as determined appropriate by the tutor. For junior, senior health majors. (1-3 cr. hr.)

HLH 406: Wellness/Fitness Practicum
(A) Practical experience for students concentrating in wellness and health promotion. Provides experience in on-campus facilities and programs designed to promote well-being. Prerequisites: HLH 120, 210 and PED 397 or EXS 397. (1 cr. hr.)
HLH 430: CPR — Basic Life Support
(O) Designed to teach beginning fundamentals of basic life support, cardiopulmonary resuscitation and to enable the student to be certified as a basic life-support instructor in CPR. Classroom teaching of skills included. (1 cr. hr.)

HLH 460: Health Care Policy Issues
(C) The course emphasizes controversial issues in health care policy formulation and development. It identifies the various participants in health care policy development, their sometimes opposing views, and their role and the government's role in addressing health care policy issues. Prerequisite: HLH 360. (3 cr. hr.)

HLH 461: Health Care Finance
(C) An analysis of health care financing in the U.S. The course investigates payment mechanisms, cost containment efforts, and the trends in third-party payments over time. The course will explore such concepts as risk sharing, cost-shifting, capitulation, capital investments, strategic financial planning in a changing health care environment. Prerequisites: HLH 360 and ECO 111 or MGT 254, 255. (3 cr. hr.)

HLH 492: Chronic and Communicable Diseases
(A) Contemporary concepts of causation and control of chronic and communicable disease. Disease patterns analyzed in both individual, community environment. Causative factors, methods of intervention stressed. Health majors only. (3 cr. hr.)

HLH 493: Community Health Education
(B) Study of unique function of community health educator in health care delivery system. Techniques used for educational intervention in community health settings stressed. Prerequisite: HLH 203. Health majors only. (3 cr. hr.)

HLH 494: Needs Assessment, Program Planning and Evaluation in Health Education
(A) Techniques for assessing health needs and problems; strategies for program planning and implementation; criteria and procedures for program evaluation. Health majors only. (3 cr. hr.)

HLH 499: Fieldwork in Health
(A, M) One quarter; may involve residence in any part of New York State, the United States or a foreign country at student's expense. Prerequisites: HLH 203, 360, 391, 492, 493, 494 and eight hours of fiction. Electives; cumulative grade point average of at least 2.5; consent of department. H, S, U grades assigned. (8 cr. hr.)

HLH 505: Health and the Media
(B) The course provides an overview and examination of the manner in which health-related topics are covered in different media. Major areas of review are the impact of media portrayals on health-related behavior and the use of media in health education/promotion programs (3 cr. hr.)

HLH 509: Drug Education for Teachers
(B) In-depth investigation into all aspects of drug scene for those who will have primary responsibility for drug education. (3 cr. hr.)

HLH 510: ProSeminar in Health Foundations
(A) An examination and update of current health content, and pedagogical principles and strategies commonly addressed by school and community health education professionals. Included are such topics as safety education, including fire/earth prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; wellness and health promotion; factors which impact health, such as culture and socioeconomic level; chronic and communicable disease; weight management and fitness; aging and death; stress management; health care delivery; alcohol, tobacco and other drug prevention/intervention. This course meets all health-related SED requirements except for child abuse reporting and identification, and is linked to the topical areas outlined in the National Health Education Standards and the New York State Standards for Health, Physical Education, and Family and Consumer Science. (3 cr. hr.)

HLH 511: Global Health Problems
(B) Conditions, problems in major geographical areas. Programs of international organizations. (3 cr. hr.)

HLH 512: Emotions and Human Behavior
(O) Study of basic content, concepts of humanistic behavior. Emphasis upon investigation, clarification and application of current practices intended to improve emotional health and interpersonal behavior. (3 cr. hr.)

HLH 513: Death, Bereavement and Suicide
(B) Significance of death, with special emphasis on role of health educator in dealing with problems of death, suicide, bereavement. (3 cr. hr.)

HLH 514: Workshop in Health Sciences
(O) Workshops in specific health areas with consultants, lecturers from community organizations. Student may register for more than one workshop for two semester hours each. (2 cr. hr.)

HLH 530: Family Life Education and the Classroom Teacher
(B) This course is designed to provide the classroom teacher with the basic skills and overall knowledge necessary to teach in the area of family life, character, sexuality, and parenting education. An examination of teacher preparation, content, curricula, resources and teaching methodology will form the focus of the course. Will meet the SED requirements for child development, parenting education, sexual abuse prevention, and child abduction. (3 cr. hr.)

HLH 535: The Family in Health and Disease
(O) This course will examine the role of the family as a determinant of health and illness behavior of its members throughout the life span. The family's role in health promotion, disease prevention, disease detection, treatment and rehabilitation will be studied. Family involvement in and social support for health behavior change programs will also be addressed. (3 cr. hr.)

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

HLH 542: Health Implications of Family Violence
(O) Will examine health issues related to family violence. Ethological factors related to child abuse and neglect, spousal/partner abuse, and elder abuse will be included. Preventive and intervention community health models and violence-related legislation will be examined. Pre/corequisites: Child abuse certification course; or consent of instructor. (3 cr. hr.)

HLH 544: Alternative Medicine
(O) This is an introductory course in alternative, or complementary, medical systems. Traditional Chinese medicine, Ayurvedic philosophies and practices, and Mayan medicine will be examined. Historical analysis of the homeopathic and naturopathic medical movements will also be included. (3 cr. hr.)
HLH 550: Women's Health
(O) A wide range of topics regarding women's health addressed from personal, institutional, and sociocultural perspective. Examination of health problems unique to women, review of some of the political aspects of women's health care, assessment of research needed in the area of women's health included. (3 cr. hr.) ■

HLH 555: Health and Aging
(O) Examination of the aging process with focus on important health issues, problems, concerns. Areas addressed include nutrition, fitness, emotional health, sexuality, and health policy. (3 cr. hr.) ■

HLH 557: Seminar in Health Sciences
(O) Studies in depth in specific areas with varied resource people. (3 cr. hr.)

HLH 560: Health and Public Policy
(B) Political aspects of health care delivery in United States; examination of forces affecting development of health policy at various governmental levels. Prerequisite: Course in community health or in American government/politics. (3 cr. hr.) ■

HLH 565: Elementary School Health
(O) Daily observation of pupils; unit development: coordination, integration of teaching and administrative aspects of school health. (3 cr. hr.)

HLH 573: Safety Problems and Programs
(O) Study of accidents, causes and means of prevention. Includes planning for numerous safety programs (home, school, occupational, recreation) with educational, administrative, legal considerations. (3 cr. hr.)

HLH 590: Public Health and the Environment
(B) Explores public health impact of environmental hazards and current issues related to the environment. Important concepts in environmental epidemiology will be presented. Morbidity and mortality associated with environmental pollution will be discussed, using the public health model. Not open to students with credit for H LH 390. (3 cr. hr.) ■

HLH 591: Health, Illness and Sick-role Behaviors
(O) Factors influencing asymptomatic protective behaviors, reactions to disease symptoms, responses to treatment recommendations. (3 cr. hr.)

HLH 592: Current Issues in Community Health
(O) The course is designed to give students an overview of community health issues and practices. Students will explore current health issues, their implications for health promotion and health education practice, and potential resolutions. Current health education and health promotion planning philosophies, models, and practices will be discussed. (3 cr. hr.)

HLH 599: Public Health Statistics
(B) Application of statistical methods to public health and health education problems; in-depth review of significant types of public health data, including demographic, mortality, morbidity analysis. (3 cr. hr.)

Related Education Courses

EDU 326: Methods and Materials of Health Education: Level I
(B) A study of the history and philosophy of health education will be conducted along with an examination of the current trends and movements in health and in education. Theories and principles underlying the practice of health education will be examined along with in-depth examination of national and state health education curricula. School health education observations included. Required of health education majors. Health education majors only. (3 cr. hr.)

EDU 426: Methods and Materials of Health Education: Level II
(B) The course is designed to provide the preservice school health educator with the basic skills necessary to work in the area of school health education. An examination of school health content, curricula, resources and teaching methodology will form the focus of the course. School health education observations included. Health education majors only. (3 cr. hr.)

EDU 497: Field Experience in Health Education
(B) Seminar-based course to prepare the health education student for the student teaching experience. Twenty-four hours of observations in school health education classes included. S, U grades assigned. Required of health education students. Prerequisite: Junior-level status or permission of department. (1 cr. hr.)

EDU 498: Health Education Seminar
(A) Two-week supervised seminar-based field experience involving observations and lesson planning in health education. An overall grade point average of 2.5 for course work at Cortland and consent of department required. Must be taken in conjunction with EDU 499: Student Teaching in Health Education. Prerequisites: EDU 326, 426, 497, PSY 331, HLH 203, 210, 220, 232, 302, 314, 345, 367, 492 and 494. (1 cr. hr.)

EDU 499: Student Teaching in Health Education
(A) Upon successful completion of the one credit seminar session the student moves into the college-supervised student teaching experience of 14 weeks. S, U grades are assigned. Required of health education students. Prerequisites: EDU 326, 426, 497, PSY 331, HLH 203, 210, 220, 232, 302, 314, 345, 367, 492 and 494, grade point average of 2.5, and permission of the department (7 cr. hr.)

EDU 575: Teaching Health Education
(B) The goal of this course is to prepare the advanced preservice school health educator with the competencies to teach school health education. An examination of school health content, state and national curricula and standards, teaching resources and pedagogy will form the focus of the course. School health education observations included. Health education majors only. (3 cr. hr.)
HISTORY

DEPARTMENT

SCHOOL
Arts and Sciences

FACULTY
Sanford Gutman (Chair), Gigi Peterson (Coordinator of adolescence education: social studies), Gordon Beadle, Girish Bhat, Francis Czerwinski, William Sharp, John Shedd, Kevin Sheets, Randi Storch, Brett Troyan, Judy Van Buskirk, Donald Wright, Luo Xu

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

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

MINORS OFFERED
History

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

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

SPECIAL FEATURES
• History Honors Society
• History Club
• Internships in Albany
• Overseas programs
• Teacher certification
• Senior seminar

Requirements
1. Degree Requirements listed on pages 38-45 of this catalog apply to the following majors.
2. Liberal Arts Requirements: 90 credit hours

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

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

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

Required Courses: 36 credit hours
HIS 100: The World to 1500 and
HIS 101: The World since 1500 or
HIS 110: Western Civilization to 1715 and
HIS 111: Western Civilization since 1715 and
HIS 200: The United States to 1877 and
HIS 201: The United States since 1877
HIS 290: Historical Methods
HIS 490: Seminar (3 cr. hr.)

Europe (including Russia) 300 level or above (6 cr. hr.):

Non-Western (Africa, Asia, Latin America, Middle East) 300 level or above (6 cr. hr.):
HIS 321, 322, 325, 326, 338, 384, 385, 386, 431, 435, 461, 531, 533

United States 300 level or above (6 cr. hr.):

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

Dual major in Adolescence Education: Social Studies and History (7-12) [SST and HIS]
This program is currently in the process of being reviewed by SUNY and the State Education Department.

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

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

A. Requirements for the history major: 36 credit hours
HIS 100: The World to 1500 and
HIS 101: The World since 1500 or
HIS 110: Western Civilization to 1715 and
HIS 111: Western Civilization since 1715
HIS 200: The United States to 1877 and
HIS 201: The United States since 1877
HIS 290: Historical Methods
HIS 490: Seminar (3 cr. hr.)
Europe (including Russia) 300 level or above (6 cr. hr.):
HIS 318, 333, 342, 343, 344, 345, 346, 347, 348,
361, 362, 363, 440, 441, 442, 443, 444, 445, 447, 448, 452,
453, 460, 465, 532, 538

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

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

B. Professional Preparation: 44-68 credit hours
HLH 199: Critical School Health Issues
PSY 101: General Psychology I
PSY 232: Adolescent Psychology
or
PSY 332: Educational Psychology
ECO 105: Political Economy and Social Thought
GRY 425: Geography in the Classroom
or
GRY 482: Central America and the Caribbean or
GRY 484: Geography of Europe or
GRY 486: Monsoon Asia
GRY 480: United States or
GRY 481: Geography of New York State
POL 100: Introduction to American Government and Politics
AED 310: Grammar and the Writing Process or
LIT 449: Literacy in the Middle and Secondary School or
LIT 549: Literacy in the Middle and Secondary School
SHH 300: Normal Language Development or
PSY 350: Psychology of Language

C. Professional Sequence: Junior year, four credit hours
AED 391: Introduction to Adolescence Education
Fall semester only. A 25-hour field requirement is attached
to this course.
AED 300: Introduction to Secondary Social Studies
Spring semester only. A 35-hour field requirement is
attached to this course.

D. Professional Sequence: Senior year, 21 credit hours*
AED 301: Pre-practice Teaching Seminar
Fall semester only. A 40-hour field requirement is attached
to this course.
Student Teaching: Spring semester only. No other courses
may be taken during the student teaching semester.
AED 400: Student Teaching I
AED 401: Student Teaching II
AED 402: Student Teaching Seminar

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

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in History [HIS]
A. Required Courses: Six credit hours
HIS 100: The World to 1500
HIS 101: The World since 1500
HIS 110: Western Civilization to 1715
HIS 111: Western Civilization since 1715
HIS 200: The United States to 1877
HIS 201: The United States since 1877

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

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 18

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

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<th>First Year</th>
<th>Second Year</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
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<tr>
<td>COR 101</td>
<td>GE course</td>
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<td>CPN 100 or 102</td>
<td>Foreign language</td>
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<tr>
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<td>Upper level history</td>
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<td>GE other than 1 or 5</td>
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<tr>
<td>CPN 101 or 103</td>
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<td>HIS 201</td>
<td>Upper level history</td>
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<tr>
<td>Foreign language</td>
<td>Upper level history or HIS 290</td>
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<td>GE other than 1 or 5</td>
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<td>GE course</td>
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<td>Elective - 1 cr. hr.</td>
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<tr>
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<td>HIS 490 or upper level history</td>
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<td>Total credit hours: 15</td>
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Note: History majors must take at least six hours of upper-level history courses (300 level or above) in each of the following areas: United States, Europe, non-Western.
History

COURSE DESCRIPTIONS

HIS 100: The World to 1500
(A) History of humankind from emergence of Homo sapiens, earliest forms of civilization to 16th century. Emphasis on broad lines of development and interaction among world civilizations. (3 cr. hr.)

HIS 101: The World since 1500
(A) Political, social, economic, cultural history of peoples of the world from 16th century to present. Emphasis on broad lines of development and interaction among world civilizations. (3 cr. hr.)

HIS 110: Western Civilization to 1715
(A) Origins and development of Western civilization from ancient Greece to early 18th century; how Western civilization was shaped. (3 cr. hr.)

HIS 111: Western Civilization since 1715
(A) From about 1715 to present. Major political, social, economic, religious, intellectual developments from Enlightenment to atomic age. (3 cr. hr.)

HIS 129, 229, 329, 429, 529: Special Topics in History
Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

HIS 150: World in the Twentieth Century
(A) Introduction to the study of history by examining the ideological, political, economic, and social forces that have shaped the modern world. It will draw widely from modern world history to illustrate the types of questions, problems and methods historians encounter in their work. (3 cr. hr.)

HIS 200: The United States to 1877
(A) Origin, development of American institutions, ideas from discovery of new world to close of Reconstruction period. (3 cr. hr.)

HIS 201: The United States since 1877
(A) Significant cultural, economic, political, social forces and problems in America from Civil War to present. (3 cr. hr.)

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

HIS 290 Historical Methods
(A) Instruction to historical profession and processes of historical research, interpretation and writing. Prerequisite: HIS 100 or 101 or 110 or 111 or 200 or 201. Must be a sophomore level history or adolescence social studies and history major. (3 cr. hr.)

HIS 300: Colonial America, 1450-1750
(F-C) The American colonial era, from pre-Columbian societies to 1750 — origins of colonization, European-Indian interaction, African-American cultures, relations with the Atlantic world. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 302: Revolutionary America, 1750-1789
(S-C) Origins and consequences of the American Revolution, with emphasis on social and political changes that accompanied independence. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 303: The American Republic, 1789-1840
(C) Development of American society, with emphasis on democratic culture, transformations in the home and market place, and territorial expansion. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 304: The American Republic: 1840-1877
(S) United States development, 1840-1877: Manifest Destiny, sectional development and conflict, Civil War and Reconstruction. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 306: The United States: 1877-1920
(C) United States development, 1877-1920: Rise of Industrialism, urban society, agricultural conflict, progressive period and World War I. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 307: The United States 1920-Present
(C) United States development, 1920-Present. Twenties, Depression, World War II, Cold War, New World Order. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 309: New York State
(O) New York State society and politics, with emphasis on ethnic interaction, conflict, and accommodation between 1860 and 1900. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 310: American Intellectual and Cultural History to 1865
(C) History of American thought and culture from Puritan settlement to the era of the American Civil War. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 311: American Intellectual and Cultural History Since 1865
(C) History of American thought and culture from Puritan the era of the American Civil War to the present. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 312: African-American History to 1865
(F) Black America from African origins to end of Civil War. Prerequisite: HIS 200 or 201 or AAS 100. Also listed as AAS 334. (3 cr. hr.)

HIS 313: African-American History Since 1865
(S) Black America from Reconstruction period to present. Prerequisite: HIS 200 or 201 or AAS 100. Also listed as AAS 336. (3 cr. hr.)

HIS 314: Native-American History
(C) Survey of Native-American history from pre-Columbian societies to the present, including the diversity of native cultures, the changing place of native peoples in American life and contemporary issues. Prerequisites: HIS 200 or 201 or equivalent. (3 cr. hr.)

HIS 315: History of the American West
(B) The discovery, conquest, and settlement of the American West from 1500-1892. The primary focus will be on the trans-Mississippi west from approximately 1800-1892. Attention will be given to the history and image-building of individuals and groups who played a role in the West. (3 cr. hr.)

HIS 317: Women in the United States
(S-C) Survey of history of women in United States from colonial period to present. Prerequisite: HIS 200 or 201. (3 cr. hr.)

HIS 318: The History of Women in Modern Europe
(C) Survey of women's lives in Europe from the 18th century to the present. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.)
HIS 321: Africa, Human Origins to 1800
(F) Origins, groupings of peoples of Africa; political, social, economic evolution to 1800; Africcan contacts with ancient world, trans-Saharan and Indian Ocean trade, growth of states and empires, spread of Islam. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 100, IST 200, or IST 210. Also listed as AAS 321. (3 cr. hr.)

HIS 322: Modern Africa, 1800-Present
(S) Traditional African and European influences, imperialism and colonial rule; independence, problems of independent Africa. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 100, IST 200, or IST 210. Also listed as AAS 322. (3 cr. hr.)

HIS 325: Colonial Latin America
(B) Survey of Latin America through an examination of the Pre-Columbian civilizations, the European conquests and subsequent empires, the resulting ramifications and social structure, and the socioeconomic structure that formed the foundations of modern Latin America. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 100, IST 200, or IST 210. (3 cr. hr.)

HIS 326: Modern Latin America
(B) Survey of Latin America from 1821 to the present, including an examination of the political, social, and economic developments in the region and the major foreign impact that shaped the region as it is today. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 100, IST 200, or IST 210. (3 cr. hr.)

HIS 333: Russia, 850-1894
(B) Russian history and civilization; the major political, social, and economic developments from the ninth century until the late 1800s. (3 cr. hr.)

HIS 334: Russia Since 1894
(B) Russian history and civilization; the major political, social, and economic developments from 1894 to the present. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 100, IST 200, or IST 210. (3 cr. hr.)

HIS 342: Ancient Greece
(F-C) Greece from the Bronze Age to Alexander the Great. Prerequisite: Completion of General Education requirement in History. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.)

HIS 343: Roman History
(C) From founding of Rome to establishment of Christian Empire, emphasizing constitutional developments of republic and early empire, change to autocracy. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.)

HIS 344: Medieval Europe: 300-1050
(F-C) Roman Empire, Christian Church, Byzantine Empire, Islamic empires, barbarian kingdoms of West and western feudal kingdoms, to 11th century. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.)

HIS 345: Medieval Europe: 1050-1300
(S-C) Medieval development of countries in 12th, 13th centuries; its gradual disintegration in 14th century. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.)

HIS 346: Renaissance and Reformation
(C) European civilization from Renaissance to 1648. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.)

HIS 347: Modern Europe: The French Revolution to World War I
(O) Major political, social, intellectual forces: 1789 to World War I. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.)

HIS 348: Europe Since 1914
(B) Domestic, political, economic history of major European countries from start of World War I. Prerequisite HIS 100, 101, 110, 111, IST 200, or 210. (3 cr. hr.)

HIS 351: History and Film
(O) Use of films as historical sources and/or statements of historical work. May be repeated with different subtitle: Twentieth Century England, Twentieth Century France, Twentieth Century Germany, The U.S. in the Thirties, The Medieval World Reconstructed, Russian History and Film. Prerequisite: HIS 100, 101, 110, 111, 150, or IST 200. Also listed as CIN 251. (3 cr. hr.)

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

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

HIS 363: Jews in the Modern World, 1879-1948
(C) European Jewry from Enlightenment to establishment of Israel as state. Topics include: Emancipation and Assimilation, East European and Russian Jews to World War I, Immigration to America, Modern Israel, Anti-Semitism and Holocaust. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 200, IST 200, or IST 210. (3 cr. hr.)

HIS 381: American History
(B) Domestic, political, economic history of major European countries from the sixteenth century to the present with an emphasis on political and economic developments, social changes, and cultural and religious traditions. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 200, IST 200, or IST 210. (3 cr. hr.)

HIS 382: Modern China
(C) Survey of Chinese history from the earliest times to the mid-19th century. Special attention is given to political and economic developments, cultural and intellectual traditions, and interactions with other nations of the world. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 200, IST 200, or IST 210. (3 cr. hr.)

HIS 384: Modern China
(C) Chinese history since the mid-19th century. Emphasis on Western imperialism and the rise of nationalism and communism; the interplay between politics, society, and ideas in shaping reforms and revolutions. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 200, IST 200, or IST 210. (3 cr. hr.)

HIS 385: History of Japan
(C) Survey of Japanese history from the earliest times to the present with an emphasis on political and economic developments, social changes, cultural and religious traditions, and foreign relations. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 200, IST 200, or IST 210. (3 cr. hr.)

HIS 386: Modern Pacific Asia
(C) Survey of East and Southeast Asia since the 19th century. Topics include: Colonialism and Nationalism, East and Southeast Asia, and Philippine history. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 200, IST 200, or IST 210. (3 cr. hr.)

HIS 401: U.S. Foreign Relations since 1914
(B) Growing American involvement in modern world politics. Prerequisite: HIS 100, 101, 110, 111, 150, AAS 200, IST 200, or IST 210. (3 cr. hr.)

Course codes: A = every semester, B = at least once per year, C = at least once every two years, F = fall, M = summer, O = occasionally, S = spring, W = winter, LAS = LAS
HIS 415: History of American Education
(C) Examination of the formal and informal ways and means that Americans used to pursue knowledge from the colonial period through the twentieth-century. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 421: U.S. Labor and Working-Class History
(C) History of U.S. workers from the beginning of U.S. industrialization to the present. Focus will be on major social, economic, political, and cultural changes in working-class life during this period and on the ways in which workers created and reacted to these changes. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

HIS 424: The McCarthy Era, 1945-1960
(F-C) Economic, social, political aspects of McCarthyism, with emphasis on the major investigations. Prerequisite: HIS 200 or 201. (3 cr. hr.) ■

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

HIS 430: The Vietnam War
(O) Analysis of background of American involvement in Vietnam; examination of tactics and strategy employed in the war; impact of the war on American society. Prerequisite HIS 200, 201. (3 cr. hr.) ■

HIS 431: South Africa
(O) Historical background to apartheid and contemporary racial conflict in South Africa, Zimbabwe, and Namibia. Prerequisite: HIS 101, 111, 150, AAS 100, 1ST 200, or 210. Also listed as AAS 390. (3 cr. hr.) ■

HIS 435: East Asian-American Relations
(O) The history of economic, political, cultural and diplomatic relations between East Asia and the United States since the 19th century. Prerequisite: HIS 100, 101, 150, 200, or 201. (3 cr. hr.) ■

HIS 440: Britain to 1688
(O) Cultural, social, political, and economic development in the British Isles from Roman times to the Glorious Revolution with special emphasis on constitutional issues and changes. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 441: Britain Since 1688
(C) Political development, economic trends, social issues, and cultural factors will be emphasized in a survey of modern Britain beginning at the Glorious Revolution. Anglo-Irish relations and modern British feminism will also be explored. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 442: Tudor-Stuart England, 1485-1714
(C) Political, social, and economic developments under the Tudors followed by the dissolution of royal government under the Stuarts culminating in the first modern political revolution. (3 cr. hr.) ■

HIS 443: Ireland since 1660
(B) British presence in Ireland, the Act of Union, the O’Connell and Parnell nationalist movements, independence, civil war, conflict in Ulster. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 444: France, 1715-1799: The Old Regime and French Revolution
(O) Old Regime politics, society and culture. Origins and phases of the French Revolution. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 445: France 1800-1945
(O) Political, social, cultural, economic life of France from Napoleon through WWII. Stress on modernization and its associated tensions. Prerequisite HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 447: Germany since 1815
(C) From 1815 to present. Unification problem; domestic affairs under the monarchy; Weimar Republic; Third Reich; postwar Germany. Prerequisite HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 448: Rise and Fall of Nazi Germany
(B) Forces and factors leading to rise and collapse of Nazi rule. Social, economic, foreign policies, propaganda techniques. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 452: War and Diplomacy: World War I
(O) Origins, political, social and economic impact of World War I. Stress on diplomatic background, military and diplomatic events. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 453: War and Diplomacy: World War II
(O) Origins, political, social and economic impact of World War II. Emphasis on diplomatic background, military and diplomatic events. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

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

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

HIS 465: The Soviet Union, 1917-1953
(C) An intensive examination of the critical period of the Russian Revolution, and the gradual building of Soviet society. Prerequisite: HIS 100, 101, 110, 111, or 150. (3 cr. hr.) ■

HIS 490: Seminar
(A) Methods of historical investigation; their application to topics in selected historical periods. (3 cr. hr.) ■

HIS 491: Readings in History
(A) Individual study in selected areas of history. Prerequisite: Consent of department. (1-3 cr. hr.) ■

HIS 492: Senior Tutorial
(O) Guided reading for approved honors candidates in history in senior year. Normally followed by HIS 493. (3 cr. hr.) ■

HIS 493: Senior Thesis
(O) Research seminar leading to preparation of Senior Honors Thesis. Prerequisite: HIS 492, consent of department. (3 cr. hr.) ■

HIS 509: Issues in New York State History
(O) New York State history examined through themes of ethnicity, class and political development using historiography provided by a range of readings and discussion. Senior status for undergraduate history, adolescence education: social studies, and childhood education majors. M.A./history; M.S.Ed. in adolescence education: social studies, and M.S.Ed. in childhood education. (3 cr. hr.)
HIS 524: Issues in 19th-Century U.S. History
(C) Historical study of major issues in 19th-century American history with special attention to teaching materials and approaches. (3 cr. hr.)

HIS 528: Issues in the U.S. Civil Rights Movement
(C) Origins, ideologies, activities, results, and historiographical interpretations of movement to obtain civil and political rights for African Americans, 1945-1975. (3 cr. hr.)

HIS 529, 629: Special Topics in History
(C) Selected topics. May be taken more than once as subtitle changes. Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

HIS 530: Issues in African-American History
(C) Major historical arguments and historiographical issues in African American history from African origins to the present: origins and nature of slavery, rise of Jim Crow South, urban ghetto formation, civil rights movement. Special attention to teaching materials and methods. Prerequisites: 12 hours of undergraduate or graduate work in American history, or permission of instructor. (3 cr. hr.)

HIS 531: Issues in African History
(C) Historical and historiographical survey of peoples of Africa — human origins, population movements, spread of Islam, slave trade, colonialism, independence and underdevelopment. Special attention to teaching methods and materials. Prerequisites: At least 12 hours of course work in social studies on the graduate or undergraduate level. (3 cr. hr.)

HIS 532: Issues in European History Since 1500
(C) Historical and historiographical study of major themes in Europe since 1500. Special attention given to teaching materials and methods. (3 cr. hr.)

HIS 533: Issues in Asian History
(C) Historical and historiographical study of selected countries of Asia. Main themes include diversity in the past and present; continuity and change in Asian civilizations; Asia in world history; colonialism and nationalism; economic, political and social developments; and modernization and Asian identity. Special attention given to teaching materials and methods. (3 cr. hr.)

HIS 538: Teaching About Nazi Germany and the Holocaust
(C) In depth study of Nazi Germany and Holocaust with special attention to pedagogical strategies. Prerequisite: 12 hours of history and student teaching or permission of instructor. (3 cr. hr.)

HIS 545: Issues in Women's History
(C) Major issues in the history of women in the United States with special attention to pedagogical strategies and materials. (3 cr. hr.)

HIS 550: Issues in Early-American History
(C) Major issues in early-American history from European/Indian contact to Jacksonian America. Discussion of teaching strategies for these topics. Senior status for undergraduate history, adolescence education: social studies, and childhood education majors; M.A., history; M.S.Ed. in adolescence education: social studies, and M.S.Ed. in childhood education. (3 cr. hr.)

Related Education Courses

AED 300: Introduction to Secondary Social Studies
(S) Introduction to social studies education on the secondary level. Includes pre-student teaching field experience of 35 hours. Juniors only. Prerequisite AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar
(F) Integrated study of: a) introduction to teaching secondary social studies; b) introduction to contemporary issues in the teaching of secondary social studies; c) preparation for specific practice teaching assignment; d) 40-hours of field experience. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education
(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies
(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Co-requisites: AED 401 and 402 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies
(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Co-requisites: AED 400 and 402 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 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. Co-requisites: AED 400 and 401 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)

Values Course

VAL 322: Value Conflict in American History
(O) Study of values extant in selected incidents in American history which were characterized by severe conflict. Among possible topics: loyalists and patriots 1763-1800, anti-Catholicism 1840-1900, secession, war and Reconstruction 1860-1880, labor conflict in late 19th century America, Jim Crowism, segregation and civil rights conflict 1890-1970, nativism 1840-1980, the “Red Scare” 1918-1970, patriots and dissenters 1963-1973. Prerequisite: HIS 200 or 201. (3 cr. hr.)
H onors Program

FACULTY
Arnold Talentino (Coordinator)

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

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

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

- Specially designated honors courses are offered in a variety of General Education categories, including GE 2: Prejudice and Discrimination; GE 3: Contrasting Cultures; GE 4: Fine Arts; GE 5: History and the History of Ideas; and GE 7: Science, Technology and Culture. In addition, a few majors now offer honors sections of their courses. Some of the courses offered through the General Education program and in the majors are unique to the Honors Program, and others are special honors sections of courses offered to the general student population.

- Contract courses are regular courses that students take for honors credit. The student establishes a contract with the faculty member teaching the course that spells out the additional work the student will do for honors credit. Contract courses may be taken in the major or outside of the major, but no more than two contract courses may be counted towards the 24 hours needed to complete the honors program. Guidelines for taking contract courses are available in the Honors Program office.

- Writing Intensive (WI) courses are specially designated courses that emphasize the development of writing skills. All students at Cortland must complete two WI courses in order to graduate. Honors Program students may count an additional two WI courses (but no more than two) towards the 24 hours needed to complete the honors program.

- The honors thesis is a requirement for completing the honors program. Guidelines for completing the thesis are available in the Honors Program office. Students must complete the thesis for credit by taking an independent study in their major or a course in their major in which the thesis can be completed as a course assignment. For example, many majors offer senior research seminars to their students. These seminars make excellent vehicles for completing the honors thesis.

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

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

TOTAL CREDIT HOURS REQUIRED FOR THE PROGRAM: 24

H onors Program

COURSE DESCRIPTIONS

ANT 102: Introduction to Cultural Anthropology
(A) An exploration of the subdisciplines, conceptual frameworks dealing with origins, development, diversity of human cultures. (3 cr. hr.) ■

AST 200: Introduction to Asia
(C) Basic knowledge and understanding of the diverse societies and cultures of Asia. Study of the geography, nations, religions, cultural traditions, economic, social, and political developments including the circumstances leading to emigration from Asian countries to the United States and the Asian-American experience. (3 cr. hr.)

ENG 220: Introduction to Western Literature I
(O) Major phases of literary heritage of Western World from Classical Age to Renaissance. (3 cr. hr.) ■

EXS 290: Social Problems and Issues in Sport and Exercise
(O) Examination of social problems and issues that impact upon a variety of physical activities. Consideration of how values, prejudice, discrimination and stereotypes affect sport and exercise in ways similar to society at large. Open to non-physical education majors only. (3 cr. hr.) ■

HIS 101: The World Since 1500
(A) Political, social, economic, cultural history of peoples of world from 16th century to present. Emphasis on broad lines of development and interaction among world civilizations. (3 cr. hr.) ■
INT 300: Interdisciplinary Studies: The Artist in Modern Society  
(F) Students will explore the foundations of western modern artistic expression from the Age of Enlightenment to the 20th Century. Works studied may include poetry, fiction, drama, music and art of the Romantic and Modern periods. (3 cr. hr.) ■

INT 301: Modern Western Thought  
(O) Analysis of transformation of ideas: focus on relationship between humans and nature, and the evolution of human society in 19th and early 20th century in the West. Major attention given to the influence of Darwin, Marx, and Freud and to implications of their work for the central values Western society always has claimed for itself, e.g. individual freedom, equality, reason and progress. (3 cr. hr.) ■

SCI 320: Science, Technology And Culture  
(F) Relationship between scientific and technological developments and social changes throughout history. (3 cr. hr.) ■

SOC 350: Civil Society  
(C) The course begins with an examination of the historical development of and the social and psychological underpinnings of civility. It then describes the ideas and the practices of civil society in liberal modern societies from the eighteenth century to the present. The course concludes by examining the character of civility and of civil society in the contemporary United States in light of recent changes in the market economy, the democratic state, publics, and the social realm of familial, communal, and associational ties. (3 cr. hr.) ■

HUMAN SERVICE STUDIES

2 + 2 CAPPING PROGRAM  
(Open only to transfer students)

SCHOOL  
Arts and Sciences

FACULTY  
Stuart H. Traub (Coordinator)

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

MAJOR OFFERED  
Human Service Studies

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

The degree programs combine a broad liberal education in the social and behavioral sciences which builds upon prior professional educational experiences and prepares students for employment in human services or graduate study in related fields. The programs meet the needs of two-year college graduates with the A.A., A.S. or A.A.S. in human services who are looking for an advanced degree that will provide them with marketability in a field that will continue to grow.

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

Requirements  
1. Degree Requirements listed on pages 38-45 of this catalog apply to the following majors.

2. Liberal Arts Requirements:  
   B.A. - 90 credit hours  
   B.S. - 75 credit hours
Major in Human Service Studies [HUS]
SUNY Cortland offers graduates of human services programs from selected community colleges the opportunity to obtain a bachelor's degree in human service studies. The major is called a "capping" program because it enables a student who has a technical degree from a community college to gain the liberal arts and science curriculum necessary to obtain a bachelor's degree.

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

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

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

Category 1: Research and Statistical Tools. Three credit hours
ANT 493: Anthropological Methods
ECO 221: Economic Statistics
HLH 299: Statistical Concepts and Applications for Health Sciences
HLH 599: Public Health Statistics
MAT 201/PSY 201/COM 230: Statistical Methods
POL 112: Introduction to Political Research
POL 312: Methods of Political Analysis
POL 315: Evaluation Research
PSY 360: Applied Behavior Analysis I
REC 407: Evaluation and Research
SOC 493: Sociological Methods I
SOC 494: Sociological Methods II

Category 2: Public Policy. Three credit hours
AAS 120: Politics and Multiculturalism
ECO 105: Introduction to Political Economy and Public Policy
ECO 311: Economic Development
HUS 430/SOC 430: Social Welfare Institutions
HLH 560: Health and Public Policy
PHI 240: Social and Political Philosophy
POL 341: Current Issues in Public Policy

Category 3: Management and Administration. Three credit hours
ANT 315: Development Anthropology
COM 320: Organizational Communication
ECO 385: Human Resource Management
MGT 250: Principles of Management
PHI 233: Management Ethics
POL 240: Introduction to Public Administration
REC 344: Commercial Recreation Management
REC 495: Administration of Recreation

Category 4: Contemporary Human Service Issues. Three credit hours
BIO 325: Biology of Human Aging
ECO 385: Human Resource Management
HLH 137: Child and Adolescent Sexual Abuse
HLH 163: The HIV Epidemic

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

Category 5: Theories of Human Interactions. Three credit hours
HLH 313: Mental and Emotional Health
HLH 394: Health-Related Behavior: Formation and Change
HLH 512: Emotion and Human Behavior
HUS 470/SOC 470: Sociology of the Family
PHI 203: Social Ethics
PSY 231: Child Psychology
PSY 232: Adolescent Psychology
PSY 332: Theories of Personality
PSY 333: Developmental Psychology
PSY 421: Abnormal Psychology
PSY 422: Social Psychology
PSY 486: Counseling Psychology
SOC 360: Self and Society
SOC 373: Deviant Behavior

Category 6: Prejudice and Discrimination. Three credit hours
AAS 170: Institutional Racism
AAS 270: Race and Racism
AAS 376: African-American Community Organizations
ANT/SOC 230: Prejudice and Discrimination
ANT 234: Anthropology of Gender
ANT/SOC 352/AAS 361: U.S. Ethnic Identity and Conflict
ECO 325: Political Economy of Women
ECO 326: Political Economy of Race and Class
HIS 313: African-American History Since 1865
HIS 428: The Civil Rights Movement in American History
HLH 201: Health Problems of the Underserved
PHI 270: Race and Racism
PHI 380: Feminist Social Thought
POL 310: Politics of Multiculturalism
POL 405: Discrimination Law
PSY/AAS/CIN 210: Race and Gender Stereotypes
VAL 140: Prejudice, Discrimination and Morality
VAL 340: Philosophical Issues in Prejudice, Discrimination and Morality

Category 7: Senior Seminar. Three credit hours
HUS 490: Senior Seminar in Human Services
Required of all human service studies majors.

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

B. Other: varies by degree (A.A., A.S. or A.A.S.) and transfer credits.
The B.A. in human service studies requires achievement of intermediate-level proficiency in a foreign language. This may be accomplished by successfully completing course work in a foreign language through the 202 level or by demonstrating such proficiency by exam.

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

A. Six credit hours (two courses) from human service studies categories 3, 5, and 6
B. CAP 100: Introduction to Computer Applications
C. Foreign Language
   Note: All B.S. candidates must successfully complete a one-semester college-level foreign language course (101) or the equivalent (e.g., earning CLEP or AP credits). American Sign language (ASL) is an approved course to fulfill the language requirement for the Human Service Studies degree. Students who have earned a score of 85 or higher on the New York State Regents examination in a foreign language are exempt from this requirement.
D. Suggested Elective Courses
   ENG 303: Technical Writing
   ENG 309: Electronic Writing
   MCS 186: Introductory Programming
   MGT 254: Principles of Accounting I
   MGT 255: Principles of Accounting II
   MGT 423: Computer Applications in Economics-Management Science
   Any CAP course beyond CAP 100

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124

HUMAN SERVICE STUDIES

COURSE DESCRIPTIONS

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

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

HUS 490: Senior Seminar in Human Services
(B) In depth study of major theoretical, empirical, policy, political and/or philosophical topics in human services. Specific topics will vary. Open to human service majors with senior status. (3 cr. hr.) ■
INDIVIDUALIZED DEGREE PROGRAM

PROGRAM

1. Proposed by 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Two GE courses, CPN 100 or 102, two LAS electives, COR 101</td>
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<tr>
<td></td>
<td>Total credit hours: 16-17</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
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<tbody>
<tr>
<td>Spring</td>
<td>Two GE courses, CPN 101 or 103, foreign language, LAS elective</td>
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<td></td>
<td>Total credit hours: 15-16</td>
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Second Year

<table>
<thead>
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<th>Courses</th>
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<tbody>
<tr>
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<td>Two GE courses, foreign language, two LAS electives</td>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>Spring</td>
<td>Two GE courses, CPN 100 or 102, foreign language, LAS elective</td>
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<td></td>
<td>Total credit hours: 18</td>
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Third Year

<table>
<thead>
<tr>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>GE course, two courses in minor, concentration, concentration (WI)</td>
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<td></td>
<td>Total credit hours: 15</td>
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<table>
<thead>
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<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Two courses in concentration, two courses in minor, elective</td>
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<td></td>
<td>Total credit hours: 15</td>
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Fourth Year

<table>
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<th>Courses</th>
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<td>Fall</td>
<td>Concentration, two courses in minor, WI course</td>
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<td></td>
<td>Total credit hours: 15</td>
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</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Two courses in concentration, two courses in minor, LAS elective</td>
</tr>
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<td></td>
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</table>
Interdisciplinary Centers

Center for Advancement of Technology in Education (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 129 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 and Human Services

FACULTY
Anne K. Vittoria (Director)

MISSION OF THE CENTER
The Center for Aging and Human Services 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 dean of arts and sciences and is governed by a 16-member 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.
- Continued development, coordination and management of the B.A. and B.S. in human services, open to transfer students who have completed appropriate degree programs at cooperating community colleges. See page 191 of 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, U.K.

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.
Center for International Education

Faculty
Henry Steck (Director)

Mission of the Center
The 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 Center reports to the dean of the School of Arts and Sciences and is governed by a board that includes membership from various College-wide units that address different aspects of international study.

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, and the International Programs Office.
- 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 Programs Office at SUNY System Administration.
- 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 284 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 206 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 199 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.

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.
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.”

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 a major and minor in African American Studies and minors in Asian 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 Program is the oldest of the ethnic studies programs at SUNY Cortland.

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

For more information, see page 70 of this catalog.

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

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

For more information, see page 86 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 210 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 213 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
(A) 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
(B) 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
(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 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 of Western society. (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, Myriam Benicore, Mark Cerosaletti, Hazel Cramer, Amy Curinga, Gina Gammage-Sikora, Christopher Gascon, Timothy Gerhard, Susan Kather, Colleen Kattau, Justine Kolb, Jean LeLoup, Arnold Levine, Patricia Martinez de la Vega, Glen McNiel, Marie Ponterio, Robert Ponterio, Werner Stavenhagen, Radmila Veshcherevich, Hai-Ying Wang, Wes Weaver, Donna West

PROGRAMS OFFERED
Bachelor of Arts in Adolescence Education: French (7-12)
Bachelor of Arts in Adolescence Education: Spanish (7-12)
Bachelor of Arts in French
Bachelor of Arts in Spanish

MAJORS OFFERED
Adolescence Education: French (7-12)
Adolescence Education: Spanish (7-12)
French
Spanish

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, Chinese, English as a second language, German and Japanese are also offered.

The department participates in interdisciplinary programs leading to majors in international studies, Latin American studies and women's studies.

SPECIAL FEATURES
• Study abroad (See pages 284-285 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

Requirements
1. Degree Requirements listed on pages 38-45 of this catalog apply to the following majors described below.
2. Liberal Arts Requirements: 90 credit hours
3. Up to 15 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: 30 credit hours of FRE courses at 300-level or above. At least 15 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 or 515.

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

B. Core Professional Education Courses: 41-42 credit hours
    PSY 101: General Psychology *
    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 *
    AED 391: Introduction to Adolescence Education *
    AED 437/438: Methods of Teaching Foreign Languages in Middle/Junior and High Schools I and II
    AED 439: Student Teaching: Adolescence Education - Foreign Languages **
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: 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. Core Professional Education Courses: 41-42 cr. hr.

PSY 101: General Psychology 1 *
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 *
AED 391: Introduction to Adolescence Education *
AED 437/438: Methods of Teaching Foreign Languages in M iddle/Jr. and High Schools I and 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 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 M ethods 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 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
- Tourism and hospitality
- Social services
- International education
- Graduate work

A. Required Courses: 30 credit hours at the 300 level or above.

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. 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

Minor in French [FRE]

Eighteen credit hours in courses numbered 300 or above are required. Up to 15 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

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 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

Minor in Spanish [SPA]

Eighteen credit hours in courses numbered 300 or above are required. Up to 15 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. Most students choose to complete some of their requirements through study abroad.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>CPN 100 or 102</td>
<td>SPA 306</td>
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<td>GE 1</td>
<td>SPA 307</td>
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<td>COR 101</td>
<td>GE 8b</td>
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<tr>
<td>PSY 101</td>
<td>PSY 331</td>
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<th>Spring</th>
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</thead>
<tbody>
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<td>CPN 101 or 103</td>
<td>GE 7</td>
</tr>
<tr>
<td>SPA 305</td>
<td>SPA 308 WI</td>
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<td>GE 5</td>
<td>SPA 315 (GE 6)</td>
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<tr>
<td>GE 8a</td>
<td>Math (Q uantitative Skills)</td>
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<tr>
<td>PSY 232</td>
<td>LIT 449</td>
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<td></td>
<td>AED 323</td>
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<td>Total credit hours: 15-18</td>
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<th>Third Year</th>
<th>Fourth Year</th>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>SPA 318 or 319</td>
<td>AED 439</td>
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<td>AED 391</td>
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<td>H LH 110</td>
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<td>SPA 300-level</td>
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<td>EDU 471</td>
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<tr>
<td>Free elective/minor (1 cr. hr.)</td>
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<tr>
<td>Total credit hours: 16</td>
<td>Total credit hours: 14</td>
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| Spring           |                  |
| SPA 320          |                  |
| AED 437 (methods block) |                  |
| AED 438 (methods block) |                  |
| Free elective/minor |                  |
| Free elective/minor (WI) |                  |
| Total credit hours: 15 | Total credit hours: 16 |

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<th>Fourth Year</th>
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<tr>
<td>Fall</td>
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<tr>
<td>SPA 320</td>
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<tr>
<td>AED 437 (methods block)</td>
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<td>AED 438 (methods block)</td>
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<td>Free elective/minor</td>
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<tr>
<td>Free elective/minor (WI)</td>
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<td>Total credit hours: 16</td>
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| Spring           |                  |
| SPA 422          |                  |
| SPA 419          |                  |
| Free elective/minor |                  |
| Free elective/minor |                  |
| Free elective (1 cr. hr.) |                  |
| Total credit hours: 16 | Total credit hours: 16 |

<table>
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<tr>
<th>Related Education Courses</th>
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<tbody>
<tr>
<td>AED 323: Seminar for Field Observation</td>
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<tr>
<td>(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. Prerequisite: Admission to the adolescence education program and grade point average consistent with “good standing” status — not below 2.5. (1 cr. hr.)</td>
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</table>

International Communications and Culture

COURSE DESCRIPTIONS

General Courses

ICC 129, 229, 329, 429: 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.)

Course codes: A =every semester, B =at least once per year, C =at least once every two years, F =fall, M =summer, O =occasionally, S =spring, W =winter, ■ =LAS
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. (4 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.)

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, 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 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. Prerequisites: 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. (4 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
(D) 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.)

Note: The courses listed below do not require knowledge of a foreign language.
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 certification 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, Corentin, 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 Heloise, 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 other arts. Substantial writing in French is required. Required for French majors, open to SFR or ASF majors and FRE minors. Prerequisites: 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. (4 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.)
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. (4 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 literature 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 the degree. Prerequisite: Two semesters of 300-level courses. (1-3 cr. hr.)■
International Studies

INTERDISCIPLINARY PROGRAM

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 positions
• U.S. government/State Department positions
• Non-Government corporation and organization positions

Requirements
1. Degree Requirements listed on pages 38-45 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 historic 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 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. Elective Courses: 21 credit hours chosen from the following:
   AN T 304: Peoples of Africa
   EN G 365: Third World Literature
   FRE 311: Francophone Literatures
   GRY 485: Africa, Human Origins to 1800
   HIS 225: Introduction to Africa
   HIS 321: Modern Africa, 1800-Present
   HIS 431: South Africa
   HIS 530: Issues in African-American History
   POL 290: Introduction to African Politics and Society

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. Elective Courses: 21 credit hours chosen from the following:
   AN T 310: Peoples of South and Southeast Asia
   AN T 312: Peoples of the Middle East
   AN T 330: Religions of Asia
   ECO 313: Economic Development of Asia
   HIS 383: Chinese Civilization
   HIS 384: Modern China
   HIS 385: History of Japan
   HIS 386: Modern Pacific Asia
   HIS 435: East Asian-American Relations
   POL 262: Comparative Politics: Asia
   POL 376: Asian Political Thought
   POL 454: International Politics in Asia
   POL 462: Political Culture and Behavior in Asian Societies

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. Elective Courses: 21 credit hours chosen from the following:
   AN T 314: Peoples of Latin America
   ECO 312: Economic Development in Latin America
   FLT 399: Foreign Literature in Translation
   GRY 482: Central America and the Caribbean
   HIS 325: Colonial Latin America
   HIS 326: Modern Latin America
   POL 264: Comparative Politics: Latin America
   POL 455: International Politics in Latin America
   POL 463: Political Culture and Behavior in Latin American Societies
   SPA 313: Survey of Spanish-American Literature
   SPA 318: Hispanic Civilization
   SPA 423: Themes in Literature

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. Elective Courses: Nine credit hours chosen from the following:
- ANT 230: Prejudice and Discrimination
- ANT 315: Development Anthropology
- ANT 352: U.S. Ethnic Identity and Conflict
- ANT 404: Applied Anthropology
- ANT 406: Contact and Culture Change
- ANT 492: Anthropological Theory

C. 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 312: Peoples of the Middle East
- ANT 314: Peoples of Latin America

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 410: Cultural Ecology
- ANT 493: Anthropological Methods

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. Elective Courses: 21 credit hours chosen from the following:
- GRY 120: Cultural Geography
- GRY 125: Human Geography and Global Development
- GRY 240: Economic Geography (when applicable)
- GRY 251: Cities of the World
- GRY 270: Geopolitics
- GRY 315: Ecotourism
- 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

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

C. Elective Courses: Nine credit hours chosen from the following:
- HIS 225: Introduction to Africa
- 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 431: South Africa
- HIS 435: East Asian-American Relations
- HIS 461: Modern Israel and the Arab-Israeli Conflict
- HIS 530: Issues in African-American History

D. Elective Courses: Nine credit hours chosen from the following:
- HIS 318: The History of Women in Modern Europe
- HIS 331: 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

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: 15 credit hours:
   - H L H 111: International Health and Culture
   - H L H 203: Community Health
   - H L H 220: Safety Education and Emergency Response
   - H L H 323: Foods and Nutrition
   - H L H 391: Epidemiology and Biostatistics

C. Elective Courses: Three credit hours chosen from the following:
   - BIO 102: Ecology and the Human Environment
   - H L H 390: Environmental Health and Ecology
   - H L H 392: Environmental Pollutants and Toxicology

D. Elective Courses: Three credit hours chosen from the following:
   - H L H 110: Personal and Community Health
   - H L H 201: Health Problems of the Underserved
   - H L H 360: Health Administration and Planning

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:
   - P O L 101: Introduction to World Politics
   - P O L 250: International Relations
   - P O L 362: Politics of Developing Nation States

C. Elective Courses: Six credit hours chosen from the following:
   - P O L 160: Model European Union
   - P O L 260: Comparative Politics: Europe
   - P O L 262: Comparative Politics: Asia
   - P O L 264: Comparative Politics: Latin America
   - P O L 290: Introduction to African Politics and Society

D. Elective Courses: Six credit hours chosen from the following:
   - P O L 129, 229, 329, 429, 529: Special Topics in Political Science (offered as topic, as appropriate, with advisor's approval)
   - P O L 350: American Foreign Policy
   - P O L 376: Asian Political Thought
   - P O L 441: Comparative Public Policy
   - P O L 450: International Law
   - P O L 454: International Politics in Asia
   - P O L 455: International Politics in Latin America
   - P O L 456: International Politics in the Middle East
   - P O L 461: Europe Today: People and Politics
   - P O L 462: Political Culture and Behavior in Asian Societies
   - P O L 463: Political Culture and Behavior in Latin American Societies
   - P O L 465: Contemporary British Politics and Government

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:
   - W ST 100: Approaches to Women's Studies
   - W ST 400: Colloquium in Women's Studies

C. Elective Courses: Nine credit hours chosen from the following:
   - A N T 234: Anthropology of Gender
   - E C O 325: Political Economy of Women
   - H L H 550: Women's Health
   - H I S 318: The History of Women in Modern Europe
   - P H I 380: Feminist Social Thought

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 is currently in the process of being reviewed by SUNY and the State Education Department.

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
   - H L H 199: Critical School Health Issues
   - P S Y 101: General Psychology I
   - P S Y 232: Adolescent Psychology or
   - P S Y 332: Educational Psychology
   - E C O 105: Political Economy and Social Thought
   - G R Y 425: Geography in the Classroom or
   - G R Y 482: Central America and the Caribbean or
   - G R Y 484: Geography of Europe or
   - G R Y 486: Monsoon Asia
   - G R Y 480: United States or
   - G R Y 481: Geography of New York State
   - P O L 100: Introduction to American Government and Politics
   - H I S 100: The World to 1500 and
   - H I S 101: The World since 1500 or
   - H I S 110: Western Civilization to 1715 and
   - H I S 111: Western Civilization since 1715
   - H I S 200: The United States to 1877 and
   - H I S 201: The United States from 1877 and
   - Three hours at the 300 level or above

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124
Example of the B.A. in International Studies over four years

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TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 126

Minor in International Studies [IST]

A. Required courses: Nine credit hours:

- 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
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.)

(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.)

(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. Juniors only. Prerequisite: AED 391. (1 cr. hr.)

AED 301: Pre-Practice Teaching Seminar
(F) Integrated study of: A) introduction to methods of teaching secondary social studies; B) introduction to contemporary issues in the teaching of secondary social studies; C) preparation for specific practice teaching assignment; D) 40-hours of field experience. Prerequisites: AED 300 and 391. (6 cr. hr.)

AED 391: Introduction to Adolescence Education
(A) Students will develop a coherent and comprehensive personal educational philosophy; analyze the role of education and teachers in society; demonstrate an understanding of teacher certification standards and requirements; evaluate teaching, lesson planning and implementation and cooperative skills; and develop a portfolio. The course includes 25 hours of field observation/teaching experience. (3 cr. hr.)

AED 400: Student Teaching I: Adolescence Education Social Studies
(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for eight weeks. This experience will be one of two school placements, at either the middle school/junior or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 401 and 402 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 401: Student Teaching II: Adolescence Education Social Studies
(S) Full-time supervised adolescence education: social studies teaching experience in the public schools for seven weeks. This experience will be one of two school placements, at either the middle school/junior high or high school level; the second experience must be at the other level. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 402 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (7 cr. hr.)

AED 402: Student Teaching Seminar
(S) Problem approach drawing upon experience of students during practice teaching. Designed to focus on contemporary educational issues, beginning the job search and application process, teaching and learning at the middle and high school level, and exploring the history and philosophy of teaching. Prerequisites: AED 300, 301 and 391. Corequisites: AED 400 and 401 must be taken in the same semester. Open only to senior SSA majors meeting all departmental requirements. S, U grades are assigned. (1 cr. hr.)
Jewish Studies
INTERDISCIPLINARY MINOR

SCHOOL
Arts and Sciences

FACULTY
Henry Steck (Co-coordinator, Academics)
Ellen Newman (Co-coordinator, Cultural Events)

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
- Community outreach work
- Jewish community relations
- 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
   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

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

SCHOOL
Arts and Sciences

FACULTY
German Zarate (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
INT 300: Special Topics

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
Dorothy Troike (Chair), Bill Buxton, Maureen Boyd, Sheila Cohen, Michele Irvin Gonzalez, Ellen Jampole, JoAnn McGee, Pamela Summers

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 semester 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.

Mathematics

DEPARTMENT

SCHOOL
Arts and Sciences

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

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: 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 provisional 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

Course codes: A = every semester, B = at least once per year, C = at least once every two years, F = fall, M = summer, O = occasionally, S = spring, W = winter, ■ = LAS
**Requirements**
1. Degree Requirements listed on pages 38-45 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 125, 126, 227, 328: Calculus I, II, III, IV
- MAT 224: Discrete Mathematics
- MAT 272: Linear Algebra
- MAT 370: Algebraic Structures I
- MAT 420: Intermediate Analysis
- MCS 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:** 0-13 credit hours (B.A.), 0-7 credit hours (B.S.)

**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 125, 126, 227, 328: Calculus I, II, III, IV
- 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 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
- 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 credit hours.

D. **Foreign Language:** 0-13 credit hours (B.A.), 0-7 credit hours (B.S.)

**Total Credit Hours Required for Graduation:** 124
Major in Adolescence Education: Physics and Mathematics (7-12) [APM]

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

CAREER POTENTIAL

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

ACCEPTANCE TO THE PROGRAM

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

A. Required Courses in Physics: 30 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 150</td>
<td>Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>PHY 201, 202, 203</td>
<td>Principles of Physics I, II and III</td>
<td>8</td>
</tr>
<tr>
<td>PHY 325</td>
<td>Programming</td>
<td>3</td>
</tr>
<tr>
<td>PHY 357</td>
<td>Intermediate Physics Lab</td>
<td>3</td>
</tr>
<tr>
<td>PHY 410</td>
<td>Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 420</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 450</td>
<td>Electricity and Magnetism</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Required Courses in Mathematics: 30 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 125, 126 and 227</td>
<td>Calculus I, II and III</td>
<td>12</td>
</tr>
<tr>
<td>MAT 430</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 224</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 272</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 370</td>
<td>Algebraic Structures I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 375</td>
<td>Geometry I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 446</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 480</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 221-222</td>
<td>General Chemistry I and II</td>
<td>8</td>
</tr>
</tbody>
</table>

D. Required Professional Courses: 38 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 391</td>
<td>Introduction to Adolescence Education</td>
<td>3</td>
</tr>
<tr>
<td>AED 392</td>
<td>Methods I: Teaching Adolescence Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>AED 443</td>
<td>Methods II: Teaching the Sciences in the Middle and Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>AED 444</td>
<td>Laboratory Practicum</td>
<td>3</td>
</tr>
<tr>
<td>AED 445</td>
<td>Student Teaching: Adolescence Education - Science*</td>
<td>3</td>
</tr>
<tr>
<td>HLH 199</td>
<td>Critical School Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>LIT 449</td>
<td>Literacy in the Middle and Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 232</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Psychology of Language or</td>
<td>3</td>
</tr>
<tr>
<td>SH H 300</td>
<td>Normal Language Development</td>
<td>3</td>
</tr>
</tbody>
</table>

E. Additionally, each teacher candidate will be required to submit a professional portfolio.

*To be eligible for AED 445: Student Teaching, a minimum grade point average of 2.5 is required overall and in physics, related and professional areas. A student must complete all program requirements before student teaching can begin with the exception of those courses allowed by the Physics Department, the Mathematics Department and the secondary science coordinator.

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:

B.A.: 133-146; B.S.: 133-140

Minor in Mathematics [MAT]

Required courses:

Eighteen credit hours of MAT or MCS courses, including MAT 121 or 125, MAT 122 or 126 and MAT 224 and at least one elective course 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

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.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>CPN 100 or 102</td>
<td>MAT 224</td>
</tr>
<tr>
<td>COR 101</td>
<td>MAT 227</td>
</tr>
<tr>
<td>MAT 125</td>
<td>PSY 232 or PSY 332</td>
</tr>
<tr>
<td>PSY 101</td>
<td>GE 1</td>
</tr>
<tr>
<td>GE 8a</td>
<td>GE 4</td>
</tr>
<tr>
<td>Foreign language</td>
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<tr>
<td>Total credit hours: 17</td>
<td>Total credit hours: 15</td>
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</table>

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<thead>
<tr>
<th><strong>Spring</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CPN 101 or 103</td>
<td>M AT 272</td>
</tr>
<tr>
<td>MAT 126</td>
<td>M AT 328</td>
</tr>
<tr>
<td>MCS 186</td>
<td>AED 391</td>
</tr>
<tr>
<td>GE 8b</td>
<td>GE 6</td>
</tr>
<tr>
<td>Foreign language</td>
<td>GE 7</td>
</tr>
<tr>
<td>Total credit hours: 15</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Third Year</strong></th>
<th><strong>Fourth Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>AED 392</td>
<td>AED 493</td>
</tr>
<tr>
<td>H LH 110 or H LH 199</td>
<td>AED 494</td>
</tr>
<tr>
<td>MAT 370</td>
<td></td>
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<tr>
<td>MAT 375</td>
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<tr>
<td>PSY 350</td>
<td></td>
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<tr>
<td>GE 2</td>
<td></td>
</tr>
<tr>
<td>Total credit hours: 17</td>
<td>Total credit hours: 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spring</strong></th>
<th><strong>Spring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 492</td>
<td>EDU 471</td>
</tr>
<tr>
<td>LIT 449</td>
<td>M AT / MCS elective</td>
</tr>
<tr>
<td>MAT 420</td>
<td>GE 5</td>
</tr>
<tr>
<td>MAT 446</td>
<td>Elective</td>
</tr>
<tr>
<td>GE 3</td>
<td>Elective</td>
</tr>
<tr>
<td>Total credit hours: 15</td>
<td>Total credit hours: 15</td>
</tr>
</tbody>
</table>
MAT 126: Calculus I
(A) Basic concepts. Theory, techniques of integration, differentiation. Not open to students with credit in MAT 121. Prerequisite: MAT 115 or four years of high school mathematics. (3 cr. hr.)

MAT 126: Calculus II
(A) Continuation of MAT 125. Not open to students with credit in MAT 122. Prerequisite: A grade of C or above in either MAT 125 or 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. Prerequisite: Designated by department as appropriate for content and academic level of credit. (1-4 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 CO M 230, PSY 201, ECO 221. (3 cr. hr.)

MAT 205: 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. Not open to mathematics majors. Prerequisite: MAT 101. (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 227: Calculus III
(A) Vector calculus, partial differentiation, multiple integration, differential equations. Prerequisite: A grade of C or above in MAT 126. (3 cr. hr.)

MAT 228: Calculus IV
(A) Sequences, series, continuity and limit theorems. Prerequisite: A grade of C or above in MAT 227. (3 cr. hr.)

MAT 230: Numerical Analysis I
(O) Techniques, applications of numerical analysis. Prerequisite: MAT 227 or 122. (3 cr. hr.)

MAT 301: Algebraic Structures I
(A) Abstract algebra including groups, rings, fields. Prerequisite: A grade of C or above in MAT 227. (3 cr. hr.)

MAT 354: Differential Equations
(S-C) Vector analysis, matrix operations, functions of a complex variable. Fourier series, integral transforms, with emphasis on applications. Prerequisites: MAT 227, PHY 202. Also listed as PHY 425. (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 MAT 328. (3 cr. hr.)

MAT 425: Applied Mathematics in the Physical Sciences
(C) Vector analysis, matrix operations, functions of a complex variable. Fourier series, integral transforms, with emphasis on applications. Prerequisites: MAT 227, 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. (3 cr. hr.)

Course codes: A = every semester, B = at least once per year, C = at least once every two years, F = fall, M = summer, O = occasionally, S = spring, W = winter, LAS = LAS
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. (3 cr. hr.) ■

MAT 450: Theory of Numbers
(O) Elementary number theory; divisibility theory, congruences, residues, diophantine equations. Prerequisites: MAT 370 and 122 or 126. (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 126 or 122. (3 cr. hr.) ■

MAT 495: Readings in Mathematical Literature
(O) Semi-independent study directed by member of mathematics staff. 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 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. Prerequisite: MAT 224, 227 and a grade of C or better in either AED/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 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
(F) 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
113 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) 255-5663
E-mail: dfs27@cornell.edu
armyrotc.cornell.edu

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

By enrolling in the Army Reserve Officer Training program through Cornell University, 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 commissioning as a second lieutenant upon graduation. The curriculum stresses techniques of organizing, motivating and leading others, and is sufficiently flexible to be incorporated easily into the overall curriculum planned by the student. It recognizes that such disciplines as the natural sciences, the social sciences and the humanities are consistent with qualifications for officers in the active forces and reserves.

ELIGIBILITY
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.

Beginning in the fall of 2004, Army ROTC cadre will be teaching military science courses for freshmen and sophomores at SUNY Cortland. Military science classes for juniors and seniors will meet every Tuesday afternoon at Cornell University.

Students at SUNY Cortland may enroll in an ROTC program as long as specific medical, academic and related requirements of the program are met.

After the first two years of the program, comprising the basic phase, cadets are eligible for consideration for the advanced phase. When accepted for the advanced phase students sign a written contract with the United States government under which they agree to complete the advanced phase and accept a commission if tendered. At this time these students enlist in the United States Army Reserve. Until this point participants in the ROTC program incur no obligation for military service. Active or Reserve obligations follow commissioning.
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.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>AFS 161</td>
<td>AFS 211</td>
</tr>
<tr>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>AFS 162</td>
<td>AFS 212</td>
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</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>AFS 331</td>
<td>AFS 401</td>
</tr>
<tr>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>AFS 332</td>
<td>AFS 402</td>
</tr>
</tbody>
</table>

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, officer/flight, 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 leadership 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 Bosnia-Herzegovina. 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, officer/flight, 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 a mandatory Leadership Laboratory every 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.
Army ROTC

COURSE DESCRIPTIONS

All cadets take one course and a leadership laboratory each semester in military science. The number of hours a week spent in the classroom varies from semester to semester, as does the credit received for each course.

MLS 101: Foundations of Officership
(F) Students examine the U.S. defense structure in terms of organization mission, personnel, and relationships among and between military forces and branches and departments of the government. The U.S. Army force structure is examined at all levels. The complexities and magnitude of operating the defense organization are studied to provide a framework for subsequent instruction. Students develop skills in conducting oral and written presentations. Required. (1 cr. hr.)

MLS 102: Basic Leadership
(S) This course allows students to develop a basic understanding and appreciation of theories of social and organizational psychology and behavior as they apply to the military setting. Attention is given to leader types, the source and exercise of authority, and the impact of varying styles of leadership, resource management, motivation and organizational effectiveness. The student is instructed in the concepts of integrity, ethics and professionalism. Classes on historical events and strategy are also addressed in a seminar fashion. Required. (2 cr. hr.)

MLS 201: Individual Leadership Studies
(F) Delves into theoretical and practical leadership instruction. Specifically, students examine several aspects of communication and leadership concepts such as written and oral communication, effective listening, assertiveness, personality, adult development, motivation and organizational culture and change. Each lesson maximizes student participation, inspires intellectual curiosity and clarifies practical application. The course concludes with a major leadership and problem-solving case study. Upon completion, students will be well grounded in fundamental leadership principles and will be better prepared to apply such principles to a wide variety of life experiences. (1 cr. hr.)

MLS 202: Leadership and Teamwork
(S) Students learn the basic principles of group dynamics at the level of the smallest unit, the squad. Troop-leading procedures are introduced through case studies and role-playing exercises. Leadership theories introduced in MLS 102 are examined in a variety of realistic settings. The practical application of behavioral theories is explored in the context of small military organizations. The course will also provide practical knowledge of the various forms of topographic representation. Students will use maps in terrain association and land navigation. Knowledge of topography is complemented by an orientation on significant environmental influences of physical, social and climatic factors. Portions of the course offer experience in land navigation and orienteering. Required. Prerequisite: MLS 102 or instructor approval. (1 cr. hr.)

MLS 301: Leadership and Problem Solving
(F) After an initial introduction to techniques of presenting briefings, students are provided with a broad understanding of the principles and application of teamwork in military organizations. Particular emphasis is given to the leadership responsibilities of the commander as the team coordinator. This course helps students develop an understanding of the roles and contributions of the various branches of the Army in support of the military team. Required. (2 cr. hr.)

MLS 302: Leadership and Management
(F) This course provides an overview of the functions, responsibilities and interrelationships among small-unit leaders, the commander, and the staff. Discussion focuses on actions of small-unit leaders, communication skills, army operations, the logistical support of the army in the field, and the army training system. The course focuses on the dynamics of leadership in battle through the detailed analysis of a series of case studies. Just war theory, ethics, and professionalism are also addressed in a seminar fashion. Required. (2 cr. hr.)

Course codes: A = every semester, B = at least once per year, C = at least once every two years, F = fall, M = summer, O = occasionally, S = spring, W = winter, L = LAS
MLS 402: Leadership and Ethics
(S) A continuation of MIL 441. Conferences and seminars examine the techniques of effective military leadership, with special attention given to professionalism and ethical considerations in the armed forces during both peacetime and conflict. Army operations and basic doctrine are also discussed. This is a capstone course designed to prepare the student for commissioning. Required. (2 cr. hr.)

Practical Leadership Training
All Army Officer-Education Students
No credit is given for leadership training, but participation is required for successful completion of the AROTC program. Students receive physical education credit for the laboratory. Each semester, cadets register for the appropriate leadership laboratory, consisting of physical fitness training three times per week, two hours of military training each week, and one or two weekend training exercises per semester.

MLS 151-152: Leadership Laboratory I
Cadets meet for two hours each week to learn a variety of military skills including rappelling, first aid, drill and ceremonies, weapons familiarization, and physical fitness training.

MLS 251-252: Leadership Laboratory II
Cadets 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.

MLS 351-352: Leadership Laboratory III
Senior cadets plan and operate the leadership laboratory programs for MIL 51-III cadets. The development of planning and supervisory skills is emphasized. Cadets have an opportunity to practice leadership skills developed during previous ROTC training and summer camp experiences. Includes two to three hours a week devoted to physical fitness.

Professional Military Education (PME) Requirement
The PME component of the ROTC program requires at least one college course in military history. This course must be completed prior to graduation and commissioning. Courses that meet this requirement is approved by the professor of military science.

Native American Studies
INTERDISCIPLINARY PROGRAM
SCHOOL
Arts and Sciences

FACULTY
Ellis McDowell-Loudan and Dawn Van Hall (Co-Coordinators)

MINOR OFFERED
Native American Studies

CAREER POTENTIAL
• Teacher
• Consultant
• Journalist

DESCRIPTION
SUNY Cortland’s Native American studies minor is interdisciplinary. It is designed to complement numerous academic majors. Students choosing the minor will study the history and culture of Native Americans from the perspective of several disciplines.

Minor in Native American Studies [NAMS]
A. Required Courses: 15 credit hours
   ANT 102: Introduction to Cultural Anthropology or
   ANT 300: Human Evolution and Survival

   ANT 301: Native American Archaeology
   ANT 302: Native American Ethnology
   HIS 314: Native American History
   ENG 256: Introduction to American Indian Literature

B. Three credit hours from:
   HLH 201: Health Problems of the Underserved
   ANT/SOC 352: U.S. Ethnic Identity and Conflict
   PSY 210: Racial and Gender Stereotypes
   ANT/SOC 230: Prejudice and Discrimination

C. Electives: Three credit hours
   (selected in consultation with minor advisor)
   ANT 201: World Cultures
   ANT 305: Archaeology of Eastern United States
   ANT 314: Peoples of Latin America
   ANT 315: Development Anthropology
   ANT 400: Fieldwork in Archaeology
   ANT 406: Contact and Culture Change
   HIS 300: Colonial America, 1450-1750
   HIS 309: New York State
   HIS 325: Colonial Latin America
   MUS 101: World Music
   ATH 233: Art History III

TOTAL CREDIT HOURS REQUIRED FOR THE MINOR: 21

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