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# Degree Requirements

# General Education

Students beginning their college academic work in Fall 2000 or subsequent semesters will be required to satisfy the State University of New York General Education (GE) Requirements. The SUNY GE Requirements consist of 12 subject areas: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, Foreign Languages, Basic Communication, Critical Thinking and Information Management.

In addition, students intending to graduate from SUNY Cortland will be required to complete a General Education program specific to SUNY Cortland. To meet these requirements, students will take one course in each of the categories listed here with the exception of the natural sciences category in which they must take two courses. These nine courses will total a minimum of 28 to 29 credit hours toward graduation. Students may not take more than two courses in any one discipline to satisfy the requirements of the program.

*By completing SUNY Cortland's General Education Program, including the Skills Base and the Knowledge Base, students will also meet the SUNY General Education requirements. Through the advisement process, special care must be taken to ensure that appropriate courses are taken to meet the SUNY requirements in Social Studies, American History and Mathematics.*

Students entering SUNY Cortland with an A.A. or A.S. degree completed from any institution at the time of admission will be waived from all SUNY Cortland General Education categories but all students must fulfill the Skills Base requirements below.

## Purpose

The purpose of a general education is to provide students with an intellectual and cultural basis for their development as informed individuals in our contemporary society. This requires that they understand the ideas that have formed our own civilization, that they appreciate other cultures, and that they have knowledge of the fundamental principles that govern the physical universe.

## The Skills Base

The 15 credit hour skills base portion of the General Education Program consists of:

### 1. Academic Writing (6 cr. hr.)

CPN 100: Academic Writing I (3 cr. hr.)

CPN 101: Academic Writing II (3 cr. hr.)

### Writing-Intensive Courses (6 cr. hr.)

Must be taken at SUNY Cortland and must include at least one course in the major; the other course can be in or out of the major. Students must successfully complete CPN 100 and CPN 101 before enrolling in a Writing Intensive course.

### 2. Quantitative Skills Requirement (3-4 cr. hr.)

Courses with an MAT prefix or one of the following:

COM 230: Statistical Methods

ECO 221: Economic Statistics

ECO 322: Mathematical Economics

GRY 400: Geographical Analysis

POL 112: Introduction to Political Research

POL 312: Research Methods in Political Science

PSY 201: Statistical Methods

PED 434: Measurement and Evaluation

PHY 105: Elementary, Heat, Mechanics and Matter

PHY 106: Elementary Electricity, Light and Sound

SOC 494/ANT 494: Methods of Social Research II

HLH 299: Statistical Concepts and Applications for Health Science

HLH 391: Epidemiology and Biostatistics

GLY 281: Data Analysis in the Natural Sciences

## 3. Foreign Language Proficiency

All undergraduate degree candidates at SUNY Cortland must demonstrate proficiency in a foreign language by fulfilling one of the following requirements:

### B.A. DEGREE CANDIDATES

- successfully completing the fourth semester (202) of a college-level foreign language sequence; *or*

- confirming proficiency equivalent to successful completion of the fourth semester (202) of a college-level foreign language sequence, through a testing program approved by the Department of International Communications and Culture.

### B.S. DEGREE CANDIDATES IN EARLY CHILDHOOD, CHILDHOOD, ADOLESCENCE, OR SPECIAL EDUCATION

- successfully completing the second semester (102) of a college-level foreign language sequence; *or*

- confirming proficiency equivalent to successful completion of the second semester (102) of a college-level foreign language sequence, through a testing program approved by the Department of International Communications and Culture.

### ALL OTHER DEGREE CANDIDATES

- successfully completing a one-semester college-level foreign language course (101) or the equivalent (e.g., earning CLEP or AP credits); *or*

- earning a score of 85 or higher on the New York State Regents examination in a foreign language

## The Knowledge Base

GE 1. American State and Society (3 cr. hr.)

GE 2. Prejudice and Discrimination (3 cr. hr.)

GE 3. Contrasting Cultures (3 cr. hr.)

GE 4. Fine Arts (3 cr. hr.)

GE 5. History and the History of Ideas (3 cr. hr.)

GE 6. Literature (3 cr. hr.)

GE 7. Science, Technology and Human Affairs (3 cr. hr.)

GE 8. Natural Sciences (7-8 cr. hr.)

## GE 1: American State and Society

The goal of this category is to familiarize students with the 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.

### ASSUMPTION

Citizens must understand the nature and consequences of the American system in order to act as informed and responsible citizens within that system.

## OBJECTIVES

All GE 1 courses will help students:

1. Develop an improved understanding of American Republic by examining relationships within and among three elements:

a) The State/Policy, including governing structures (executive, legislative, judicial, bureaucratic, economic, legal) or policies (economic/market, social, distributive, regulatory);

b) Intermediary/Mediating Institutions, including formal institutions, (e.g., church, interest groups, political parties, media, education, corporations, other social institutions); and

c) Civil Society, including informal institutions (e.g., family, social clubs, fraternities/sororities, gangs) and the mass public (e.g., religious/beliefs, race, gender, public opinion, elections, protest/mass movements, consumer behavior, other individual behavior, values, or culture).

2. Apply at least three concepts to these three elements, such as power, class, public policy, freedom versus order, culture, multiculturalism, status, ideology, authority/legitimacy, or allocation of values.

3. Improve their understanding of ethnic minorities and women in the American system.

## EXAMPLES OF COURSES INCLUDED IN THIS CATEGORY ARE:

Any course designated in the Course Schedule as meeting the GE 1 category.

ECO 105: Political Economy and Social Thought

POL 100: Introduction to American Government and Politics

SOC 100 American Society

SOC 150: Introduction to Sociology

HIS 200: United States to 1877

HIS 201: United States since 1877

## COURSES EXCLUDED FROM THIS CATEGORY ARE:

Those which do not examine relationships within and between the American state and society — for example, courses in urban economics, regional geography, or local politics.

## GE 2: Prejudice and Discrimination

The goal of this category is to educate students about the nature of prejudice and discrimination and their impact on the people of this country and throughout the world.

### ASSUMPTIONS

1. A liberal education should enable students to examine critically the ways they think about themselves as well as other people.

2. A knowledge of prejudice and discrimination is necessary as a first step in eliminating them.

### OBJECTIVES

1. Students will examine issues such as power and bias as they relate to prejudice and discrimination, and how these issues have determined attitudes, institutions, dominance and subdominance.

2. Students will analyze how various beliefs can lead to conflicting conclusions about a society and its norms, values, and institutions.

### COURSES IN THIS CATEGORY WILL:

1. Study the individual and institutional nature, as well as the extent of prejudice and discrimination, either in the American context with attention given to the global dimension, or in the global context with attention given to the American dimension.

2. Examine prejudice and discrimination in relation to unequal distribution of power.

3. Examine various aspects of prejudice and discrimination such as the moral, historical, educational, health, economic, linguistic,

political, psychological, and social dimensions. Other intellectual perspectives may be included. No course need embrace all disciplinary perspectives.

4. Examine the factors upon which prejudice and discrimination may be based, e.g., race and/or gender as well as class, ethnicity, religion, age, sexual orientation, or disability.

## EXAMPLES OF COURSES INCLUDED IN THIS CATEGORY ARE:

Any course designated in the Course Schedule as meeting the GE 2 category.

ANT 230: Prejudice and Discrimination

COM 431: Communication and Prejudice

EDU 103: Gender, Race and Class Issues in Education

ENG 252: Multicultural Literature

GRY 221: Social Geography

HLH 163: The HIV Epidemic

HLH 201: Health Problems of the Underserved

MGs 230: Sexism and Heterosexism: An Integrated Study

MUS/AAS 110: Survey of African American Music

PED 290: Social Problems and Issues in Sport and Exercise

POL 110/AAS 120: Politics and Multiculturalism

PSY 210/ AAS 210: Racial and Gender Stereotypes

SOC 230: Prejudice and Discrimination

VAL 140: Prejudice, Discrimination and Morality (listed under Philosophy)

VAL 340: Philosophical Issues in Prejudice, Discrimination and Morality (listed under Philosophy)

## COURSES EXCLUDED FROM THIS CATEGORY ARE:

1. Those that focus on a single incident of prejudice and discrimination.

2. Those that fail to consider prejudice and discrimination in the United States.

3. Those that fail to treat the subject matter from two or more perspectives (refer to item number four at left).

## GE 3: Contrasting Cultures

The goal of this category is to expose students to cultural assumptions and practices which differ from mainstream or dominant American culture. These would be non-North American and/or non-English-speaking cultures.

### ASSUMPTION

The development of an awareness and understanding of cultures other than one's own is a fundamental component of a liberal education.

### OBJECTIVES

1. To compare another culture or other cultures with the dominant themes of American culture.

2. To focus on contemporary cultures — although historical materials may be used.

3. To emphasize different world views, traditions, cultural institutions, values, social systems, languages and means of communication of cultures.

4. To provide a structure in the study which allows comparisons to be made with American society.

### THIS CATEGORY MAY BE FULFILLED BY:

1. Completing a course designated in the Course Schedule as a contrasting cultures course *or*

2. Successful completion of a semester (or its equivalent) in a study abroad program recommended by the International Studies Committee and approved by the General Education Committee.

**EXAMPLES OF COURSES INCLUDED IN THIS CATEGORY ARE:**

Any course designated in the Course Schedule as meeting the GE 3 category.

ANT 102: Introduction to Cultural Anthropology  
AST 200: Introduction to Asia  
FRE 318: French Civilization  
GRY 120: Cultural Geography  
GRY 125: Human Geography and Global Development  
HLH 111: International Health and Culture  
MUS 101: World Music  
POL 101: World Politics  
SPA 318: Hispanic Civilization

**COURSES EXCLUDED FROM THIS CATEGORY ARE:**

Courses about cultures that are similar to mainstream or dominant American ones.

**GE 4: Fine 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.

**ASSUMPTIONS**

1. An educated person should be aware of how creative expression in the arts has formed an integral part of world civilization.
2. An understanding of the arts can be obtained by an historical approach as well as participation in the creative process itself.

**OBJECTIVES**

1. Students will explore the idea that important learning experiences can take place through the use of senses and imagination *and/or*
2. Students will study artistic expression and the significance of these creative elements in past and present civilizations.

**COURSES IN THIS CATEGORY WILL:**

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.

**EXAMPLES OF COURSES INCLUDED IN THIS CATEGORY ARE:**

Any course designated in the Course Schedule as meeting the GE 4 category.

ATH 120: Backgrounds in Art  
ATH 121: Art in the Classical World  
ATH 122: Art in the Modern World  
ATS 101 Drawing I  
ATS 102: Design I  
ATS 103 Painting I  
ATS 104 Ceramics I  
ATS 105 Weaving I  
ATS 106 Sculpture I  
ATS 107 Printmaking I  
ATS 111 Fabric Design I  
ATS 112 Photography I  
INT 300: The Artist in Modern Society  
MUS 100: Music in Western Society  
MUS 111: Introduction to Music Theory  
MUS 221: Music History I  
MUS 222: Music History II  
MUS 223: Music History III  
THT 100: Introduction to Theater Arts  
THT 161: History of Theatre I  
THT 162: History of Theatre II

**COURSES EXCLUDED FROM THIS CATEGORY ARE:**

Those which focus on a single artist or a single style.

**GE 5: History and the History of Ideas**

The goal of this category is to provide students with an historical perspective on aspects of the contemporary world.

**ASSUMPTION**

Students will study major themes over broad periods of time. They may concentrate on political, geopolitical, economic and social change. They may also focus on broad cultural developments, and/or on changes in philosophy and social and political thought.

**OBJECTIVES**

1. Students will study major political, geopolitical, economic, social, and intellectual developments within an historical context.
2. Students will study the relationship between the development of ideas and historical change.

**COURSES IN THIS CATEGORY WILL:**

1. Address the ways in which social, political, economic, geopolitical and/or intellectual movements have affected how those of us in the contemporary world think, act, and organize our lives.
2. Survey historical and intellectual developments over a broad period of time.
3. Whenever appropriate, consider the impact on history of race, class, ethnicity, and gender.

**EXAMPLES OF COURSES INCLUDED IN THIS CATEGORY ARE:**

Any course designated in the Course Schedule as meeting the GE 5 category.

HIS 100: The World to 1500  
HIS 101: The World Since 1500  
HIS 110: Western Civilization to 1715  
HIS 111: Western Civilization since 1715  
HIS 150: The World in the Twentieth Century  
INT 301: Modern Western Thought  
POL 270: Introduction to Political Theory  
SOC 160: Social Change in the Modern World

**COURSES EXCLUDED FROM THIS CATEGORY ARE:**

1. Those which focus on a single topic or group over a period of time, for example, "Jews in the Modern World."
2. Those which limit the study of history or ideas to short periods of time (years or decades).

**GE 6: Literature**

The goal of this category is to help students appreciate and understand the craft and meaning that exists in literary works.

**ASSUMPTIONS**

1. Literature can provide both enlightenment and pleasure.
2. All readers are capable of responding to literature; instruction facilitates an appreciation of its complexities.

**OBJECTIVES**

1. Students will be able to express responses to literature analytically.
2. Students will confront major human concerns as they are treated in literature.

**COURSES IN THIS CATEGORY WILL:**

Treat literature from a broad range of sources through a variety of critical approaches, covering, as appropriate, the following elements for each genre being taught: plot, character, theme, style, imagery, structure, point of view, symbolism, tone, setting and figures of speech.

#### EXAMPLES OF COURSES INCLUDED IN THIS CATEGORY ARE:

Any course designated in the Course Schedule as meeting the GE 6 category.

ENG 200: Introduction to Literature  
ENG 202: Introduction to Fiction  
ENG 203: Introduction to Poetry  
ENG 204: Introduction to Drama  
ENG 220: Introduction to Western Literature I  
ENG 221: Introduction to Western Literature II  
ENG/JST 250: Introduction to Jewish Authors  
ENG 251: Introduction to Black American Literature  
ENG 256: Introduction to American Indian Literature  
ENG 257: Introduction to Irish Literature  
ENG 260: Literature of Sports  
ENG 261: Introduction to Women in Literature  
ENG 262: War in Literature  
ENG 263: Ethical Issues in Literature  
ENG 280: Introduction to Mythology and the Bible  
FLT 399: Foreign Literature in Translation  
FRE 311: Francophone Literature  
FRE 315: Introduction to French Literature I  
FRE 316: Introduction to French Literature II  
ICC 201: Introduction to the Literature of U.S. Latinos  
JST/ENG 250: Introduction to Jewish Authors  
SPA 313: Survey of Spanish-American Literature  
SPA 315: Survey of Spanish Literature  
SPA 317: Literary Types in Spanish

#### COURSES EXCLUDED FROM THIS CATEGORY ARE:

Those which focus exclusively on the essay, on biography, or on non-fiction works.

### GE 7: Science, Technology and Human Affairs

The goal of this category is to enable students to consider decisions in the context of the complex relations which exist within the natural sciences, mathematics, technology and human affairs.

#### ASSUMPTIONS

1. It is important to know how science and technology influence human affairs and give rise to questions of choice.
2. It is important to know how the social milieu influences human decisions.
3. It is important to reflect critically on questions of value as they influence social decisions in order to encourage independent judgment and rational processes of thought.

#### OBJECTIVES

1. Students will explore ways in which value judgments are justified and the way interpretation of technical information can lead to different judgments AND/OR
2. Students will explore the major scientific or mathematical theories which have had an impact on the modern world and the significance of the social context in which they were developed

#### COURSES IN THIS CATEGORY WILL:

Treat the increasingly complex judgments that are required within the natural sciences, technology and human affairs.

#### EXAMPLES OF COURSES INCLUDED IN THIS CATEGORY ARE:

Any course designated in the Course Schedule as meeting the GE 7 category.  
ANT 300: Human Evolution  
EST 100: Introduction to Environmental Studies  
GRY 301: Science, Human Affairs and the Environment  
SCI 142 Integrated Physics and Chemistry

SCI 180 Natural Hazards and Disasters  
SCI 300: Science and Its Social Context  
SCI 304: Plants and People  
SCI 310: Nuclear Weapons and Arms Control  
SCI 320: Science, Technology and Culture  
SCI 330: Science and the Public  
SCI 340: Science and Technology in the United States  
SCI 350: Science in the Social World  
SCI 360: Science and Technology in Medicine  
VAL 322: Value Conflict in American History (listed under History)  
VAL 330: Introduction to Ethics (listed under Philosophy)  
VAL 335: Contemporary Moral Problems (listed under Philosophy)  
POL 242: Environmental Policy  
SCI 325: Biotechnology and Human Aging  
GRY 370: Will the World Provide?  
POL 342: Environment Policy and Biodiversity

#### COURSES EXCLUDED FROM THIS CATEGORY ARE:

1. Those which do not include any contemporary material.
2. Those which stress solely scientific content rather than the relationship between science and human affairs, such as basic introductory courses in science.

### GE 8: Natural Sciences

The goal of this category is to provide students with an understanding of some of the major scientific theories and an understanding of the process of scientific inquiry.

#### ASSUMPTIONS

1. The formulation of predictive theory in the natural sciences has fostered the development of a large and ever growing quantity of organized information.
2. Different courses may be designed for science and non-science majors.
3. It is important to know that the scientific method is a mechanism for general problem solving.
4. Science is a body of information unified by theories wherein a laboratory provides a setting which allows the first-hand experience of doing science.

#### OBJECTIVES

After completion of both courses in the category:

1. Students will demonstrate a knowledge of the principles of a broadly based natural science.
2. Students will have at least one semester of laboratory experience in which they will demonstrate an ability to a) construct hypotheses and test the hypotheses through lab experiments and/or b) gather data by observation and measurement and c) interpret the data.
3. Students will demonstrate a knowledge of technology and an ability to relate the relevant principles they have studied to modern life.

#### TWO COURSES ARE REQUIRED TO FULFILL THIS CATEGORY. ONE MUST BE A FOUR-CREDIT COURSE AND WILL:

1. Provide for a major emphasis on the application of scientific problem solving to the study of natural systems.
2. Present some information on modern technologies necessary for understanding such issues as recombinant DNA, energy production, or natural resource utilization.
3. Include a laboratory experience that will have substantial investigative content and significant treatment of the methodology of problem solving in science.

The second course will provide either greater breadth or depth while giving emphasis to the methods of scientific inquiry. This course may be three or four credits and will be:

1. A continuation of the sequence begun above, or
2. A course in a second natural science department, OR
3. A course in environmental studies with its basis in natural science and offered by a department different from the laboratory course described above.

#### COURSE SEQUENCING

If a student does not want to continue in one discipline, the second science course must be in another science department.

Examples of acceptable sequences are:

BIO 110, 111	PHY 105, 106
BIO 201, 202	PHY 201, 202
CHE 121, 122	GLY 171, 172
CHE 221, 222	GLY 261, 262
BIO 110, GLY 160	BIO 201, PHY 150

Examples of unacceptable sequences are:

BIO 110, 102	GLY 160 and any other GLY course
CHE 121, 125	PHY 150 and any other PHY course

#### EXAMPLES OF COURSES INCLUDED IN THIS CATEGORY ARE:

Any course designated in the Course Schedule as meeting the GE 8 category. (Two courses required — one must be a four-credit course)

BIO 102: Ecology and the Human Environment  
BIO 110: Principles of Biology I  
BIO 111: Principles of Biology II  
BIO 201: Biological Science I  
BIO 202: Biological Science II  
CHE 121: Elementary Chemistry I  
CHE 122: Elementary Chemistry II  
CHE 125: Chemistry and the Environment  
CHE 221: General Chemistry I  
CHE 222: General Chemistry II  
GLY 160: Geology and the Human Environment  
GLY 171: Earth Science  
GLY 172: Earth History  
GLY 261: Physical Geology  
GLY 262: Historical Geology  
PHY 105: Elementary Mechanics, Heat and Matter  
PHY 106: Elementary Electricity, Light and Sound  
PHY 150: Descriptive Astronomy  
PHY 201: Principles of Physics I  
PHY 202: Principles of Physics II  
SCI 141: Integrated Earth Science and Biology  
SCI 142: Integrated Physics and Chemistry

# Bachelor's Degree Requirements

From 124 to 128 credit hours are needed for a bachelor's degree from State University of New York College at Cortland, depending upon the program in which the student is majoring. These credit hours are obtained by meeting various College requirements which include:

- Six hours in English composition and at least six additional hours, applicable to other graduation requirements, of work in Writing-Intensive (WI) courses. At least three credits of Writing-Intensive course work must be in the major.
- Zero to 13 hours in one foreign language through the Intermediate II level for bachelor of arts degree candidates or zero to 13 hours in specified courses in support of their majors and determined through advisement for bachelor of science degree candidates.
- No more than four hours of physical education activities may be applied toward meeting graduation requirements except as department major requirements specify additional physical education credits.
- No more than eight hours of participation courses may be applied toward graduation requirements.
- The General Education Program. (Transfer students should refer to General Education Transfer Requirements in the Admission section of this catalog.)
- A quantitative skills course as described later in this section.
- An academic major of 30 to 36 hours.
- No more than 45 credits in discipline-specific courses may be counted toward the bachelor's degree.

- At least 45 credit hours for the degree must be completed at SUNY Cortland to meet the College's residence requirement. In addition, one half the credits for the major and at least three courses of each minor or concentration must be completed at Cortland. Special requirements may be designated by each school of the College.
- Completion of 90 credits of liberal arts and sciences courses in B.A. degree programs or 60 credits of liberal arts and sciences courses in B.S.E. degree programs. In the School of Arts and Sciences, 75 credits of liberal arts and sciences courses are required for all B.S. degree programs. In the School of Professional Studies, the number of credits of liberal arts and sciences courses required for B.S. degree programs varies—see department requirements. Liberal arts and sciences (LAS) courses are marked by a black square (■) after the credit hour notation in the course description.
- Electives to bring the total credits to 124-128, depending upon the program. The total may include an academic minor.
- Attainment of a 2.0 grade point average both overall and in the major, as well as in all minors and concentrations. Students who complete the minor or concentration with a 2.0 or higher cumulative average will have the minor or concentration recorded on their official transcript.
- Completion of all coursework (i.e., no "incompletes").

# English Composition and Writing-Intensive Courses

Old Main, Room 114-D  
(607) 753-2086  
E-mail: kennedym@cortland.edu

## English Composition Requirement for Freshmen

SUNY Cortland requires students to complete an English composition program designed to help them develop the ability to write acceptable English prose. Two courses, CPN 100: Academic Writing I and CPN 101: Academic Writing II, each offered through the English Department and carrying three credit hours, are required. Students must pass these courses with grades of C- or higher to receive credit. When, in the judgment of the instructor, a student has worked hard but has not been able to attain a C-, the student may receive a grade of NC (No Credit). The student must retake the course. All students must complete Academic Writing I and II, except for those who are exempted through an accepted qualifying examination.

In addition, all students must complete a minimum of two Writing-Intensive (WI) courses. The WI requirements are described in the next column.

## Advanced Placement of Freshmen

Placement and credit on the basis of examinations sponsored by the Advanced Placement Program of the College Entrance Examination Board are determined on the following basis:

Examination	Score	Advanced Placement Credit	Placement
Language and Composition	5	Three credits in composition; Three credits in English 200	Exemption from CPN 100 and CPN 101
	4, 3	Three credits in composition	Exemption from CPN 100 and CPN 101
Literature and Composition	5	Three credits in composition; Three credits in English 200	Exemption from CPN 100 and CPN 101
	4, 3	Three credits in composition	Exemption from CPN 100 and CPN 101

## Composition Requirements For Transfer Students

Writing courses passed at other institutions will be assigned credit as follows:

1. For a one-semester composition course equivalent to CPN 100, students will receive three credits and will not be required to take CPN 100 but must take CPN 101.
2. For a two-semester composition course sequence equivalent to CPN 100 and CPN 101, students will not be required to take CPN 100 or CPN 101. They will be eligible to enroll in a 200-level English course.

Transfer students are strongly urged to complete the CPN 100 and 101 requirement during their first year at Cortland.

Transfer students also are required to complete six credits of Writing-Intensive (WI) courses. WI requirements are described below. Writing courses from other institutions cannot be used to satisfy the WI requirements unless these courses are specifically designated as writing courses.

## Writing-Intensive Course Requirements for Freshmen and Transfer Students

Most college courses involve a certain amount of writing. However, the extent of writing assignments will vary from class to class. To ensure that students receive a minimum amount of writing experience and writing instruction, several courses have been designed as Writing Intensive (WI). Students are required to take a minimum of two WI courses (six credit hours), at least three credit hours of which are in their major.

WI courses are offered in all academic departments. These courses are intended to help students think critically and write effectively while they are learning course content. No WI course may enroll more than 25 students. Although they differ widely in content, WI courses require the equivalent of at least 15 pages of assigned writing and adhere to the following guidelines:

1. At least two written assignments that are reviewed before the end of the semester or in some upper division courses a single assignment that is written and reviewed in multiple drafts.
  2. Opportunities for serious revision.
  3. Classroom time spent on work directly related to writing.
- Course offerings may change from semester to semester. Each term's WI courses are specially designated in the Course Schedule.

## Writing Assistance

The Academic Support and Achievement Program (ASAP) offers professional assistance to help students improve their writing skills. Tutoring is available in brainstorming/prewriting, organizing, revising, proofreading and editing for many types of writing, including essays, syntheses, research papers, speeches, critical analyses, summaries and critiques.

For more information, contact the ASAP Office, First Floor, Memorial Library, at (607) 753-4309.

# Quantitative Skills Requirement

As part of the graduation requirements, students at Cortland must demonstrate their ability to use quantitative skills by passing one of the following courses or having equivalent credit by transfer:

Any course with the MAT prefix; COM 230: Statistical Methods; ECO 221: Economic Statistics; ECO 322: Mathematical Economics; PSY 201: Statistical Methods; PED 434: Measurement and Evaluation; PHY 105: Elementary Mechanics, Heat, and Matter; PHY 106: Elementary Electricity, Light and Sound; POL

112: Introduction to Political Research; POL 312: Research Methods in Political Science; GRY 400: Geographical Analysis; SOC 494/ANT 494: Methods of Social Research II; GLY 281: Data Analysis in Natural Sciences; HLH 299: Statistical Concepts and Applications for Health Sciences; HLH 391: Epidemiology and Biostatistics; PHY 201: Principles of Physics I; PSY 201: Statistical Methods.

# Foreign Language Requirement

All undergraduate degree candidates at SUNY Cortland must demonstrate proficiency in a foreign language by fulfilling one of the following requirements:

## B.A. DEGREE CANDIDATES

- successfully completing the fourth semester (202) of a college-level foreign language sequence; *or*

- confirming proficiency equivalent to successful completion of the fourth semester (202) of a college-level foreign language sequence, through a testing program approved by the International Communications and Culture Department.

## B.S. DEGREE CANDIDATES IN EARLY CHILDHOOD, CHILDHOOD, ADOLESCENCE, OR SPECIAL EDUCATION

- successfully completing the second semester (102) of a college-level foreign language sequence; *or*

- confirming proficiency equivalent to successful completion of the second semester (102) of a college-level foreign language sequence, through a testing program approved by the International Communications and Culture Department.

## ALL OTHER DEGREE CANDIDATES

- successfully completing a one-semester college-level foreign language course (101) or the equivalent (e.g., earning CLEP or AP credits); *or*

- earning a score of 85 or higher on the New York State Regents examination in a foreign language

Students with no previous college-level credit who plan to meet the bachelor of arts foreign language requirements through coursework in Chinese, French, German or Spanish will begin work at a level determined in consultation with an advisor according to guidelines established by the International Communications and Culture Department. The guidelines are based on criteria taking into account individual academic records.

Students who wish to begin foreign language study at a level below the level indicated by the guidelines may do so on an “Audit” (no credit) basis. To begin foreign language study for credit either below or above the level indicated by the guidelines, students need the written consent of the International Communications and Culture Department chair.

When a student has achieved proficiency in a foreign language other than Chinese, French, German or Spanish, the student may arrange for a special assessment by an outside examiner, following guidelines established by the International Communications and Culture Department. Any financial burden for such assessment must be assumed by the student.

Students whose first language is not English may satisfy the foreign language requirement by special assessment or by presenting a transcript that attests to successful completion of secondary study in any language other than English. Contact the associate dean of arts and sciences for more information.

# Requirements for New York State Teaching Certificate

*NOTE: All teacher education programs are subject to modification pending New York State Education Department review. Consult your department for specific degree requirements.*

## Transfer Student Enrollment in Teacher Education Programs

Teacher education programs are currently in transition. Transfer students with 50 or more transfer credits who are enrolling in a program leading to teacher certification must contact the program coordinator/representative of their respective department for specific degree requirements.

## Examinations for Teacher Certificates

A person making application for a New York State teaching certificate (certificate of qualification, provisional, permanent) as an elementary school teacher of common branch subjects (PreK-6) and/or as a teacher of secondary academic subjects (7-12) will be required to achieve a passing score on the appropriate tests in the New York State Teacher Certification Examinations (NYSTCE) Program. Consult your department for details. For more information, see the NYSTCE information booklet available at the Counseling Center.

## Identification and Reporting of Child Abuse and Maltreatment

All students seeking teaching certification must complete a minimum of two clock hours of instruction regarding the identification and reporting of child abuse and maltreatment.

This certification requirement can be met by taking designated workshops on child abuse at SUNY Cortland and completion of the workshop will appear on the transcript. This State Education Department mandate can also be met by completing a designated workshop through another New York State Education Department approved provider.

## School Violence Prevention Training

Effective February 2, 2001, all students seeking teaching certification must complete a minimum of two clock hours of instruction regarding school violence prevention training. This certification requirement can be met by taking designated workshops on school violence prevention training at SUNY Cortland. This requirement is mandated as part of the NYS Save Legislation.

## Fingerprinting

Effective July 1, 2001, all candidates, certified and non-certified, who wish to work in schools in New York State will be subject to fingerprinting regulations and background check prior to employment.

## Foreign Language Requirement

All B.S. candidates making application for an initial New York State certificate as a special education teacher, an early childhood or childhood teacher, and/or as a teacher of adolescence academic subjects (7-12) are required to demonstrate foreign language proficiency by successfully completing the second semester (102) of a college-level foreign language sequence or the equivalent.

All B.A. candidates making application for an initial New York State certificate as a childhood teacher and/or as a teacher of adolescence academic subjects (7-12) are required to demonstrate foreign language proficiency by successfully completing the fourth semester (202) of a college-level foreign language sequence or the equivalent.

All undergraduate degree candidates at SUNY Cortland must demonstrate proficiency in a foreign language by fulfilling one of the following requirements:

### B.A. DEGREE CANDIDATES

- successfully completing the fourth semester (202) of a college-level foreign language sequence; *or*
- confirming proficiency equivalent to successful completion of the fourth semester (202) of a college-level foreign language sequence, through a testing program approved by the International Communications and Culture Department.

### B.S. DEGREE CANDIDATES IN EARLY CHILDHOOD, CHILDHOOD, ADOLESCENCE, OR SPECIAL EDUCATION

- successfully completing the second semester (102) of a college-level foreign language sequence; *or*
- confirming proficiency equivalent to successful completion of the second semester (102) of a college-level foreign language sequence, through a testing program approved by the International Communications and Culture Department.

### ALL OTHER DEGREE CANDIDATES

- successfully completing a one-semester college-level foreign language course (101) or the equivalent (e.g., earning CLEP or AP credits); *or*
- earning a score of 85 or higher on the New York State Regents examination in a foreign language

## Certificate of Qualification

For those with provisional certification, the Certificate of Qualification is valid for five years and is issued to students who complete the requirements of a teacher education program leading to the bachelor of arts, bachelor of science or the bachelor of science in education degree by Dec. 2003.

At the commencement of regular employment in any public school in New York State during the period of validity of the Certificate of Qualification, the Certificate is exchanged for a provisional certificate. Holders of provisional teaching certificates have five years in which to complete the requirements for permanent certification in effect at the time of issuance of the provisional certificate.

## **Teaching Certificates**

The Initial Certificate for teaching will be issued to students who complete the requirements of a teacher education program leading to the bachelor of arts, the bachelor of science or the bachelor of science in education degree after Dec. 2003.

In addition to completing program requirements, the applicant for an Initial Certificate must successfully pass three New York State Teacher Certification Examinations (NYSTCE): Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills – Written (ATS-W), and Content Specialty Test (CST). Additional changes to teacher certification programs are pending. Consult your department for further information.

After December 2003, the Professional Certificate will be issued to students who complete the requirements of a graduate-level teacher education program. Additional changes to teacher certification programs are pending. Consult your department for further information.

## **Field Experience in Teaching**

All teacher education candidates seeking the Initial Certificate are required to successfully complete 100 hours of field experience in K-12 schools as part of their professional preparation program prior to student teaching. Arrangements for housing and transportation during all field experiences and student teaching are the responsibility of the student.

## **Job Placement Availability**

The New York State Education Department requires publication of statistics regarding labor market and job availability for teachers. These may be accessed by visiting the following websites: [www.aace.org](http://www.aace.org) for national statistics and [www.highered.nysed.gov/tcert/sup&dem.html](http://www.highered.nysed.gov/tcert/sup&dem.html) for statewide statistics. Also, contact specific departments for information regarding Cortland graduates.