Undergraduate Advisement Manual

Department of Recreation, Parks & Leisure Studies

2009-2010

“Stay consistently in the presence of the best, in the sphere in which you seek attainment, and make an honest response.”
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Mission
Through learning, teaching, scholarship, and service, we promote the value of play, leisure, recreation, and parks for individuals, society, and the environment, enabling and inspiring students to become engaged citizens and effective professionals.

Vision
We make a difference in the world. Our alumni continue to be outstanding leaders in the field of parks, recreation and leisure services. We have bright, passionate, and diverse students who think critically and are motivated to join our alumni ranks and contribute to the field and to their communities. We are a model at the national, state, and local level for excellence in teaching, research, and service in the recreation, parks and leisure studies field, and we are leaders in effecting positive social change and sustainable living. We are essential to the future of the profession and the mission of the college.

Accreditation and History
You have selected a professional preparation program that is fully accredited by the Council on Accreditation sponsored by the National Recreation and Park Association and is known nationally for the excellence of its graduates. The Department of Recreation, Parks and Leisure Studies was founded in 1948 by the late Dr. Harlan "Gold" Metcalf. Originally known as the Department of Recreation Education, the curriculum has changed as the profession has matured, but has always remained rooted in the principles put forth by its founder. First, hire faculty who are known by their colleagues for their scholarship and professional service and by their students for student-centered teaching. We have. Second, base the department's reputation on the accomplishments of its graduates. We do. Cortland graduates are leaders in recreation management, therapeutic recreation, outdoor recreation, environmental education, and camping, and are found on the faculties of the leading college programs in the country. Many Cortland graduates have served terms as President of the New York State Recreation and Park Society, the New York State Outdoor Education Association, the Academy of Leisure Sciences, and other professional associations. Seven recreation graduates (Ellen O'Sullivan, Margaret Payne, Thomas Goodale, Geoffrey Godbey, Robert Ditton, Edward Birch, and Andrew Chasanoff), have been selected by the College to receive its Distinguished Alumnus Award. Two recreation alumni, Dr. Thomas Goodale and Mr. Charles Bocklet, received honorary doctorates from SUNY Cortland. For the past 15 years, over 90% of recreation students have been employed within six months following graduation. In recent years, over 95% have been employed. Other students have gone on to graduate study in recreation and parks, law, public administration, business administration, and other fields.

Based on over 50 years of leadership in the recreation profession, much is expected of Cortland graduates. Therefore, much will be expected of you while you are here. The faculty will challenge you in class. They will also go out of their way to help you succeed. The college and community will offer you ample opportunities to grow, learn, and share. Take advantage of them.

The Department of Recreation, Parks and Leisure Studies is accredited by the Council on Accreditation of the National Recreation and Park Association. This accreditation reflects the growing complexity and continuing importance of professional preparation in recreation, parks, and leisure services. To maintain accreditation, the department must meet over 150 standards and subject the curriculum and program to review by outside evaluators or "visitors" every five years. In addition to accrediting the generalist core curricula of all the BS degrees, the Council on Accreditation has also accredited the degrees/concentrations in Recreation Management, Therapeutic Recreation, Leisure/Recreation Program Delivery, and Natural Resources Recreation Management. Only two other universities in the U.S. have all four areas accredited – you are in an elite group!
# FACULTY & STAFF
OF THE
RECREATION, PARKS & LEISURE STUDIES DEPARTMENT

<table>
<thead>
<tr>
<th>FULL-TIME FACULTY</th>
<th>Phone</th>
<th>Office #</th>
<th>Areas of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Anderson, Ph.D. (Department Chair)</td>
<td>753-4941</td>
<td>Park E334</td>
<td>Inclusion; therapeutic recreation; outdoor recreation</td>
</tr>
<tr>
<td>Eddie Hill, Ph.D. (CCRA Advisor)</td>
<td>753-2448</td>
<td>Park E314</td>
<td>Management; youth development; outdoor education</td>
</tr>
<tr>
<td>Amy Shellman, Ph.D. (OEP Co-Director; COOP)</td>
<td>753-4263</td>
<td>Park E328</td>
<td>Outdoor leadership; adventure recreation; outdoor education</td>
</tr>
<tr>
<td>Wayne Stormann, Ph.D. (Rho Phi Lambda advisor)</td>
<td>753-4974</td>
<td>Park E315</td>
<td>Recreation management; legal aspects; history and philosophy</td>
</tr>
<tr>
<td>Sharon Todd, Ph.D. (OEP Co-Director)</td>
<td>753-4952</td>
<td>Park E316</td>
<td>Recreation management; outdoor recreation; programming</td>
</tr>
<tr>
<td>Vicki Wilkins, Ph.D. (International Coordinator)</td>
<td>753-4972</td>
<td>Park E330</td>
<td>Diversity; international education; inclusion</td>
</tr>
<tr>
<td>Susan Wilson, Ph.D. (Internship Coordinator)</td>
<td>753-4966</td>
<td>Park E327</td>
<td>Therapeutic recreation; aging and leisure; student development</td>
</tr>
<tr>
<td>Anderson Young, Ph.D. (Graduate Coordinator)</td>
<td>753-4951</td>
<td>Park E331</td>
<td>Outdoor recreation; outdoor education; camp management</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SECRETARY</th>
<th>Phone</th>
<th>Office #</th>
<th>Areas of Interest</th>
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</thead>
<tbody>
<tr>
<td>Ms. Darleen Lieber</td>
<td>753-4941</td>
<td>Park E334</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PART-TIME FACULTY</th>
<th>Phone; e-mail</th>
<th>Office #</th>
<th>Areas of Interest</th>
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</thead>
<tbody>
<tr>
<td>Dale Anderson, M.S. (Emeritus Lecturer IV))</td>
<td>753-4957</td>
<td>Park E329</td>
<td>Outdoor recreation; outdoor leadership; outdoor skill development</td>
</tr>
<tr>
<td>Charles Yagle, Ph.D. (Emeritus Professor)</td>
<td>753-4968</td>
<td>Park E329</td>
<td>Outdoor education; Coalition for Education in the Outdoors</td>
</tr>
<tr>
<td>Brandy Boden, M.S.</td>
<td>753-4918</td>
<td>Park E329</td>
<td>Recreational crafts; research methods</td>
</tr>
<tr>
<td>Kendra Liddicoat, M.S., ABD</td>
<td>753-4848</td>
<td>Park E329</td>
<td>Camp and outdoor program administration; environmental ed</td>
</tr>
<tr>
<td>Patrick Mercer, M.S.</td>
<td><a href="mailto:patrick.mercer@cortland.edu">patrick.mercer@cortland.edu</a></td>
<td>Park E329</td>
<td>Wilderness; outdoor recreation</td>
</tr>
<tr>
<td>Betty Montgomery, Ed.D.</td>
<td>753-4850</td>
<td>Park E329</td>
<td>Foundations of recreation; campus recreation</td>
</tr>
<tr>
<td>Nasrin Parvizi, M.S.</td>
<td>753-5582</td>
<td>Park E329 or SW 137</td>
<td>Site and facility planning and management</td>
</tr>
<tr>
<td>Laurie Penney McGee, M.S.</td>
<td>753-4833</td>
<td>SW B-4</td>
<td>NYS Inclusive Recreation Resource Center; supervision; inclusion</td>
</tr>
<tr>
<td>Lori Pilosi</td>
<td><a href="mailto:lori.pilosi@cortland.edu">lori.pilosi@cortland.edu</a></td>
<td>Park E329</td>
<td>TR Interventions</td>
</tr>
<tr>
<td>Al Shannon, Ph.D.</td>
<td><a href="mailto:shan@ars-ilc.org">shan@ars-ilc.org</a></td>
<td>Park E329</td>
<td>Human resource management; military recreation</td>
</tr>
</tbody>
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<tr>
<th>GRAD ASSISTANTS</th>
<th>Phone</th>
<th>Office #</th>
<th>Areas of Interest</th>
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<tr>
<td>Angelique Bovee</td>
<td>753-4971</td>
<td>Park E329</td>
<td>Coalition for Education in the Outdoors</td>
</tr>
<tr>
<td>Lindsey Brown</td>
<td>753-4904</td>
<td>Park E329</td>
<td>Community Bike Project; outdoor pursuits</td>
</tr>
<tr>
<td>Emily Cosnett</td>
<td>753-4119</td>
<td>Park E329</td>
<td>Teaching assistant; internship; play across cultures</td>
</tr>
<tr>
<td>Brandi Crowe</td>
<td>753-4832</td>
<td>SW B-6</td>
<td>NYS Inclusive Recreation Resource Center</td>
</tr>
<tr>
<td>Patrick Langendorfer</td>
<td>753-4849</td>
<td>Park E329</td>
<td>Cortland Outdoor Opportunities Program; outdoor pursuits</td>
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</tbody>
</table>
ADVICEMENT GUIDELINES

Philosophy

In SUNY Cortland's School of Professional Studies, advising is viewed as being a holistic and dynamic relationship between the student and the advisor, where the advisor provides opportunities for consultation and guidance and for exploring alternatives that will help the student meet college requirements. An advisor and advisee should be able to discuss a wide range of topics relating to the student's educational/career goals, educational program, progress, and problems. Whatever is discussed, the product of the advising process should be a successful experience at Cortland. In the RPLS Department, you will use a portfolio, which will assist you in planning your curriculum and meeting your educational and career goals. Please be sure to attend the mandatory portfolio meeting at the beginning of each semester.

As an advisee, you are expected to take the time and effort to contact your advisor; to be prepared for all sessions with your advisor; to discuss relevant information including plans, workloads, and course selections; to know the requirements of your degree program; and to take responsibility for meeting college and department requirements.

Effective faculty advisors are characterized as being knowledgeable about degree requirements; interested in, friendly toward, and concerned about their students; available to meet with students; organized; and able to refer students to resources on campus that can help them meet their needs.

Specific Responsibilities of the Student and Advisor

As a Student, You Will:

- Maintain your portfolio throughout your course of study; complete portfolio reflection papers prior to each advising session and bring your reflection with you to your advising appointment.
- Give thoughtful consideration to your personal goals, so that academic and professional goals can be coordinated with them. Use of the portfolio will assist in this process.
- Read the College Catalog, department advisement manual, and your CAPP report, so that you are able to ask meaningful questions about requirements, options, electives, etc.
- Maintain personal copies of your CAPP reports, grade slips, and transfer evaluation forms (if appropriate) so that a record of progress toward a degree is readily available. These should be kept in your portfolio.
- Take initiative to meet with your advisor, contact and make an appointment with your advisor when needed or when requested, and notify your advisor of changes in appointment times. You should always bring your up-to-date portfolio with you to any advising sessions.
- Commit a reasonable amount of time both on your own and with your academic advisor, planning and implementing the academic program. The portfolio is a way to organize your planning.
- Seek out your advisor, department chairperson, associate dean, and/or course instructor for assistance in coping with difficulties or changes in academic program plans.
- Become familiar with and appropriately use services available on campus to assist in educational and career planning.
- Know and be responsible for meeting all college and departmental graduation requirements of chosen major, minor, and concentration.
Your Advisor Will:

- Work with you to achieve an academic program plan consistent with your academic preparation, interests, and goals for the future.
- Become acquainted with your interests and academic objectives, through use of the portfolio and discussion.
- Assist you in locating accurate and up-to-date information about College and departmental requirements as well as about campus resources (e.g., web sites, Counseling Center, Skills Center, Career Services).
- Assist you in exploring your future academic and/or professional options and opportunities of the course of study you are pursuing, through the use of the portfolio.
- Assist you in monitoring progress toward established goals and educational plans.
- Commit a reasonable amount of time assisting you in finding options and identifying college resources related to career goals or other needs.
- Discuss the implications of decisions that affect academic program plans (e.g., withdrawing from courses which satisfy department or all-college requirements, adding a minor or concentration).
- Be available during regularly scheduled office hours and by appointment (as necessary) to meet with you for academic advisement.

Mission Statement – Advising at SUNY Cortland

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

B.S. in Outdoor Recreation
One of the following concentrations required:
- Camp Management
- Environmental and Cultural Interpretation
- Natural Resource Recreation Management
- Outdoor Leadership

B.S. in Recreation
Optional concentration: in:
- Leisure/Recreation Program Delivery

B.S. in Recreation Management

B.S. in Therapeutic Recreation

Minor in Environmental and Outdoor Education

Minor in Tourism Development

The Department offers four BS degrees. Our oldest degree, a BS degree with a major in Recreation, can be completed with or without a concentration or minor, depending on a student’s academic interests and career goals. The Department also offers a BS degree with a major in Outdoor Recreation and a required concentration in either Camp Management, Environmental & Cultural Interpretation, Natural Resource Recreation Management, or Outdoor Leadership. We also offer a BS degree with a major in Recreation Management and a BS degree in with a major in Therapeutic Recreation.

Philosophically, the department believes that the study of play, recreation, and leisure are at the core of all aspects of our field, as well as an understanding of leadership, human development, community development, and administration. On the strength of our degree programs, with their generalist recreation core and specialized focus areas, Cortland graduates have routinely succeeded in community recreation, recreation management, commercial recreation, therapeutic recreation, outdoor recreation, organized camping and outdoor/environmental education.

Students also may choose to expand the scope of their studies by completing a minor in a field other than recreation. SUNY Cortland offers over 40 different minors, all of which are described in the College Catalog. A minor may be earned with any degree program or concentration. A student might, for example, complete a BS degree with a recreation management major, and a minor in public policy; or a BS in recreation with a minor in literature. Minors in environmental and outdoor education and tourism development are commonly pursued by students in the recreation field (please note that the outdoor education minor is not available to students pursuing the outdoor recreation degree).

Remember, all our degree programs share the common professional core, as listed below:
PROFESSIONAL CORE COURSES

<table>
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<th>BS Core Courses</th>
<th>Credits</th>
<th>Semester Usually Offered</th>
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<tr>
<td>REC 271  Foundations of Recreation</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>REC 280  Programming in Parks, Rec, and Leis. Svc.</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>REC 293  Diversity &amp; Inclusive Rec Services (GE11)</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>REC 370  Outdoor Education Practicum</td>
<td>3</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>REC 380  Leadership in Parks, Rec, &amp; Leis. Svc.(WI)</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>REC 402  Management of Recreation Resources</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>REC 407  Evaluation and Research</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>REC 445  Administration of Recreation (WI)</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>REC 446  The Law of Parks, Rec, and Leis. Services</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>REC 470  Senior Seminar</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>REC 475  Internship in Recreation &amp; Leisure Services (specific to the major)</td>
<td>15</td>
<td>Fall, Spring, and Summer</td>
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Required in Core Outside the Department

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester Usually Offered</th>
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<tbody>
<tr>
<td>CAP 100  Computer Applications</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>COM 210  Fundamentals of Public Speaking</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>Child Abuse Reporting Workshop</td>
<td>No credit</td>
<td>Fall and Spring</td>
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Required in or out of the Department

<table>
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<tr>
<th>Requirement</th>
<th>Credits</th>
<th>Semester Usually Offered</th>
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<tbody>
<tr>
<td>Activity Requirement (2-6 credits; at least 2 different activities)</td>
<td>2-6</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>“Responding to Emergencies” or higher first aid certification</td>
<td>0-2</td>
<td>Can take HLH 120 or REC 375 to fulfill this requirement</td>
</tr>
<tr>
<td>Professional Experience Requirement (at least 160 hours of professional experience in the field prior to the internship; documented in portfolio)</td>
<td>No credit</td>
<td>Ongoing</td>
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MAJORS, CONCENTRATIONS & MINORS

Recreation Major
(major code: BS REC)

All leisure services professionals must know how to design and deliver recreation programs and services that meet and refine the leisure interests of those they serve. Such knowledge is well-imparted in the core curriculum. Students can then choose recreation elective courses to pursue their individual interests or career goals in the field. This major is accredited by COA sponsored by NRPA.

Leisure/Recreation Program Delivery Concentration
(major code: BS REC_LRPD)

This concentration, optional with the Recreation degree, adds much to students’ readiness and expertise in the area of programming. Building on the core curriculum, this concentration adds advanced-level course work on special events planning, advanced administration/ supervision, social behavior, human development, and wellness. Students may choose to choose a more focused set of courses in youth services or senior/aging services with this concentration. Students choosing this COA accredited concentration also emphasize programming and leadership skill refinement in their internship.
Outdoor Recreation Major  
(major code: BS OREC)  
This accredited major prepares students especially well for service in the outdoor and natural resource based segment of the parks, recreation, and leisure services profession. The major includes a 12-credit outdoor core requirement that is complemented by an 11-13 credit concentration area selected by the student. For the 12 credit core requirement, students select one course in each of the following areas: environmental teaching methods; natural environment; ecology; and environmental attitudes and literacy. Students also select a concentration from the following:

**Camp Management Concentration:**  
(major code: OREC_CAMP)  
Prepares students for programmatic, managerial, and supervisory responsibilities in camps and conference centers. As many camps function year-round, focusing in the off-season on serving school districts and other special groups, this emphasis prepares professionals to work with a wide range of ages in a wide range of program offerings. Its emphasis is on leisure education, human resource management, facility and site planning, legal aspects, and camp administration.

**Environmental and Cultural Interpretation Concentration:**  
(major code: OREC_ENV)  
Prepares students to work as environmental educators or naturalists, educating the public about the total environment, natural and modified, and about cultural and historic heritage. Most environmental interpreters are employed by nature centers, state or national parks, museums, outdoor/environmental education centers, BOCES in the public schools, and historic sites. This emphasis area focuses on environmental studies, interpretation methods, administration, and in-depth study of natural sciences and/or culture and history.

**Natural Resource Recreation Management Concentration:**  
(major code: OREC_NRRM)  
Prepares students to work in planning and management positions in land management agencies, such as the US Forest Service, the National Park Service, state parks and forests, and more. Its emphasis is on land use planning, geographic information systems, environmental policy, and site and facility planning. This concentration is accredited by COA.

**Outdoor Leadership Concentration:**  
(major code: OREC_LEAD)  
Prepares students to work in leadership positions in outdoor agencies, such as outdoor education centers, adventure-based programs, university outdoor programs, guide services, and other outdoor programs. Its emphasis is on outdoor skills refinement, outdoor leadership theory and principles, safety and ethics in wilderness and backcountry, and outdoor program administration.

Recreation Management Major  
(major code: BS RMGT)  
This major combines advanced level study in leisure services management and administration with supporting courses in management science from the Economics Department. Recreation courses taken for this major include human resource management, legal aspects, and commercial recreation. Within the major, students select courses, projects, and internship experiences that permit an emphasis on one or more of the following areas: commercial recreation, public recreation administration, community recreation, industrial or corporate employee services, and recreation, resorts and resource management. This major is accredited by COA.
Therapeutic Recreation Major
(major code: BS TR)
Therapeutic recreation services are provided by public and private agencies and institutions. Certified therapeutic recreation specialists (CTRS) often work as part of a treatment team of health care and therapeutic specialists. Therapeutic recreation services contribute to the daily life satisfaction and to the rehabilitation of persons with disabilities. The ultimate goal of therapeutic recreation is to enable persons to optimize independent leisure participation, regardless of ability level.

This major combines advanced level study in therapeutic recreation, an internship experience, and supporting course work from related fields. Through this major, students can fulfill the educational requirements for Certified Therapeutic Recreation Specialist (CTRS) status from the National Council for Therapeutic Recreation Certification. This concentration is accredited by COA.

Minor: Environmental and Outdoor Education
(minor code: EOE)
For recreation majors with strong interests in outdoor education, outdoor recreation, organized camping, or outdoor pursuits, SUNY Cortland offers this interdisciplinary minor. The minor combines study of natural history, ecology and environmental problems, and outdoor education methodology. Electives within the minor permit emphases in areas such as outdoor recreation activities, adventure education, or organized camping. This minor is fully described in the College Catalog. (Please note: This minor is not available to students in the Outdoor Recreation major, as the major provides much more depth than this minor).

Minor: Tourism Development
(minor code: TOUR)
Tourism is a major factor in economic and community development and in natural and cultural resource protection at the local, national, and international levels. Because of the strong relationship between leisure and tourism behavior and between recreation resources and tourism development, many leisure services professionals are heavily involved in tourism planning and development. Recreation majors at SUNY Cortland can prepare for this dimension of the profession by taking the minor in tourism development. This interdisciplinary minor includes courses in geography, recreation, and economics. The minor is administered by the Geography Department, and the requirements are listed in the College Catalog.

Specific Degree Requirements

The specific requirements for each degree program are outlined in the College Catalog and on the following pages, to be used in conjunction with CAPP. All students are expected to keep an up-to-date copy of CAPP. Students, not faculty, are responsible for completing degree requirements.
 REQUIREMENTS
All College, General Education, Liberal Arts/Sciences (60 credits), and Major Requirements.

Major Requirements:

**A. PROFESSIONAL CORE COURSES: 30 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 271</td>
<td>Foundations of Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC 280</td>
<td>Programming in Parks/Recreation/Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>REC 293</td>
<td>Diversity/Inclusive Recreation Services (3) (meets GE11 in the Cortland GE requirement)</td>
<td>3</td>
</tr>
<tr>
<td>REC 370</td>
<td>Outdoor Education Practicum</td>
<td>3</td>
</tr>
<tr>
<td>REC 380</td>
<td>Leadership in Parks/Recreation/Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>REC 402</td>
<td>Management of Recreation Resources</td>
<td>3</td>
</tr>
<tr>
<td>REC 407</td>
<td>Evaluation/Research</td>
<td>3</td>
</tr>
<tr>
<td>REC 445</td>
<td>Administration of Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC 446</td>
<td>The Law of Parks/Recreation/Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>REC 470</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**B. OUTDOOR RECREATION CORE: 12-13 CREDITS**

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Environment Area</td>
<td>BIO 307: Field Natural History or Biological Field Science</td>
</tr>
<tr>
<td></td>
<td>BIO 310: Field Biology</td>
</tr>
<tr>
<td>Environmental Attitudes and Literacy Area</td>
<td>EST 100: Intro to Environmental Studies or Wilderness in American Culture</td>
</tr>
<tr>
<td>Environmental Teaching Area</td>
<td>REC 462: Environmental/Outdoor Education or Environmental/Cultural Interpretation</td>
</tr>
</tbody>
</table>

**C. REQUIRED CONCENTRATION (CHOOSE ONE OF THE FOLLOWING FOUR): 12-13 CREDITS**

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp Management (12 credits) (OREC_CAMP)</td>
<td>REC 360: Camp Counseling/Outdoor Edu (3)</td>
</tr>
<tr>
<td></td>
<td>REC 460: Camp/Outdoor Program Admin (3)</td>
</tr>
<tr>
<td></td>
<td>REC 409: Human Resource Mgmt in Leis. (3)</td>
</tr>
<tr>
<td></td>
<td>Three credits from:</td>
</tr>
<tr>
<td></td>
<td>REC 441: Site/Facilities Planning or</td>
</tr>
<tr>
<td></td>
<td>REC 344: Commercial Rec Management or</td>
</tr>
<tr>
<td></td>
<td>REC 425: Leisure Education</td>
</tr>
<tr>
<td>Natural Resource Recreation Management (13 credits) (OREC_NRRM)</td>
<td>REC 441: Site/Facilities Planning (3)</td>
</tr>
<tr>
<td></td>
<td>REC 449: Natural Resource Rec Mgt/Policy (3)</td>
</tr>
<tr>
<td></td>
<td>GRY 324: GIS (3)</td>
</tr>
<tr>
<td></td>
<td>Three credits from:</td>
</tr>
<tr>
<td></td>
<td>COM 451: Environmental Communication or</td>
</tr>
<tr>
<td></td>
<td>ECO 335: Resource/Environ Economics or</td>
</tr>
<tr>
<td></td>
<td>POL 242: Environmental Policy or</td>
</tr>
<tr>
<td></td>
<td>POL 308: Environmental Law or</td>
</tr>
<tr>
<td></td>
<td>REC 345: Adirondack Park Policies/Issues or</td>
</tr>
<tr>
<td></td>
<td>Environmental/Cultural Interpretation (3-4)</td>
</tr>
<tr>
<td>Outdoor Leadership (12 credits) (OREC_LEAD)</td>
<td>REC 379: Outdoor Recreation Activities (3)</td>
</tr>
<tr>
<td></td>
<td>REC 474: Outdoor Pursuits Edu/Leadership (3)</td>
</tr>
<tr>
<td></td>
<td>REC 460: Camp/Outdoor Program Admin (3)</td>
</tr>
<tr>
<td></td>
<td>Outdoor rec activity courses, by advisement (3) (for example, REC 102-Backpacking; REC 103-Canoeing; REC 104-Kayaking; REC 106-Rock Climbing)</td>
</tr>
</tbody>
</table>

**D. INTERNSHIP: 15 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 475</td>
<td>Internship (specific to Outdoor Recreation)</td>
<td>15</td>
</tr>
</tbody>
</table>

**E. OTHER: 15-16 CREDIT HOURS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 100</td>
<td>Introduction to Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Activity Requirement: 2-6 credit hours of recreation activities – at least two different activities (i.e., can be arts, sports, outdoor, music, physical activity, etc. as long as it is participatory and skills-based)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liberal Arts and Free Electives (4-9 credit hours)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124**
BS Recreation
(BS REC)

REQUIREMENTS
All College, General Education, Liberal Arts/Sciences (60 credits), and Major Requirements.

Major Requirements:
A. PROFESSIONAL CORE COURSES: 36 CREDITS
   REC 271: Foundations of Recreation (3)
   REC 280: Programming in Parks/Recreation/Leisure Services (3)
   REC 293: Diversity/Inclusive Recreation Services (3) (meets GE11 in the Cortland GE requirement)
   REC 370: Outdoor Education Practicum (3)
   REC 380: Leadership in Parks/Recreation/Leisure Services (3)
   REC 402: Management of Recreation Resources (3)
   REC 407: Evaluation/Research (3)
   REC 445: Administration of Recreation (3)
   REC 446: The Law of Parks/Recreation/Leisure Services (3)
   REC 470: Senior Seminar (3)
   Recreation Electives – selected in consultation with advisor (6)

B. INTERNSHIP: 15 CREDIT HOURS
   REC 475: Internship in Recreation and Leisure Services (15)

C. OTHER: 34 CREDIT HOURS
   CAP 100: Introduction to Computer Applications (3)
   COM 210: Fundamentals of Public Speaking (3)
   Activity Requirement: 2-6 credit hours of recreation activities – at least two different activities
   Liberal Arts and Free Electives (22-26 credit hours)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124
BS Recreation
Leisure/Recreation Program Delivery Concentration
(BS REC_LRPD)

REQUIREMENTS
All College, General Education, Liberal Arts/Sciences (60 credits), and Major Requirements.

Major Requirements:

A. PROFESSIONAL CORE COURSES: 30 CREDITS
   REC 271: Foundations of Recreation (3)
   REC 280: Programming in Parks/Recreation/Leisure Services (3)
   REC 293: Diversity/Inclusive Recreation Services (3) (meets GE11 in the Cortland GE requirement)
   REC 370: Outdoor Education Practicum (3)
   REC 380: Leadership in Parks/Recreation/Leisure Services (3)
   REC 402: Management of Recreation Resources (3)
   REC 407: Evaluation/Research (3)
   REC 445: Administration of Recreation (3)
   REC 446: The Law of Parks/Recreation/Leisure Services (3)
   REC 470: Senior Seminar (3)

B. INTERNSHIP: 15 CREDIT HOURS
   REC 475: Internship in Recreation and Leisure Services (15)

C. CONCENTRATION IN LEISURE/RECREATION PROGRAM DELIVERY: 24 CREDIT HOURS
   REC 425: Leisure Education (3)
   PSY 101: General Psychology I (3)
   REC 427: Special Events Planning I (1)
   REC 428: Special Events Planning II (2)

Advanced Administration and Supervision Area –
   Three credit hours from the following:
   REC 503: Campus Rec Programming and Admin
   REC 409: Human Resource Management in Leis
   REC 460: Camp and Outdoor Program Admin

Social Behavior Area
   PSY 422: Social Psychology (3) and
   Three credit hours from the following:
   EDU 525: Teaching the Inner City Child
   REC 455: Sociology of Leisure
   REC 508: Leisure Services for Older Adults
   SOC 220: Introduction to Social Gerontology
   SOC 373: Deviant Behavior
   SOC 425: Sociology of Aging and Life Course
   SOC 462: Juvenile Delinquency
   SOC 464: Corrections
   SOC 470: Sociology of the Family

Human Development Area –
   Three credit hours from the following:
   PSY 231: Child Psychology
   PSY 232: Adolescent Psychology
   PSY 333: Developmental Psychology
   PSY 334: Psychology of Adulthood and Aging

Wellness/Healthy Lifestyles Area –
   Three credit hours from the following:
   HLH 110: Personal and Community Health
   HLH 210: Wellness and Health Promotion
   HLH 301: Stress Management
   HLH 313: Mental and Emotional Health

D. OTHER: 16 credit hours
   CAP 100: Introduction to Computer Applications
   COM 210: Fundamentals of Public Speaking
   Activity Requirement: 2-6 credit hours of recreation activities — at least two different activities
   Liberal Arts and Free Electives (4-8 credit hours)

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124
BS Recreation Management  
(BS RMGT)

**REQUIREMENTS**
All College, General Education, Liberal Arts/Sciences (60 credits), and Major Requirements.

Major Requirements:

**A. PROFESSIONAL CORE COURSES: 30 CREDIT HOURS**
- REC 271: Foundations of Recreation (3)
- REC 280: Programming in Parks, Recreation and Leisure Services (3)
- REC 293: Diversity and Inclusive Recreation Services (3) (meets GE11 requirement)
- REC 370: Outdoor Education Practicum (3)
- REC 380: Leadership in Parks, Recreation and Leisure Services (3)
- REC 402: Management of Recreation Resources (3)
- REC 407: Evaluation and Research (3)
- REC 445: Administration of Recreation (3)
- REC 446: The Law of Parks, Recreation and Leisure Services (3)
- REC 470: Senior Seminar (3)

**B. RECREATION MANAGEMENT: 24 CREDIT HOURS**
- REC 344: Commercial Recreation Management (3)
- REC 409: Human Resource Management in Leisure Services (3)
- Recreation Planning Elective – 3 credits from the following list:
  - REC 427/428: Special Events Planning I & II (1+2=3 cr. total) or
  - REC 441: Site and Facilities Planning (3)
- ECO 111: Principles of Microeconomics (3)
- ECO 352: Finance (3)
- MGT 253: Principles of Marketing (3)
- MGT 254: Principles of Accounting (3)
- Management/Administration Elective – one course from the following list:
  - MGT 250: Principles of Management (3) or
  - POL 240: Introduction to Public Administration and Public Policy (3)

**C. INTERNSHIP: 15 CREDIT HOURS**
- REC 475: Internship in Recreation and Leisure Services (15) (specific to Recreation Management)

**D. OTHER: 15-16 CREDIT HOURS**
- CAP 100: Introduction to Computer Applications (3)
- COM 210: Fundamentals of Public Speaking (3)
- Activity Requirement: 2-6 credit hours of recreation activities – at least two different activities
- Liberal Arts and Free Electives (4-8 credit hours)

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124**
BS Therapeutic Recreation

**REQUIREMENTS**
All College, General Education, Liberal Arts/Sciences (60 credits), and Major Requirements.

Major Requirements:

A. **PROFESSIONAL CORE COURSES: 30 CREDIT HOURS**
- REC 271: Foundations of Recreation (3)
- REC 280: Programming in Parks, Recreation and Leisure Services (3)
- REC 293: Diversity and Inclusive Recreation Services (3) (meets GE11 requirement)
- REC 370: Outdoor Education Practicum (3)
- REC 380: Leadership in Parks, Recreation and Leisure Services (3)
- REC 402: Management of Recreation Resources (3)
- REC 407: Evaluation and Research (3)
- REC 445: Administration of Recreation (3)
- REC 446: The Law of Parks, Recreation and Leisure Services (3)
- REC 470: Senior Seminar (3)

B. **THERAPEUTIC RECREATION: 27 CREDIT HOURS**
- BIO 301: Human Anatomy and Physiology I (3) *or*
- BIO 302: Human Anatomy and Physiology II (3)
- PSY 101: General Psychology I (3)
- PSY 333: Developmental Psychology (3)
- PSY 421: Abnormal Psychology (3)
- REC 330: Introduction to Therapeutic Recreation (3)
- REC 430: The Therapeutic Recreation Process (3)
- REC 435: Therapeutic Recreation Interventions (3)
- REC 438: Design and Administration of Therapeutic Recreation Services (3)
- Support Course (as defined by the National Council for Therapeutic Recreation Certification) by advisement (3)

C. **INTERNSHIP: 15 CREDIT HOURS**
- REC 475: Internship in Recreation and Leisure Services (15) (specific to Therapeutic Recreation)

D. **OTHER: 16 CREDIT HOURS**
- CAP 100: Introduction to Computer Applications (3)
- COM 210: Fundamentals of Public Speaking (3)
- Activity Requirement: 2-6 credit hours of recreation activities – at least two different activities
- Liberal Arts and Free Electives (1-5 credit hours)

**TOTAL CREDIT HOURS REQUIRED FOR GRADUATION: 124**
OTHER RPLS DEGREE REQUIREMENTS

ACTIVITY COURSE REQUIREMENTS FOR ALL RPLS MAJORS

To ensure that students graduate with skills in a number of programmatic areas, all students in the BS degrees are required to complete at least two DIFFERENT "activity-based classes" for a total of at least two credit hours. Two types of credit may be used to complete the requirement: activity-based academic credit and/or activity-based participation credit.

No more than eight (8) hours of participation courses may be applied toward graduation requirements. No more than four (4) hours of physical education academic activity courses may be applied toward graduation requirements.

Students are encouraged to select activity-based classes, in consultation with their advisors, to expand their repertoire of skills. These courses are intended to increase students' exposure to, familiarity with, and/or competence at a variety of skills. Students are encouraged to propose courses to their advisors if they are not listed below.

Activity-based academic credit may be earned through a variety of courses offered in a number of departments. Examples include:
- Studio Arts (ATS prefix courses)
- Biology (BIO 307-Field Natural History; BIO 310-Field Biology; BIO 411-Ornithology)
- Cinema Studies (CIN 305-Introduction to Play and Script Writing)
- Communications (COM 242-Audio Production; COM 243-Studio Television Production)
- Computer Applications (CAP 201-C Programming; Cap 239-Desktop Publishing)
- English (ENG 301-Creative Writing)
- Geography (GRY 324-Cartography)
- Geology (GLY 481-Field Geology)
- Music (MUS 470-Music and the Child; Applied Music courses MUS 160, 161,164, 165, 166, 167, etc.; Class Instruction, MUS 180, 181, 184, 185,380)
- Physical Education (PED activity courses; PED 480-Activity Program Clinics; PED 500-Project Adventure Workshop)
- Recreation (REC activity courses); REC 150- Play Across Cultures (also a GE 6)
- Theater (THT 100-Intro to Theater Arts; THT 120-Acting I; THT 220-Acting II; THT 240-Technical Theater I; THT 341-Technical Theater II; THT 432-Directing I)

Activity-based participation credit may be earned through a variety of classes. Examples include:
- Communications (COM 390-Participation in Student Newspaper, COM 391-Participation in Yearbook; COM 392-Participation in Literary Magazine; COM 293-Participation in Television; COM 394-Participation in Radio; COM 395-Participation in Debate; COM 396-Participation in Individual Forensic Event)
- Music Ensembles (MUS 240-Choral Union; MUS 241-African American Chorale; MUS 249-College Singers; MUS 250-Chamber Arts Ensemble; MUS 254-Ensemble; MUS 265-College Community Orchestra; MUS 259-Wind Ensemble)
- Physical Education (PED 199-Participation in Intercollegiate Athletics)
- Theater (THT 399-Participation in Theater)
CHILD ABUSE REQUIREMENT

All students in the RPLS degree programs must complete a minimum of two clock hours of instruction regarding the identification and reporting of child abuse and maltreatment. Students should check with the Center for Educational Exchange (Ext. 4704) for information on how to meet this requirement. It must be completed prior to the internship semester. Students typically complete this requirement when enrolled in REC 370: Outdoor Education Practicum.

FIRST AID REQUIREMENT FOR RPLS

The degree programs in Recreation & Leisure Studies require a certification in Red Cross Responding to Emergencies, or a higher level of first aid certification. The table below shows acceptable certifications to meet this requirement. If a first aid course is NOT on this table, it WILL NOT meet the degree requirement. Students must provide the original and a photocopy of the first aid certificate to their advisor to show evidence of completing this requirement. Students can take REC 375: Wilderness First Responder (3 credits), or HLH 120: Responding to Emergencies (2 credits) to complete this requirement, if they would like to do so for academic credit.

List of Approved First Aid Certifications for the B.S. Degree Programs in RPLS:

<table>
<thead>
<tr>
<th>Provider:</th>
<th>Acceptable Certification Titles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLH 120 (at SUNY Cortland or equivalent transferred course)</td>
<td>▪ Responding to Emergencies course (2 credits)</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>▪ Responding to Emergencies</td>
</tr>
<tr>
<td>Wilderness Medical Associates, NOLS, or SOLO</td>
<td>▪ Wilderness First Responder</td>
</tr>
<tr>
<td></td>
<td>▪ Wilderness EMT</td>
</tr>
<tr>
<td>New York State</td>
<td>▪ Certified First Responder</td>
</tr>
<tr>
<td></td>
<td>▪ EMT or higher</td>
</tr>
<tr>
<td>National Safety Council</td>
<td>▪ Advanced First Aid</td>
</tr>
<tr>
<td></td>
<td>▪ First Aid Level 3</td>
</tr>
<tr>
<td></td>
<td>▪ First Responder</td>
</tr>
<tr>
<td></td>
<td>▪ Wilderness First Aid for Remote Locations</td>
</tr>
<tr>
<td>National Ski Patrol</td>
<td>▪ Outdoor Emergency Care Technician</td>
</tr>
<tr>
<td>Canadian Red Cross Society</td>
<td>▪ Standard First Aid</td>
</tr>
<tr>
<td>(Canadian) St. John Ambulance</td>
<td>▪ Advanced First Aid Level 1</td>
</tr>
<tr>
<td></td>
<td>▪ Advanced First Aid Level 2</td>
</tr>
</tbody>
</table>

*from NY State Dept. of Health, “First Aid Certifications for NYS Children’s Camp Staff Sub-Part 7-2 of the State Sanitary Code.”

OUTDOOR EDUCATION PRACTICUM

All RPLS majors must take REC 370, Outdoor Education Practicum, at Raquette Lake during the summer directly following the academic year in which they take the lab portion of the class on campus. It is recommended that students take REC 370 during their sophomore year, and their junior year at the latest. Students are expected to plan their summer work or study around the Outdoor Education Practicum (OEP) dates. Commitments to summer employers should not be made until students know the dates of their OEP session. In years when two OEP sessions are scheduled, assignments to specific OEP sessions are made by the Outdoor Education Practicum Director at random. Requests to be assigned to a particular session or to postpone the experience can rarely be accommodated. Such requests must be made to the OEP Director, in writing, before Feb. 1.
PROFESSIONAL EXPERIENCE REQUIREMENT

All students in RPLS majors must complete 160 hours of professional experience prior to REC 475: Internship in Recreation and Leisure Services. The 160 hours must be documented in the student’s portfolio. The hours must be with at least three different agencies in three different aspects of the field (community recreation, outdoor recreation, therapeutic recreation, etc.). A minimum of 20 hours must be completed at each agency for it to count as part of the 160 hour requirement. The professional experience must be documented according to the guidelines provided in the RPLS Professional Portfolio. Hours completed in REC 280, REC 380, REC 293, and REC 470 may be used to help satisfy this requirement, as well as jobs in the field.

RECREATION, PARKS AND LEISURE STUDIES INTERNSHIP

REC 475: Internship in Recreation and Leisure Services consists of a full-time, 14-week experience completed the last semester of the degree program in the major. The full-time (40-hour week) supervised off-campus internship may be completed at municipal, school and/or community, industrial, youth-serving agency, park and forest, hospital, or school camp facilities, depending on the student’s major. Internships may be completed only with agencies having a formal affiliation with this department. Approximately 200 agencies are presently affiliated with this department's internship program. Students should not attend REC 470 in hopes of having a non-affiliated site approved within that semester. The process for reviewing and accepting new agencies generally takes longer than one semester.

Students acquire an RPLS Internship Manual at the beginning of REC 470 (also available on the department web page), which is the course required the semester before the internship. This class helps students find and secure their internship sites by following a job-search type of format.

During their internship experiences, students are exposed to and participate in a wide range of recreation leadership, supervisory, and administrative activities (including organizing, staffing, communicating, coordinating, scheduling, planning, controlling, and even decision-making). Students return to campus to participate in two seminars during the internship. Several assignments must be completed throughout the internship experience. Agencies affiliated with this department realize that, while students are expected to make real contributions to the work of the agency, they are students -- not practitioners. The agency supervisor ultimately remains responsible for the student's work.

Key Internship Policies
(please see the RPLS Internship Manual for more detailed description of policies)

♦ Must have a GPA of 2.50 in the major and an overall GPA of 2.00 to be eligible
♦ Must have completed the core courses: REC 271, REC 280, REC 293, REC 370, REC 380, REC 402, REC 407, REC 445, REC 446, REC 470, the first aid requirement, both activity requirements and child abuse workshop
♦ Must have completed the Internship Eligibility Form with your advisor
♦ Must be completed at an affiliated agency
♦ Must not complete an internship at an agency where you have been an employee
♦ Must be completed in an agency in your area of study (e.g. outdoor rec, therapeutic rec, etc.)
♦ Must follow the internship dates set by the Internship Coordinator
The Cortland General Education Program

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

1. Quantitative Skills
   The goal of this category is to develop mathematical and quantitative reasoning skills.
   REQUIREMENT
   Students will complete one course to fulfill this category: COM 230; ECO 221, 222; GLY 281; GRY 400; HLH 299, 391; MAT 101&102, 105, 111, 115, 121, 135, 201, 224; PED 434; POL 112, 312; PSY 201; SOC 494

2. Natural Sciences
   The goal of this category is to provide students with an understanding of the process of scientific inquiry, some of the major scientific theories, and their application to modern life. Students will practice the methods of science in a laboratory experience.
   REQUIREMENT
   Students will complete either two 2A courses or one 2A and one 2B course to fulfill the requirements of this category.
   2A courses provide a survey of one or more of the traditional natural science disciplines and include a laboratory experience: BIO 110, 201, 202; CHE 121, 221, 222; GLY 171, 261; PHY 105, 106, 201, 202; SCI 141
   2B courses provide breadth or depth in the natural sciences and must fulfill at least Learning Outcome 3 of this category: BIO 111; CHE 122, 125; GLY 160, 172, 262; PHY 150; SCI 142

3. Social Sciences
   The goal of this category is to familiarize students with the methodology of social scientists and provide substantial introduction to a social science discipline.
   REQUIREMENT
   Students will complete one course to fulfill this category: ANT 102*, 300*; ECO 105*; EST 100*; FRE 318; GRY 120*, 125*, 370*; HIS 100*, 101*; HLH 111*; MUS 101*; POL 100*, 101*, 242*; PSY 101; SCI 300*, 304*, 320*, 330*; SOC 150*, 160*, 350*; SPA 318*

4. United States History and Society
   The goal of this category is to familiarize students with the history and nature of the American state and society by examining relationships within and among the elements of that state and society, including governing structures or policies, formal and informal institutions, and the public.
   REQUIREMENT
   Students with a score of 84 or less on the American History Regents Exam must take one of the following courses: HIS 200 or HIS 201 or SOC 100. Students with a score of 85 or higher must take one course, chosen from either the list above or the list below.ECO 105*; POL 100*; SOC 150*
5. Western Civilization
The goal of this category is to provide students with an understanding of the history and development of the distinctive features of Western civilization and relate the development of Western civilization to that of other regions of the world. Courses in this category will address the ways in which social, political, economic, geopolitical and/or intellectual movements have affected how members of the contemporary world think, act, and organize their lives.
REQUIREMENT
Students will complete one course to fulfill this category: HIS 100*, 101*, 110, 111; INT 301; POL 102, 270; SOC 160*, 350*

6. Contrasting Cultures
The goal of this category is to provide students with an understanding of non-Western cultures and societies. It is intended to provide a counterpoint to the European focus of the Western Civilization category and explore the distinctive features of one non-western civilization. Courses in this category would be non-European and non-U.S. in focus.
REQUIREMENT
Students will complete one course to fulfill this category: ANT 102*; AST 200; GRY 120*, 125*; HLH 111*; MUS 101*; POL 101*; REC 150

7. Humanities
The goal of this category is to help students appreciate and understand the humanities. Courses in this category will address a humanities discipline through a variety of resources and critical approaches.
REQUIREMENT
Students will complete one course to fulfill this category: AAS 251; ENG 200, 202, 203, 204, 220, 221, 250, 251, 256, 257, 260, 261, 262, 263, 280; FLT 399; FRE 311, 315, 316; ICC 201; JST 250; SPA 313, 315, 317

8. The Arts
The goal of this category is to help students develop an awareness of the arts as a system of inquiry in which aesthetic elements are involved. Courses in this category will help students understand the creative process, be broadly based within or among the areas of the arts and provide this breadth through an historical approach or participation in the creative process. Students will explore the idea that important learning experiences can take place through the use of senses and imagination.
REQUIREMENT
Students will complete one course to fulfill this category: ATS 101, 102, 103, 104, 105, 106, 107, 111, 112; ATH 120, 121, 122, 223; INT 300; IST 100; MUS 100, 111, 221, 222, 223; THT 100, 161, 162

9. Foreign Language
The goal of this category is to develop familiarity with a foreign language.
REQUIREMENT
See section of catalog on Foreign Languages for program-specific requirements. The following courses have been approved: ARA 101, 102, 201; ASL 101, 102, 201, 202; CHI 101, 102, 201, 202; FRE 101, 102, 201, 202; GER 101, 102, 201, 202; ITA 101, 102, 201, 202; SPA 101, 102, 201, 202

10. Basic Communication
The goal of this category is to develop written and oral communication skills. This category consists of three areas: Academic Writing, Writing Intensive courses, and Presentation Skills.
REQUIREMENT
See sections of the catalog on English Composition and Writing Intensive Courses (see page 46 of the College Catalog) and Presentation Skills Requirement (see page 48 of the College Catalog).
11. Prejudice and Discrimination
The goal of this category is for students to reflect critically about the nature and impact of prejudice and discrimination. Courses could address the individual and institutional nature of prejudice and discrimination in the American and/or global context; examine various aspects of prejudice and discrimination from multiple intellectual perspectives; examine the factors upon which prejudice and discrimination may be based, e.g., race, gender as well as class, ethnicity, religion, age, sexual orientation, disability.
REQUIREMENT
Students will complete one course to fulfill this category: AAS 110, 120, 210, 431; ANT 230, 234; CIN 210; COM 431; FSA 103; ENG 252; EXS 290; GRY 221; HLH 163, 201; MGS 230; MUS 110; PHI 140; POL 110; PSY 210; REC 293; SOC 230; VAL 322

12. Science, Technology, Values and Society
The goal of this category is for students to reflect critically on problems that involve ethical or values-based judgments of technical information and/or issues that arise at the interface of science and society.
REQUIREMENT
Students will complete one course to fulfill this category: ANT 300*; EST 100*; GRY 301, 370*; PHI 135; POL 242*, 342; PWR 209; REC 310; SCI 180, 300*, 304*, 310, 320*, 325, 330*, 350, 360

13. Natural Science (second course)
The goal of this category is to provide students with an understanding of the process of scientific inquiry, some of the major scientific theories, and their application to modern life. Students will practice the methods of science in a laboratory experience.
REQUIREMENT: TWO courses, students will complete either two “A” courses; OR, one “A” AND one “B” course to fulfill the Natural Science requirement.
“A” courses provide a survey of one or more of the traditional natural science disciplines and include a laboratory experience: BIO 110, 201, 202; CHE 121, 221, 222; GLY 171, 261; PHY 105, 106, 201, 202; SCI 141.
“B” courses provide breadth or depth in the natural sciences and must fulfill at least Learning Outcome 3 of this category: BIO 111; CHE 122, 125; GLY 160, 172, 262; PHY 150; SCI 142. NOTE: A course may initially appear in CAPP in Category 2 until another “A” or “B” Natural Science course is taken.

Competency 1: Critical Thinking
The goal of this category is to encourage critical thinking and reasoning skills.
REQUIREMENT
No courses are required for this category as the outcomes are met through completion of the Cortland GE program.

Competency 2: Information Management
The goal of this category is to assist students in developing information management and technology skills related to gathering, evaluating, and synthesizing information.
REQUIREMENT
No courses are required for this category as the outcomes are met through completion of the Cortland GE program.

* Course is approved for more than one category.
Education Courses Offered by RPLS

EDU 462 – Environmental and Outdoor Education
(S) History, development and trends in environmental and outdoor education. Curriculum development for fostering an environmentally literate citizenry and techniques for successfully utilizing the out-of-doors as a teaching medium. Field trips and outdoor laboratory experiences. Also listed as REC 462. (3 cr. hr.)

Recreation Courses

REC 101 – Recreation Activities
(O) Focus on gaining skills in a specified recreation activity. Activities vary and course is repeatable as activities/subtitles change. Grading: S, U grades assigned. (variable credit)

REC 102 – Backpacking
(O) Backpacking techniques, skills, information and a practical experience. Participants will learn about technical equipment such as tents, packs and sleeping bags and acquire skills in navigation, cooking, low impact camping and other techniques necessary to practice this enjoyable outdoor recreation activity. A special fee will be charged for field trip expenses. Grading: S, U grades assigned. (1 cr. hr.)

REC 103 – Canoeing
(O) Basic information and skills to canoe safely and efficiently. Strokes, portaging, handling, transporting, flat water, moving water, rescues and other experiences will be included. Local or more distant destination canoe trips will be involved, depending on the season. Equipment will be provided. Standards for American Canoe Association certifications will be used. A special fee will be charged for field trip expenses. Grading: S, U grades assigned. (1 cr. hr.)

REC 104 – Kayaking
(O) Basic information and skills to kayak safely and efficiently. Strokes, rolls, portaging, flat water, moving water, rescues and other experiences will be included while paddling a variety of kayak models on nearby lakes and rivers. Field trip destinations will be determined by water levels, season and difficulty levels. Equipment will be provided. American Canoe Association standards for kayaking certifications will be used. A special fee will be charged for field trip expenses. Grading: S, U grades assigned. (1 cr. hr.)

REC 105 – Windsurfing
(O) Windsurfing skills, equipment, environments, rescues and other practical experiences. A variety of wind, water, equipment and personal skills will be learned through field trips to local sailing areas. Equipment will be provided. U.S. Windsurfing and U.S. sailing certification standards will be used. A special fee will be charged for field trip expenses. Grading: S, U grades assigned. (1 cr. hr.)

REC 106 – Rock Climbing
(O) The fundamental skills and equipment necessary for a safe rock climbing experience. The basics of climbing such as belaying, knots and efficient movement will be mastered on the climbing wall at Cortland before venturing to a nearby crag for a day of outside climbing. All necessary equipment will be provided. A special fee will be charged for field trip expenses. Grading: S, U grades assigned. (1 cr. hr.)

REC 107 – Snowshoeing
(O) The fundamental skills and equipment necessary for a safe rock climbing experience. The basics of climbing such as belaying, knots and efficient movement will be mastered on the climbing wall at Cortland before venturing to a nearby crag for a day of outside climbing. All necessary equipment will be provided. A special fee will be charged for field trip expenses. Grading: S, U grades assigned. (1 cr. hr.)
REC 108 – Cross-Country Skiing
(O) Basic skills and techniques of cross-country skiing, including the diagonal stride, skating, double poling, uphill techniques and downhill techniques will be taught. Participants will also learn how to safely enjoy the winter environment and the natural history of the region on trips to local forests and preserves. A special fee will be charged for field trip expenses. Grading: S, U grades assigned. (1 cr. hr.)

REC 109 Winter Camping
(O) Information and skills in order to travel and camp in snow and cold environments. Travel, safety and survival skills, shelters, clothing, equipment, cold injuries, illness and other topics. Winter trips to local or backcountry areas will be included. A special fee will be charged for field trip expenses. Grading: S, U grades assigned. (1 cr. hr.)

REC 110 – Bike Touring
(O) Information and practical experiences involving bicycle travel, touring and lightweight camping. Participants will learn and practice mechanical skills, travel skills, planning routes, camping skills and other tasks typical of bike trips. Field trips to nearby scenic areas will be involved. Participants must provide their own bicycle. A special fee will be charged for field trip expenses. Grading: S, U grades assigned. (1 cr. hr.)

REC 111 – Snowboarding
(O) Learn and develop sound skills of snowboarding as a lifetime leisure activity. Skill levels taught include beginners, intermediates, advanced, and expert in snowboarding. Each participant will select the appropriate level of instruction and be evaluated accordingly. Each class will consist of a specific lesson and an ample amount of practice time to work on skills and explore the many runs available. A special fee will be charged for field trip expenses. May be repeated for up to three additional credit hours. Grading: S, U grades assigned. (1 cr. hr.)

REC 112 – Downhill Skiing
(O) Learn and develop sound skills of downhill skiing as a lifetime leisure activity. Skill levels taught include beginners, intermediates, advanced, and expert in skiing. Each participant will select the appropriate level of instruction and be evaluated accordingly. Each class will consist of a specific lesson and an ample amount of practice time to work on skills and explore the many runs available. A special fee will be charged for field trip expenses. May be repeated for up to three additional credit hours. Grading: S, U grades assigned. (1 cr. hr.)

REC 129 – Special Topics in Recreation and Leisure Studies
(O) Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

REC 150 – Play Across Cultures
(A) Study of similarities and differences in young people’s play and celebrations through an examination of world cultures. Fulfills: GE 6; LASR. (3 cr. hr.)

REC 211 – Adaptive Akiing and Snowboarding
(O) Development of teaching skills for downhill skiing and/or snowboarding to persons with a variety of disabilities. Through training and volunteer coaching with Greek Peak Adaptive Snowsports, students will develop the knowledge and skills to include people of all ability levels in downhill skiing and snowboarding. May be repeated for up to three additional credit hours. Grading: S, U grades assigned. (1 cr. hr.)

REC 229 – Special Topics in Recreation and Leisure Studies
(O) Development of teaching skills for downhill skiing and/or snowboarding to persons with a variety of disabilities. Through training and volunteer coaching with Greek Peak Adaptive Snowsports, students will develop the knowledge and skills to include people of all ability levels in downhill skiing and snowboarding. May be repeated for up to three additional credit hours. Grading: S, U grades assigned. (1 cr. hr.)
REC 271 – Foundations of Recreation
(A) History, theory, philosophy of play and recreation; implications for individuals, groups in changing society. Fulfills: LASR. (3 cr. hr.)

REC 280 – Programming in Parks, Recreation, and Leisure Services
(B) Introduction to programming principles and techniques for parks, recreation and leisure service settings. Particular focus on the design and implementation of recreation programs. (3 cr. hr.)

REC 293 – Diversity and Inclusive Recreation Services
(A) Inclusive programming guidelines and considerations for eliminating barriers to leisure participation for persons with differences, such as disability, race, sex, sexual identity, class. Involves practical experiences with persons with disabilities. Fulfills: GE 11; LASR (3 cr. hr.)

REC 303 – Community Recreation
(O) Recreation in community agencies. History, organization, personnel, programming, finances, areas, facilities. Field trips may be required. (3 cr. hr.)

REC 310 – Wilderness and American Culture
(F) History of ideas and attitudes about wilderness as expressed in the art, literature, philosophy and politics of American culture. Emphasis on developing views of wilderness, nature and environment that are historically and philosophically grounded. Fulfills: GE 12; LASR. (3 cr. hr.)

REC 315 – Ecotourism
(S-C) A global and local analysis of the physical environment as a tourism development resource. An examination of such natural systems as the rain forest, ocean and desert as tourism resources and the environmental impact of tourism on the viability of these 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 GRY 315. Fulfills: LASR. (3 cr. hr.)

REC 329 – Special Topics in Recreation and Leisure Studies
(O) Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

REC 330 – Introduction to Therapeutic Recreation
(F) History and philosophical development of therapeutic recreation. Examination of the needs, characteristics, abilities of people with disabilities; role of therapeutic recreation in enhancing quality of life. (3 cr. hr.)

REC 344 – Commercial Recreation Management
(F) Study of commercial recreation as major component of the leisure service delivery system. Analysis of development potential of different types of recreation enterprises including resources, location, risks, sources of financing, pricing, managerial requirements, marketing, sources of technical assistance. (3 cr. hr.)

REC 360 – Camp Counseling and Outdoor Education
(C) Methods, techniques of camp counseling, programming. Knowledge, methods, practices for education in, about and for the outdoors. Often includes lab, field trips. (3 cr. hr.)

REC 370 – Outdoor Education Practicum
(S-M) Outdoor living skills and environmental appreciation. Techniques and practices of outdoor education, organized camping and backcountry travel. Spring lab on campus followed by summer session at Raquette Lake. Participants are assessed a practicum fee. (3 cr. hr.)

REC 375 – Wilderness First Responder
(O) Wilderness First Responder (WFR) certification course that focuses on preparation for emergency situations that involve prolonged patient care, severe environments and improvised equipment. Topics
include patient assessment, body systems, equipment improvisation, trauma, environmental medicine, toxins, backcountry medicine, wilderness protocols and wilderness rescue. WFR is the definitive emergency care training course for all outdoor leaders and enthusiasts. Participants are assessed a fee for certification costs. (3 cr. hr.)

**REC 379 - Outdoor Recreation Activities**
(F) Knowledge, skill, techniques, policies and procedures related to selected outdoor recreation activities. (3 cr. hr.)

**REC 380 – Leadership in Parks, Recreation and Leisure Services**
(B) Study of leadership theory and practice at the small group, agency and community level in a range of parks, recreation and leisure services contexts. Essential skills of leadership are learned and practiced, with a focus on ethical and value-based leadership with diverse people and communities. (3 cr. hr.)

**REC 399- Independent Study in Recreation**
(B) Study of leadership theory and practice at the small group, agency and community level in a range of parks, recreation and leisure services contexts. Essential skills of leadership are learned and practiced, with a focus on ethical and value-based leadership with diverse people and communities. (3 cr. hr.)

**REC 402 – Management of Recreation Resources**
(S) Resource management principles, practices, policies and programs for operation of wide spectrum of public and private recreation areas and facilities. Fulfills: LASR. (3 cr. hr.)

**REC 407 – Evaluation and Research**
(A) Introduction to statistical concepts and tools in design, evaluation of recreational programs, services. Presentation of measurement, instrumentation and research methodology emphasizing interpretation and application in the field. Fulfills: LASR. (3 cr. hr.)

**REC 409 – Human Resource Management in Leisure Services**
(S) Contemporary issues and related administrative practices associated with managing human resources in leisure services. Examining concepts, principles and objectives of personnel supervision, including functions, processes, identification and application of methods and techniques. (3 cr. hr.)

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

**REC 425 – Leisure Education**
(B) Introduction to philosophy, principles and techniques of leisure education. Implications for curriculum development in various settings and leisure service delivery systems. Fulfills: LASR. (3 cr. hr.)

**REC 427 – Special Events Planning I**
(S) The goal of this course is to provide students with the opportunity to explore the growing phenomenon of special events. REC 427: Special Events Planning I is a prerequisite to REC 428: Special Events Planning II and is considered to be an advanced recreation programming course that focuses on special events planning. Students will be introduced to topic areas such as social and cultural phenomenon of special events, programming planning, securing sponsorships, research and targeting, and marketing and publicity. (1 cr. hr.)

**REC 428 – Special Events Planning II**
(F) This course focuses on advanced recreation programming for special events. Content areas include publicizing, targeting audiences, implementation, impact assessment and evaluation of special events. Application of conceptual and practical procedures will include the Annual Cortland Recreation Conference
during the fall semester. This special event attracts more than 400 students and practitioners in the field of recreation, leisure and park services. Prerequisite: REC 427. (2 cr. hr.)

**REC 429 – Special Topics in Recreation and Leisure Studies**  
(O) Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

**REC 430 – The Therapeutic Recreation Process**  
(S) In-depth examination of the therapeutic recreation process, including assessment, planning, implementation, documentation and evaluation. Additional topics include working with other health and human service professionals on interdisciplinary or transdisciplinary teams, activity analysis and adaptations, and principles and best practices in applying the therapeutic recreation process in a variety of health and human service settings. Lab is required. Prerequisite: REC 330 or equivalent or consent of department. Corequisite: REC 435. (3 cr. hr.)

**REC 435 – Therapeutic Recreation Interventions**  
(S) In-depth examination of individual and group techniques used in therapeutic recreation practice, including therapeutic interventions, modalities, instruction, leadership, supervision and counseling techniques. Prerequisite: REC 330 or equivalent or consent of department. Corequisite REC 430. (3 cr. hr.)

**REC 438 – Design and Administration of Therapeutic Recreation Services**  
(F) In-depth examination of the design and administration of therapeutic recreation services delivered in health and human service settings. Focus on planning, organizing, funding and managing therapeutic recreation services. Analysis of standards, legislation, policies, issues and trends that affect service delivery. Prerequisite: REC 435. (3 cr. hr.)

**REC 441 – Site and Facilities Planning**  
(O) Design of recreation areas and facilities: feasibility studies, site selection, environmental impact, accessibility, planning and development. (3 cr. hr.)

**REC 445 – Administration of Recreation**  
(F) Procedures, practices, policies in administration of recreation. Legislation, torts and contracts, managing authorities, budgets, records and reports, public relations, personnel practices. (3 cr. hr.)

**REC 446 – The Law of Parks, Recreation and Leisure Services**  
(B) The study of contracts, civic liberties and rights, property law, tort liability, and managing and transferring risks in the context of parks, recreation and leisure services. (3 cr. hr.)

**REC 449 – Natural Resource Recreation Policy and Management**  
(C) History and processes of natural resources law and policy development. Contemporary issues in human dimensions of natural resource management. Case studies in recreation resource management. Prerequisites: REC 310 and 402. (3 cr. hr.)

**REC 455 – The Sociology of Leisure**  
(O) History, growth of leisure. Contemporary problems of mass leisure; relation to work, politics, economics and such basic human institutions as family, church, community. Prerequisite: REC 271 or SOC 100, 150 or ANT 102. Fulfills: LASR. (3 cr. hr.)

**REC 460 – Camp and Outdoor Program Administration**  
(F) Detailed analysis of administrative problems in the establishment, operation of resident and day camps and other outdoor challenge or environmental education programs and centers. Research literature, current problems for camp, program and center directors. Prerequisite: REC 360 or 370 or consent of the department. (3 cr. hr.)
REC 462 – Environmental and Outdoor Education
(S) History, development and trends in environmental and outdoor education. Curriculum development for fostering an environmentally literate citizenry and techniques for successfully utilizing the out-of-doors as a teaching medium. Field trips and outdoor laboratory experiences. Also listed as EDU 462. (3 cr. hr.)

REC 469 – Environmental and Cultural Interpretation
(C) Investigation of concepts and principles of environmental and cultural interpretation. Methods, techniques, resources used to design and prepare interpretive media such as displays, materials, multimedia productions, trails and facilities in an increasingly multicultural society. Field trips and outdoor laboratory experiences. (3 cr. hr.)

REC 470 – Senior Seminar
(A) Development and analysis of internship and career goals, exploration of characteristics of the profession in relation to personal and professional goals, including a focus on professional ethics, continued professional development, and development of supervision skills in the context of issues and trends in the field. Professional field experience required. Prerequisite: Students must have senior standing during the semester course is taken. (3 cr. hr.)

REC 473 – Camp Leadership
(S-M) Advanced theory practicum in administration, leadership, programming at the College Outdoor Education Center. Prerequisite: Consent of instructor. (2 cr. hr.)

REC 474 – Outdoor Pursuits Education and Leadership
(F) The understanding and application of the process of teaching, learning and leading outdoor pursuits. Program theory, instructional design, leadership techniques and safety management principles associated with the conduct of outdoor pursuits and adventure education programs. Prerequisites: REC 379; also REC 370 or PED 308. (3 cr. hr.)

REC 475 – Internship in Recreation and Leisure Services
(A) Fourteen weeks of supervised full-time internship experience: municipal, school, community, commercial, corporate, youth-serving agency, park and forest, medical/clinical, camp. Work done in communities, agencies, designated by College. Prerequisites: REC 470, New York State certification in Child Abuse Identification and Reporting, completion of Responding to Emergencies (RTE) or other approved first aid certification, approval of internship coordinator, cumulative grade point average of at least 2.5 in the major and 2.0 overall. Consult department advisement manual for specific prerequisites and policies. Grading: S, U grades are assigned. (15 cr. hr.)

REC 476 - Wilderness Leadership Education
(O) Affiliate program with the National Outdoor Leadership School (NOLS) for domestic programs (NOLS fee required). Field studies and practice of wilderness expedition skills, leadership, group dynamics, safety, judgment and environmental studies. Credit value depends on the length of the NOLS course and can range from a minimum of two weeks to a full semester course. Consent of the department. Repeatable up to 12 credit hours. Maximum number of credit hours allowable between SAB 476 and REC 476 may not exceed 12. Also listed as SAB 476 for the international experience. (variable 1-12 credit hours)

REC 503 – Campus Recreation Programming and Administration
(O) Design, coordination, delivery and management of leisure, arts, and recreation programs and services for the campus community. Topics include programming principles, types of programs, interoffice/provider coordination, publicity, budgeting, supervision, evaluation, facilities, equipment management and auxiliary services. (3 cr. hr.)

REC 508 – Leisure Services for Older Adults
(C) Intensive study of problems associated with aging; implications for health, recreation. Recreational needs, programs; physical and emotional health; sociological, psychological, educational, economic factors pertinent to aging. (3 cr. hr.)
REC 529 – Special Topics in Recreation, Parks and Leisure Studies
(O) Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

REC 531 – Inclusive Outdoor Education
(O) This course is designed to address issues, models and strategies pertaining to the development of inclusive outdoor education programs that address all ability levels including those with physical and developmental disabilities. Not open to students with credit for PED 531. Also listed as PED 531. (3 cr. hr)

REC 532 – Therapeutic Recreation in the Schools
(O) This course prepares students to provide therapeutic recreation services to students with disabilities in public school systems as mandated by the Individuals with Disabilities Education Act. Participants will learn to apply the therapeutic recreation process in a school setting and develop appropriate recreation goals for Individualized Educational Plans. Curricula to support therapeutic recreation in the schools will be identified, as well as the roles therapeutic recreation specialists can play to advocate for and deliver recreation as a related service in the schools. Prerequisite: REC 330 or consent of department. (3 cr. hr.)

REC 553 – Practicum in Inclusive Recreation Services
(A) Through immersion in inclusive recreation programs and services, this practicum provides a solid foundation in the application of methods and best practices in inclusive recreation for people with disabilities and other differences in community-based settings. Knowledge areas gained include physical accessibility, administrative and programming practices and adaptive equipment. REC 293 or consent of department. (3 cr. hr.)

Study Abroad

SAB 476 – International Wilderness Leadership Education
(O) Affiliate program with the National Outdoor Leadership School (NOLS) for international programs (NOLS fee required). Field studies and practice of wilderness expedition skills, leadership, group dynamics, safety, judgment and environmental studies. Credit value depends on the length of the NOLS course and can range from a minimum of two weeks to a full semester course. Consent of the department. Prerequisite: Acceptance by the International Programs Office. Repeatable up to 12 credit hours. Maximum number of credit hours allowable between SAB 476 and REC 476 may not exceed 12. (variable 1-12 credit hours)

Frequency Codes:

A = Every semester
B = At least once per year
C = At least once every two years
F = Fall
M = Summer
O = Occasionally
S = Spring
W = Winter
TRANSFER STUDENTS IN RECREATION, PARKS AND LEISURE STUDIES

Students who come to Cortland from other institutions must complete this school's requirements for graduation. While most course work from other accredited institutions will be accepted at Cortland, having completed a program at another institution does not mean that the student has met Cortland's specific requirements. An evaluation of the official transcript from the other school(s) must be completed as soon as possible—usually before the student enters Cortland. According to college policy, transfer credit is limited as follows:

1. Students transferring to Cortland from two-year institutions may transfer no more than 64 credit hours.

2. Students transferring to Cortland from four-year institutions must complete a minimum of 45 credits at Cortland and also meet specific requirements for their chosen major.

3. At least half of the major must be completed at Cortland. Regardless of the number of courses taken, no more than 45 credits taken in the major may be counted toward graduation.

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

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

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

Transfer students should begin their careers at Cortland by examining their transcript evaluation and curriculum records to see what courses/credits have been transferred, what required courses must be completed, and what elective credits are open. If there is some question regarding transcript evaluation and transferred credits, see the advisor or department chairperson. Transfer credit can be re-evaluated, if necessary.
ACADEMIC DISHONESTY

This department takes the College policy on academic dishonesty very seriously. So that all Recreation, Parks and Leisure Studies majors are fully informed of the policy, it is herein reproduced from the College Handbook. If you have any questions pertaining to this issue, be sure to contact your advisor or instructor.

340.02 VIOLATION OF ACADEMIC INTEGRITY
A violation of academic integrity as an instance of academic dishonesty can occur in many ways. At SUNY Cortland, instances of academic dishonesty are:

1. Plagiarism
   Students are expected to submit and present work that is their own with proper documentation and acknowledgment when the work of others is consulted and used. Plagiarism can be intentional by deliberately presenting the work of others as one’s own, or inadvertent by accidentally omitting or erroneously citing sources. Examples of plagiarism that can occur in research papers, lab reports, written reports, oral presentations as well as other assignments are:
   A. Failure to use quotation marks: sources quoted directly must be shown with quotation marks in the body of the project and with the appropriate citation in the references, notes or footnotes
   B. Undocumented paraphrasing: sources “put into one’s own words” must have the source cited properly in the body of the project and in references, notes or footnotes
   C. Creating false documentation: purposefully presenting wrong information in references or citations or manufacturing false information used in references, notes and footnotes

2. Cheating on examinations
   A. Looking and/or copying from another student’s paper during an examination or in-class assignment
   B. Allowing another student to look or copy from one’s work during an examination or in-class assignment
   C. Possessing crib sheets, answer sheets and other information during an examination or in-class assignment not authorized by the instructor
   D. Writing an answer to an in-class examination or assignment and submitting it as written in class
   E. Taking an examination for another student
   F. Allowing or arranging for a second party to take an examination or other in-class assignment
   G. Allowing one’s own work to be copied and submitted by another student
   H. Altering or falsifying examination or assignment results after they have been evaluated by the instructor and returned

3. Other infractions
   A. Possessing papers, assignments, examinations, reports, lab reports or other assignments that have not formally been released by the instructor
   B. Purchasing a paper or assignment from an online source, paper mill, another student, or other source and submitting it, wholly or in part, as one’s own work
   C. Possessing another student’s work without permission
   D. Writing or creating a research paper, written report, lab report or other work for another student
   E. Submitting the same work for two different classes without the approval by both faculty members teaching both classes
   F. Falsifying College documents
   G. Presenting false documents or forged documents
   H. Destroying, vandalizing, altering and/or removing library materials without authorization
   I. Falsifying data
   J. Altering or falsifying another student’s data, laboratory work, research, assignments or written materials

340.03 PROCEDURES FOR HANDLING ACADEMIC DISHONESTY

Part One: Meeting, Discussion and Conclusion
   A. The faculty member discovering the instance of academic dishonesty shall make every attempt to contact the student within five working days of discovery.
   B. The student will identify a faculty member to serve as a third party impartial witness to the discussion of the charge of academic dishonesty. Should the student not identify a third party witness, the faculty member will make the choice. (Amended Oct. 4, 2004)
   C. Within five days of contact with the student, a meeting is scheduled by the faculty member to discuss the alleged incident of academic dishonesty. The third party witness is to serve as an independent observer and may not address the charges.
D. Should the student fail to appear at the meeting, the faculty member will make a determination of guilty or not guilty.
E. After the meeting, the faculty member will make a determination of guilty or not guilty. If guilt is decided, the faculty member will impose a penalty.
F. If guilt is decided, within two working days of the meeting, the faculty member shall fill out the “meeting and response form” identifying the specifics of the charge and the penalty imposed. The report will be forwarded to the Academic Grievance Tribunal (AGT) chair.
G. The AGT chair will send a copy of the report to the student who will have two working days to respond. The student response options will be: 1) accept the guilty finding and the penalty; 2) accept the guilty finding but deny the penalty; 3) deny both the guilty finding and the penalty. A student who fails to respond to the report will automatically be found guilty and the penalty will be imposed. No appeals will be given to a failure to appear.
H. The student will file the response to the report with the Academic Grievance Tribunal, the faculty member and the witness.
I. Penalties may be amended by the Academic Grievance Tribunal (see Part Two of this section for relevant criteria in determining penalties). Notification of emendation must be made to the student and the faculty member within five working days.

Part Two: The Academic Grievance Tribunal
A. A denial of the guilty finding and/or the penalty automatically moves into the appeal process. Upon a receipt of the student appeal, the AGT chair shall convene a hearing of the Tribunal.
B. The hearing must be scheduled within 20 working days of the receipt of the appeal by the AGT chair.
C. The student shall receive written notice of the hearing at least five working days before the hearing. The notice will be by certified mail unless that right is waived in writing by the student. The notice will include 1) time and place of the hearing 2) copy of the evidence and documentation in the file and 3) notification of student rights and responsibilities during the grievance process.
D. If guilt is established through the hearing, the AGT chair may increase the penalty. The AGT chair shall consider student academic and disciplinary records and consult with the faculty member to develop the additional penalty.
E. The AGT chair will send official notification to the student within five working days of the hearing, with copies to the Provost, the faculty member filing the charge, the department chair and the associate dean for the student’s respective department and school, and any other party mentioned in the notification letter. In addition, a copy of the official notification for those majoring in teacher education programs will be sent to the TEC Committee on Teacher Education Application Review.
F. The student may appeal the decision of the AGT to the Provost within five working days after official notification. Grounds for appeal are limited to claims of bias, procedural infractions and/or new evidence.
G. The Provost will take final action on appeals within 10 working days of the AGT decision.
H. If a student is found not guilty of the charges at any level of review, then all records will be expunged. Number of days shall be defined as working days, exclusive of College holidays, intersessions and summer.

340.04 RESPONSIBILITIES OF THE ACADEMIC GRIEVANCE TRIBUNAL IN CASES OF ACADEMIC DISHONESTY
The Academic Grievance Tribunal will hear the following types of cases: 1) cases of students not responding to charges of academic dishonesty 2) cases of students appealing the penalty in a case of academic dishonesty 3) cases of students appealing the guilty finding and the penalty in a case of academic dishonesty. At the conclusion of the hearing, the AGT has the responsibility for finding guilty or not guilty and reviewing the penalty. The AGT chair in consultation with the other faculty members on the Tribunal has the responsibility for reviewing the penalties imposed in cases of academic dishonesty and making emendations as appropriate. It is the responsibility of the AGT chair to amend the procedure in exceptional circumstances.

Procedures
1. A hearing must be held within 20 working days following receipt of the charge. In cases involving charges brought at the end of a semester, the hearing must be held within 20 working days after the beginning of the next semester. (Summer session is not considered a semester.) The AGT chair may under some circumstances postpone the timeline for hearing cases.
2. A student shall receive written notification including: a) the time and place of the hearing, b) supporting evidence, and c) information concerning his or her rights and responsibilities. This information must be received at least five working days in advance of the hearing. The student and third party may also have access to the case materials.
3. All members (or their alternates) must be present for the hearings of the Tribunal, deliberations and decision. (See section 350.02, C4 for composition of the Tribunal.)
4. The student has the right to object to a Tribunal member hearing the case if the reasons are valid (e.g., member is biased, close friend, hostile toward the alleged violator). The validity of the objection shall be determined by the other members of the Tribunal. In cases where a member of the Tribunal is the faculty member who referred the charges, he or she shall be automatically excused from hearing the case.
5. The student charged may choose not to appear at the hearing or may refuse to make a statement to the Tribunal. However, the Tribunal may make its findings in the absence of such appearance and/or statement.

6. The student has the right to respond to all oral and written testimony presented against him or her.

7. The student has the right to present witnesses and evidence to substantiate his or her case. The Tribunal may, at its discretion, reasonably limit the number of witnesses, provided that no individual having direct knowledge of factual issues in the dispute shall be excluded. The hearing is an administrative procedure that involves the College community. Parents and lawyers are therefore not allowed during a hearing.

8. The student must receive written notification of the results of any hearing no later than 10 working days after the hearing. The student must be informed of his or her right to appeal the decision and the deadline dates to appeal the decision. (See Section 340.03 for grounds for appeal).

Failure to Appear
If the student fails to appear at a hearing scheduled in accordance with these procedures and the Tribunal believes the failure is without a justifiable excuse, the student may be considered guilty of the violation alleged against him or her if the available evidence would so indicate. An appropriate sanction may be imposed by the provost. If the student fails to appear, but shows good cause, the Tribunal shall reschedule the hearing in accordance with the guidelines above.

Records of Proceedings
1. A tape-recording shall be made of all AGT hearings (excluding the AGT’s deliberations) and the tape-recording maintained for at least one year following the student’s departure from the College if the charges are sustained. If the charges are dismissed, the tape can be destroyed before that time.

2. At said hearing, both parties shall be given the opportunity to make any oral arguments. Either party may have someone present to provide assistance. Choice of assistance of this type must be left to the individual parties involved, but the assistant must be a member of the SUNY Cortland community. The hearing is an administrative procedure that involves the College community. Parents and lawyers are therefore not allowed to attend a hearing. Provision shall be made for other regular hearing procedures, e.g., calling and cross-examining witnesses, as found necessary by this Tribunal in its operation.

3. A copy of the Tribunal’s recommendation (i.e., guilt or innocence), along with voting results, is sent to both the student and faculty member within 10 days after the hearing. If the charges which were the subject of the hearing were, in the judgment of the Tribunal, not sustained, all records will be expunged and the faculty member shall assign an appropriate grade. If, however, the charges are sustained, the AGT, in consultation with the faculty member, will assign an appropriate sanction.

4. Potential sanctions for a violation of the College’s policy on academic integrity include, but are not limited to: reduction of grade, elimination of grade, reduction of course grade, failure for the course, probation, suspension, counseling, expulsion from the College or any combination of these sanctions. In those cases where the decision of the Tribunal is for expulsion, a notation that the student has violated the policy on academic dishonesty shall be made on the official academic record of the student. The student may appeal to the provost to have the notation removed after one year.

5. A student may appeal the decision and/or sanction of the AGT through the Provost and Vice President for Academic Affairs Office within five working days after receiving official notification. (See Sec. 340.03 for grounds for appeal).

340.05 RESPONSIBILITY OF ADMINISTRATION
Files of all adjudicated cases of academic dishonesty shall be established and maintained by the Provost and Vice President for Academic Affairs Office. Records of a first cheating incident which results in probation, suspension, or expulsion from the College and/or records for all subsequent offenses shall be placed in a student’s official academic record. Files of adjudicated cases that were not placed in the student’s official academic record shall be destroyed at the time of the student’s graduation.

340.06 RESPONSIBILITIES OF FACULTY
1. Faculty members should model academic integrity for their students and engage them in a discussion of academic integrity in their work as students and scholars. Instances of academic dishonesty should be discussed along with the College’s policy on academic integrity.

2. Faculty members should conduct all evaluative instruments in a manner which is conducive to maintaining academic integrity.

340.07 RESPONSIBILITIES OF STUDENTS
1. Students are responsible for knowing the policy on academic integrity. Failure of a faculty member to remind a student of what constitutes academic integrity and academic dishonesty will not obviate this responsibility.

2. Students should not provide opportunities for others to obstruct academic integrity.

3. Students should inform a faculty member or member of the administration if any infringement of academic integrity takes place.

(Revised on May 7, 2004 and approved by President Bitterbaum on May 28, 2004)
STUDENT OPPORTUNITIES

INTERNATIONAL STUDY

There are many opportunities for international study at SUNY Cortland. See the Office of International Programs for details of the excellent study and internship opportunities.

In particular, the Metropolitan University in London cooperates with the Department of Recreation, Parks and Leisure Studies at Cortland to offer a study abroad experience. The program is available during either semester. Students who contemplate participation in the London Program should consult their faculty advisor before the end of their sophomore year at Cortland (or as early as possible in the case of transfer students); obtain the Application Packet from the Office of International Programs, 1st floor, Miller Building; and, schedule another appointment with their advisor to outline courses to be scheduled and their place in the required curriculum at Cortland.

St. Martin’s University, in Lancaster, England, and Victoria University in Australia are programs with which our department has established a working relationships. In addition, we have had students complete internships in Belize, Ireland and other international locations.

ANNUAL CORTLAND RECREATION CONFERENCE

The annual conference is planned and conducted by the Special Events Planning I/II Class (REC 427 & 428). The conference normally attracts 400 recreation professionals and students from New York and the Northeastern United States. The conference agenda involves a full slate of activities, including the following:
- Panels and workshops covering most aspects of the discipline.
- Keynote speakers
- Exhibits
- Career Exploration forum with agencies cooperating with the department's internship program
- Social activities
- Networking with professionals from all recreation settings

All recreation majors are expected to participate fully in the conference, which is November 2 and 3, 2006.

RHO PHI LAMBDA

Rho Phi Lambda is the national honorary society for the profession of recreation, parks and leisure services for students and professionals. Each spring, inductees are chosen for membership in Rho Phi Lambda. Selection is based on GPA, standing in class, leadership, professional and community contributions, and other criteria.

SUNY CORTLAND RECREATION ASSOCIATION (SCRA)

The SUNY Cortland Recreation Association (SCRA) is Cortland's recreation majors’ club and is a student branch of the New York State Recreation and Park Society. It is open to all CCSA fee-paying students. The student-run club provides members and participants with opportunities to socialize, exchange ideas and experiences, give service to the community, and expand educational opportunities. All students -- even those who do not attend the club's regular business meetings -- are invited to participate in the programs planned and conducted by the SCRA. The SCRA Office is located in Park Center E203.
SCHOLARSHIPS, HONORS, AND AWARDS

Recreation majors have many opportunities to receive recognition through various scholarships, honors, and awards. Because these forms of recognition are meaningful and enhance one's professional credentials, you are encouraged to strive to meet their eligibility requirements and to remain alert to application procedures and deadlines. Although some are listed or mentioned in this manual, others may be announced in classes or on bulletin boards.

Awards:
♦ John “Jack” MacPhee Award to a RPLS scholar/athlete.
♦ Ralph S. Mauro Award for significant contributions in the area of therapeutic recreation.
♦ Harlan “Gold” Metcalf Award to a student exemplifying Metcalf qualities of "good scholarship, interest in many activities, high moral/ethical character, and dedication to serving people."
♦ Marcia K. CaRPLSon Award for dedication to fostering high regard for people and the natural world through outdoor education.
♦ The Alumni OEP Award to a student registered in REC 370 who has financial need and preferably is non-traditional (e.g., has children, etc.); must be used to support costs for Raquette Lake.

Each award listed requires that the student have completed 80 semester hours. The opening of nominations will be announced, and descriptions will be posted early in the spring semester.

Scholarships:
➢ Joyce A. Gaus '60 Scholarship
  o Scholarship Type: Merit/Need-based.
  o Eligibility Criteria: Admitted freshmen majoring in the area of recreation, outdoor education, or a closely related field who demonstrates high academic achievement, leadership ability and has financial need.
  o Award: Annual award of $1,000 is available to freshmen for four years.
  o Continuation of Funding: Satisfactory academic progress.
  o Availability: Check on availability.
  o Application: Available in Admissions and Financial Aid Offices. Along with the application, interested students must submit a 500 word essay describing their interest in the outdoor recreation field and career educational goals. In addition, candidates must fill out a Free Application for Federal Student Aid (FAFSA) available from the Financial Aid Office.

➢ Thomas L. Goodale '61 Community Service Scholarship (This scholarship was established by recreation and parks professionals throughout the United States and Canada to honor Dr. Tom Goodale, professor emeritus at George Mason University and distinguished alumnus of SUNY Cortland)
  o Scholarship Type: Merit/Need-based.
  o Eligibility Criteria: Awarded to an admitted freshman or transfer student majoring in the area of recreation who has demonstrated a strong record of community or school service activities and high academic achievement. Financial need may also be considered.
  o Award: Renewable award of up to $1,000 is available to a freshman for four years or a transfer student for two years.
  o Continuation of Funding: Based on student remaining a recreation major, showing evidence of active involvement in the Cortland community and maintaining high academic achievement.
  o Availability: One available each year.
  o Application: Available in the Admissions and Financial Aid Offices. In addition, candidates must fill out a Free Application for Federal Student Aid (FAFSA) available from the Financial Aid Office.
John B. Knox Memorial Scholarship
- Scholarship Type: Merit/Need-based.
- Eligibility Criteria: Admitted freshmen or transfer student who reside permanently in Hamilton county with an interest in recreation studies and outdoor education who demonstrates high academic achievement, leadership qualities outside the classroom, and has financial need. Secondary consideration will be given to permanent residents of the Adirondack Park.
- Award: Award of $1,000 is available to freshmen for four years and transfer students for two years.
- Continuation of Funding: Satisfactory academic progress.
- Availability: Check on availability.
- Application: Available in Admissions and Financial Aid Offices. In addition, candidates must fill out a Free Application for Federal Student Aid (FAFSA) available from the Financial Aid Office.

John A. MacPhee Scholarship
- Scholarship Type: Merit-based.
- Eligibility Criteria: Juniors and seniors with high academic achievement and professional promise may qualify.
- Award: One-time award of $1,000 is available to support off-campus field work or attendance at a national professional conference devoted to the leisure services profession.
- Availability: One available.
- Application: Contact the Recreation, Parks and Leisure Studies Department.
- Deadline: Contact the Recreation, Parks and Leisure Studies Department.
- Notification: Contact the Recreation, Parks and Leisure Studies Department.

New York State Home Bureau Award (The New York State Federation of Home Bureaus established this scholarship program in honor of Phyllis Doe, a past president of the organization)
- Scholarship Type: Merit-based.
- Eligibility Criteria: Presented to a student majoring in therapeutic recreation.
- Award: One-time award of up to $500.
- Availability: One available.
- Application: Contact the Recreation, Parks and Leisure Studies Department.
- Deadline: Contact the Recreation, Parks and Leisure Studies Department.
- Notification: Contact the Recreation, Parks and Leisure Studies Department.

Theta Phi, Alpha Chapter Marjorie Dey Carter '50 Scholarship
- Scholarship Type: Merit-based.
- Eligibility Criteria: Available to a female junior or senior SUNY Cortland student majoring in Education or Recreation majors with a major in Outdoor Recreation or a minor in Environmental and Outdoor Education.
- Candidates must have maintained a 3.0 GPA and demonstrate outstanding leadership abilities.
- Award: Annual renewable award of $1,000.
- Continuation of Funding: Based on student maintaining a 3.0 GPA beginning with the end of the first year and monitored annually.
- Availability: One recipient per year. Scholarship funding will expire in 2009.
- Application: Available in Financial Aid.
- Deadline: March 15, notification mid-April.

The Jay '66 and Bettie Lee Yerka Scholarship
- Scholarship Type: Merit-based.
- Eligibility: Awarded to a therapeutic recreation student with high academic achievement, leadership and service; preference for nontraditional students.
- Annual award of $1,000.
- Availability: One recipient per year.
A number of certification programs are available for recreation practitioners. One or more forms of certification may be required as a condition of employment or advancement. Although Cortland is not a certifying agency, its academic programs are designed to help students meet certification requirements.

The two main types of certification in recreation are the Certified Park and Recreation Professional and the Certified Therapeutic Recreation Specialist. Cortland graduates may be certified as leisure professionals by the NRPA through the NYSRPS, or as therapeutic recreation specialists by the NCTRC. Each of these certifications is briefly described below. In planning to meet certification requirements, students should understand that they are responsible for staying informed of changes in requirements.

**Certified Therapeutic Recreation Specialist (CTRS):**

The better jobs in therapeutic recreation require this certification from the National Council for Therapeutic Recreation Certification (NCTRC). The therapeutic recreation concentration is designed to meet the educational requirements for this certification. The procedures for obtaining the CTRS certification are available from NCTRC at (845) 639-1439 or on their web page at www.nctrc.org.

**Certified Park and Recreation Professional (CPRP):**

This is a national certification program through the National Certification Board is sponsored by the National Recreation and Park Association. The CPRP is being written into the qualifications for a growing number of positions. The importance of CPRP status is predicted to grow dramatically in the next decade. Because Cortland's Department of Recreation, Parks and Leisure Studies is accredited, its graduates meet the current academic requirements for CPRP status. The procedures for obtaining CPRP certification are available from NRPA at www.nrpa.org.
Students are encouraged to join organizations that contribute to their growth and development. There are several such groups at the regional, state, and national level. Most provide publications and other services to members, and many host conventions that provide excellent opportunities for students to expand their knowledge of the recreation field and to interact with professionals. Please visit the web site for the following important professional organizations. You can learn more about them and even join.

<table>
<thead>
<tr>
<th>Professional Association</th>
<th>Phone Number</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Recreation and Park Association (includes many branches and sections)</td>
<td>1-703-858-0784</td>
<td><a href="http://www.nrpa.org">www.nrpa.org</a></td>
</tr>
<tr>
<td>American Camping Association</td>
<td>1-756-342-8456</td>
<td><a href="http://www.acacamps.org">www.acacamps.org</a></td>
</tr>
<tr>
<td>American Therapeutic Recreation Association</td>
<td>1-703-683-9420</td>
<td><a href="http://www.atra-tr.org">www.atra-tr.org</a></td>
</tr>
<tr>
<td>Association of Experiential Education</td>
<td>1-303-440-8844</td>
<td><a href="http://www.aee.org">www.aee.org</a></td>
</tr>
<tr>
<td>Central New York Recreation and Park Society</td>
<td></td>
<td><a href="http://www.nysrps.org">www.nysrps.org</a></td>
</tr>
<tr>
<td>Coalition for Education in the Outdoors</td>
<td>1-607-753-4971</td>
<td><a href="http://www.cortland.edu/ceo/">www.cortland.edu/ceo/</a></td>
</tr>
<tr>
<td>National Intramural Recreational Sports Association</td>
<td>1-541-766-8211</td>
<td><a href="http://www.nirsa.org">www.nirsa.org</a></td>
</tr>
<tr>
<td>New York State Outdoor Education Association</td>
<td>1-518-842-0501</td>
<td><a href="http://www.nysoea.org">www.nysoea.org</a></td>
</tr>
<tr>
<td>New York State Recreation and Park Society</td>
<td>1-518-584-0321</td>
<td><a href="http://www.nysrps.org">www.nysrps.org</a></td>
</tr>
<tr>
<td>New York State Therapeutic Recreation Association</td>
<td>No phone</td>
<td><a href="http://www.nystra.org">www.nystra.org</a></td>
</tr>
<tr>
<td>Resort and Commercial Tourism Association</td>
<td>1-904-673-4545</td>
<td><a href="http://www.r-c-r-a.org">www.r-c-r-a.org</a></td>
</tr>
<tr>
<td>Travel and Tourism Research Association</td>
<td>1-208-853-2320</td>
<td><a href="http://www.ttra.com">www.ttra.com</a></td>
</tr>
<tr>
<td>Wilderness Education Association</td>
<td>1-615-531-5174</td>
<td><a href="http://www.wildernesseducatio">www.wildernesseducatio</a> n.org</td>
</tr>
<tr>
<td>World Leisure and Recreation Association</td>
<td>1-250-497-6578</td>
<td><a href="http://www.worldleisure.org">www.worldleisure.org</a></td>
</tr>
</tbody>
</table>

JOIN TODAY!!!!!
Below are several “FAQ’s.” However, an excellent resource on the SUNY Cortland web page is the “Online Advisor,” found at this link: http://www.cortland.edu/advisement/advising/onlineadvisor.asp

How do I know who my advisor is and when office hours are scheduled?

A list of all advisors is posted on the bulletin board by the department office. Your name is listed under your advisor's name. You can also check Banner Web for Students to find out your advisor. Office hours are posted on each advisor's door. Most advisors also post sign-up lists so that you can schedule an appointment.

What do I do to add or drop a course once the semester has begun?

You can change your schedule using Banner Web for Students. Check the college calendar for change of schedule dates, which must be adhered to. (Generally, the period is the first five days of classes.)

May I drop a course after the official drop period has ended?

Yes. Get a Withdrawal from a course after official deadline form from the forms rack by the department office. The deadline to withdraw is normally November 15 in the Fall and April 15 in the Spring.

If I do not do as well in a class as I would like, am I allowed to retake it for a higher grade?

Yes. When you retake a course, all grades received will remain on the official transcript but only the last grade received will be included in the quality point average and hours toward graduation. The grade from the cumulative totals will be indicated with an R on the transcript. Retaking courses is a powerful way of raising your GPA. Be advised that when you retake a course, it is not included in the minimum credit hours (12) required for full-time status by the Financial Aid Policies of SUNY.

Am I allowed to take a course Pass/No Credit?

Yes, if you are a junior or senior in good standing. Only courses outside your major or minor can be taken Pass/No Credit. Courses specifically required, such as Public Speaking, may not be taken Pass/No Credit. GE Courses may not be taken Pass/No Credit. Only one course per semester may be taken Pass/No Credit unless approved by the School Dean. If you decide to take a course Pass/No Credit, get a form your advisor and submit the completed form to the Registrar during the first three weeks of class. (For further information, see the College Catalog.)

May I take an Incomplete in a course?

Maybe. The purpose of an incomplete is to allow a student additional time to complete a small amount of work for the class. When the instructor assigns an incomplete, the incomplete will appear on the report card but will not detract from the cumulative grade. A student has only the following semester to complete the course. If an extension is needed after this time period, a student may request an extension to the incomplete card, which must be signed by the instructor and the dean.
How can I figure out where I am at with my GPA?

The web page of the Office of Advisement and Transition contains many tools to help you understand your GPA – see the web site for several tools to assist you: http://www.cortland.edu/advisement/advising/ You can check your overall and “in the major” GPA on CAPP.

I plan to go out on internship, but I’m not sure if I have achieved the 2.5 GPA. How can I determine if I’m eligible instead of waiting for my grades?

Check Banner Web for Students to check on your final course grades. Please do not call the Registrar’s Office or the department secretary.

How do I go about declaring a minor or concentration?

Contact the appropriate department office to ascertain their requirements. Complete the Change of Major/Change of Minor Form and see your advisor to help you determine whether your minor can be completed within the semesters required for the recreation degrees.

What do I do if I decide I am in the wrong major or minor?

Complete a Change of Major/Change of Minor Form, available from the forms rack by the Department Office or in the Registrars Office.

Is there anywhere I can go for help if I am not doing well in a class?

Yes. Contact the Academic Support Achievement Program, Van Hoesen Hall. The telephone number is 4309. Student tutors are also available for a wide range of courses, and efforts will be made to respond to all tutor requests. Fees for the service will be arranged between the student and the tutor. The web site is http://www.cortland.edu/asap/.

What is independent study, and how do I sign up for it?

If there is a topic or research problem that you want to explore, it may be possible to register for REC 399 and receive credit for an independent study project. Consult your advisor to ascertain the appropriateness of such a study. Obtain the approval form from your advisor or the forms rack outside the department office. Complete the three copies and take them to your advisor for approval. You will need a faculty advisor signature, a study supervisor in the area of the study, and the Department Chairperson's signature.

What procedure do I follow if I want to take a leave of absence?

If, for some reason, you decide to leave school but plan to return at a later date, you should file a leave of absence form with the School Dean's Office. Leave of absence for a specified time may be granted to a student in good academic standing (not subject to academic dismissal or on academic probation). A student applying for a leave must give a definite date for re-registration at this college and must reregister within one academic year of the date of leaving the college.
What can I do if I think that a teacher has treated me unfairly?

The college has a formal grievance procedure. See the College Handbook for details.

Do I have to go to class?

It is the policy of the College that regular class attendance is a basic requirement of all courses. However, as long as absences are not excessive, it shall be the students’ performance and not their attendance record which shall determine their course grade. The policy does not exclude class participation and/or performance as a factor in determining course grades. Other than the restrictions stated in this policy, the taking of attendance and attendance requirements are at the discretion of the individual instructor. In determining the student’s grade, the instructor may consider excessive absences. Instructors shall state in the course syllabus, and emphasize to the class at the first meeting, the attendance requirement for the course. Instructors should make clear to their classes what they consider to be valid reasons for missing class, and what penalties will be assessed for excessive absences. Penalties for excessive absences, as determined by the instructor’s policy, shall not exceed one-third of a letter grade per class hour of absence. Students are responsible for all work missed. Instructors shall establish procedures to allow students who have been absent for valid reasons to make up missed class work. If students anticipate having to miss class, it is their responsibility to inform the instructor ahead of time. Students who miss a final examination will receive an E for that course unless they have obtained an excuse for their absence from the associate dean of their school. Absences due to participation in approved College activities shall be considered valid absences. The provost and vice president for academic affairs shall determine what College activities are approved as valid for students to be absent from classes. Nonattendance does not mean a student has dropped a course. Students who have not attended class and have not officially dropped or withdrawn from the course will receive a grade of E.

Reporting Absences and Illness: If students are not in Cortland and are going to be absent from campus because of emergencies such as surgery, accidents involving lengthy absences from campus, or extenuating circumstances, they should notify the associate dean of the school in which they are majoring. The associate dean will notify the student’s instructors. Classes and examinations are scheduled according to the academic calendar which is adopted by the College each year. The fall semester usually begins late in August or early in September and ends in the third week of December. The spring semester usually begins in mid to late January and ends in the third or fourth week of May.

I want my final paper returned to me over break. How can I make arrangements to do so?

Contact your instructor. If your instructor agrees, give him/her a postage-paid, self-addressed envelope.

May I transfer in courses after I have started work at Cortland?

Yes, (within the limits previously stated) students may transfer credit from other institutions if approval is given in advance by the advisor and the Department Chairperson. Forms are available in the department office.

How do I apply for graduation?

All candidates for the bachelor’s degree must report to the Office of Academic Records (Registrar’s Office) to complete a degree order card by February 1 of the year in which the candidate expects to graduate. The same deadline applies whether the candidate will complete requirements for the degree in December, May, or August. Candidates who submit degree order cards after February 1 will not receive the degree or have their names appear on the commencement list the following May.
How can I find out about jobs?

The Recreation, Parks and Leisure Studies Department receives many job vacancy announcements that are kept in notebooks in the main office. These notebooks include “Job Book” and “Summer Job Book.” If you wish to review the announcements, see the department secretary. The jobs books cannot be removed from the office. (Please remember to bring note-taking material with you; we will not be able to provide you with copies). The Career Services Office (located in Van Hoesen Hall) provides job availability information and assistance with resumes and interviewing, as well as placement files. Active participation in professional organizations such as NRPA and NYSRPS, NYSTRA, or NYSOEA, provide many opportunities to learn about positions in the field. Also, the department web page (www.cortland.edu/rec/) has many career opportunities and job links.

DEPARTMENT WEB PAGE

The Department web page has more information – check it out on a regular basis.

www.cortland.edu/rec