
Degree Requirements

General Education

The purpose of a general education is to provide students with an intellectual and cultural basis for their development as informed individuals in our 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.

First year students beginning their college academic work in fall 2000 or subsequent semesters will be required to satisfy both the SUNY Cortland General Education Program and the State University of New York General Education Requirements (SUNY-GER). Transfer students beginning in fall of 2002 and subsequent semesters are under both the SUNY Cortland General Education and SUNY-GER.

SUNY Cortland General Education

To meet the Cortland requirements, students will take one course in each of the categories listed below 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.

Identifying courses that meet requirements

For a current and full listing of SUNY Cortland's courses that fulfill general education categories, refer to the General Education section of the Registrar's Web site. For a listing of General Education courses offered within a particular semester, refer to the *Course Schedule*, also available online.

General Education Requirements

The Skills Base

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

1. Academic Writing (6-8 cr. hr.)

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

CPN 102: Academic Writing in the Community I (4 cr. hr.) *and*

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

CPN 103: Academic Writing in the Community II (4 cr. hr.)

2. 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 or CPN 102 and CPN 101 or CPN 103 before enrolling in a Writing Intensive course.

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

Students at SUNY Cortland must demonstrate their ability to use quantitative skills by passing courses designated as quantitative skills (QUAN). Refer to the registrar's Web page for specific courses that meet this requirement.

4. Foreign Language Proficiency

All undergraduate first-year students who entered SUNY Cortland starting with the fall 2000 academic semester and all transfer students who entered SUNY Cortland starting with the fall 2002 academic semester must demonstrate proficiency in a foreign language by fulfilling one of the following requirements:

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

BACHELOR OF SCIENCE CANDIDATES

In addition, all SUNY Cortland students enrolled in a bachelor's degree program in early childhood, childhood, early childhood and childhood, adolescence education or special education must:

- successfully complete the second semester (102) of a college-level foreign language sequence *or*
- confirm 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.

Note: Some departments require specified courses in foreign language in support of their major program requirements in addition to those described above.

BACHELOR OF ARTS CANDIDATES

Bachelor of arts candidates must:

- successfully complete the fourth semester (202) of a college-level foreign language sequence *or*
- confirm 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.

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 the 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.

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.

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 on the Web 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.

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.

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.

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.

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 that 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.

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 firsthand 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 *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.

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

SUNY General Education

The State University of New York's General Education Requirement applies to all state-operated institutions offering undergraduate degrees. It requires bachelor's degree candidates, as a condition of graduation, to complete a General Education program designed to achieve the student learning outcomes in ten knowledge and skill areas and two competencies, as specified below. By following the SUNY Cortland General Education basic skills and knowledge program, students should fulfill the SUNY General Education requirements. For a current and full listing of SUNY Cortland's courses that fulfill SUNY General Education areas, refer to the General Education section of the SUNY Cortland Registrar's Web site or refer to the SUNY Provost's Web site at www.sysadm.suny.edu/provost/generaleducation.

Course Approval Process

The General Education Committee oversees the course approval process for General Education. A faculty member may submit a course for inclusion in a category by reviewing the General Education Course Submittal Guidelines and completing the General Education Course Submission Form. These forms are available at the Provost's Office.

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 to eight 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 candidates or zero to 13 hours in specified courses in support of their majors and determined through advisement for bachelor of science 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. General Education must include Cortland and SUNY for all students entering fall 2002. (Transfer students should refer to General Education Transfer Requirements in the Admission section of this catalog.)
- A quantitative skills course as described 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. programs or 60 credits of liberal arts and sciences courses in B.S.Ed. programs. In the School of Arts and Sciences, 75 credits of liberal arts and sciences courses are required for all B.S. programs. In the School of Professional Studies, the number of credits of liberal arts and sciences courses required for B.S. 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 course work (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 are required:

1. either CPN 100: Academic Writing I (3 cr. hr.) *or* CPN 102: Academic Writing in the Community I (4 cr. hr.) *and*

2. either CPN 101: Academic Writing II (3 cr. hr.) *or* CPN 103: Academic Writing in the Community II (4 cr. hr.).

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 both writing courses, 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 or Three credits in English 200	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103
	4, 3	Three credits in composition	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103
Literature and Composition	5	Three credits in composition or Three credits in English 200	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103
	4, 3	Three credits in composition	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103

Composition Requirements For Transfer Students

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

- For a one-semester composition course equivalent to CPN 100 or CPN 102, students will receive three credits and will not be required to take CPN 100 or CPN 102 but must take CPN 101 or CPN 103.
- For a two-semester composition course sequence equivalent to CPN 100/102 and CPN 101/103, students will not be required to take CPN 100/102 or CPN 101/103. They will be eligible to enroll in a 200-level English course.

Transfer students are strongly urged to complete the composition requirement during their first year at Cortland. Transfer students also are required to complete six credits of Writing-Intensive (WI) courses at SUNY Cortland. This must include at least one course in the major; the other course can be in or out of the major. WI requirements are described below. Writing courses from other institutions cannot be used to satisfy the WI requirements unless the student receives approval from the director of composition.

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:

- 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.
- Opportunities for serious revision.
- 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*, which is available on the Web.

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.

Foreign Language Requirement

SUNY Requirements

All undergraduate first-year students who entered SUNY Cortland starting with the fall 2000 academic semester and all transfer students who entered SUNY Cortland starting with the fall 2002 academic semester must demonstrate proficiency in foreign language by fulfilling one of the following requirements:

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

Note: By virtue of completion of the Cortland foreign language requirement, students will automatically meet the SUNY GE foreign language requirement.

BACHELOR OF SCIENCE CANDIDATES

In addition, all SUNY Cortland students enrolled in a B.S. program in early childhood, childhood, early childhood and childhood, adolescence education, or special education must

- successfully complete the second semester (102) of a college-level foreign language sequence *or*
- confirm 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.

Note: Some departments require specified courses in foreign language in support of their major program requirements in addition to those described above.

BACHELOR OF ARTS CANDIDATES

Finally, B.A. candidates must

- successfully complete the fourth semester (202) of a college-level foreign language sequence *or*
- confirm 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.

Students with no previous college-level credit who plan to meet the bachelor of arts foreign language requirements through course work 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.

AMERICAN SIGN LANGUAGE

American Sign Language can meet the SUNY Cortland foreign language requirement for the following programs only:

School of Arts and Sciences

Psychology
Adolescence Education: Mathematics (7-12)
Adolescence Education: Physics (7-12)
Human Services
Political Science

School of Education

Childhood Education
Early Childhood Education
Early Childhood/Childhood Education
Special Education/Childhood Education

School of Professional Studies

Athletic Training
Kinesiology
Kinesiology – Fitness Development
Sport Management
Recreation
Speech and Language Disabilities
Speech Pathology and Audiology
Speech and Hearing Science
Health Science
Health Education
Physical Education

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:

Many courses with the MAT prefix; COM 230: Statistical Methods; ECO 221: Economic Statistics; ECO 222: Mathematical Economics; GLY 281: Data Analysis in Natural Sciences; GRY 400: Geographical Analysis; HLH 299: Statistical Concepts and

Applications for Health Science; HLH 391: Epidemiology and Biostatistics; PED 434: Statistics and Assessment in Physical Education; PHY 105: Elementary Mechanics and Heat; PHY 106: Elementary Electricity, Light and Sound; PHY 201: Principles of Physics I; POL 112: Introduction to Political Research; POL 312: Methods of Political Analysis; PSY 201: Statistical Methods; SOC 494: Methods of Social Research II.

Requirements for New York State Teaching Certificate

Note: New teacher certification requirements will take effect for those candidates graduating after December 2003. Consult your department for specific requirements.

Criteria for Admission to the Teacher Education Program

Specific criteria exist for admission to each teacher education program. Minimum undergraduate cumulative grade point average for admission into undergraduate-level teacher education programs is 2.5 on a 4.0 scale; however, some programs require a higher undergraduate grade point average. Consult department or your specific program as listed in the catalog for details. In addition, all applicants for teacher education programs are required to file an Application to the Teacher Education program.

Examinations for Teacher Certificates

A person making application for a New York State teaching certificate will be required to achieve a passing score on the appropriate tests in the New York State Teacher Certification Examinations (NYSTCE) Program. Certification test requirements will change after December 2003. Consult your department for details. The NYSTCE information and registration booklet is available at the Counseling Center and Career Services.

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 degree and certification requirement can be met by taking designated workshops on child abuse at SUNY Cortland. This requirement also may 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 degree and certification requirement may 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.

The Child Abuse Identification and School Violence Prevention and Intervention (SAVE) workshops must be completed prior to graduation. Workshop dates may be accessed at www.cortland.edu/NCATE or www.cortland.edu/cee on the Web.

Health and Human Development

All students seeking teaching certification must complete a course that includes "human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school and community on students' readiness to learn – and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco and other drugs and that fosters the health and learning of all students and the development of a sense of community and respect for one another." (New York State Department of Education Teacher Education Program Registry, 2000)

This requirement may be met by taking one of the following courses: HLH 110, 199, 265 or 510. Students should consult their academic program/advisor regarding appropriate course selection.

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. Contact Career Services for fingerprinting packet.

Foreign Language Requirement/SUNY General Education Requirement

All undergraduate first-year students who entered SUNY Cortland starting with the fall 2000 academic semester and all transfer students who entered SUNY Cortland starting with the fall 2002 academic semester must demonstrate proficiency in foreign language by fulfilling one of the following requirements:

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

Note: By virtue of completion of the Cortland foreign language requirement, students will automatically meet the SUNY GE foreign language requirement.

BACHELOR OF SCIENCE CANDIDATES

In addition, all SUNY Cortland students enrolled in a B.S. program in early childhood, childhood, early childhood and childhood, adolescence education, or special education must

- successfully complete the second semester (102) of a college-level foreign language sequence *or*
- confirm 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.

Note: Some departments require specified courses in foreign language in support of their major program requirements in addition to those described above.

BACHELOR OF ARTS CANDIDATES

Finally, B.A. candidates must

- successfully complete the fourth semester (202) of a college-level foreign language sequence *or*
- confirm 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.

Completion of All Degree and Certification Requirements Prior to Graduation

The undergraduate degree may not be posted nor an official transcript produced without the completion of the relevant teacher certification requirements for the applicable undergraduate degree program.

Teaching Certificates after December 2003

After December 2003, the Initial Certificate for teaching will be issued to candidates who complete the requirements of a teacher education program leading to the initial teaching certificate.

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). Consult your department for additional certification changes after December 2003.

After December 2003, the Professional Certificate will be issued to candidates who complete the requirements of a graduate-level teacher education program. Candidates will have three years to complete the master's degree leading to the Professional Certificate. Consult your department for additional certification changes after December 2003.

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 candidate.

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 Web sites: www.aeee.org for national statistics and www.highered.nysed.gov/tcert/sup&dem.html for statewide statistics. In addition, contact specific departments for information regarding Cortland graduates.

SUNY Cortland Teacher Certification Exam Pass-Rates

All graduates of teacher preparation programs must pass a state or national teacher certification exam in order to be granted Provisional Certification in Teacher Education to teach in New York and most other states. The following table presents the pass rates by 2001-2002 SUNY Cortland graduates on the New York State Teacher Certification Examination (NYSTCE) and the National Teacher Exams (NTE).

Professional Knowledge/Pedagogy is assessed by the NYSTCE Assessment of Teaching Skills-Written (ATS-W) or the NTE Professional Knowledge Exam (PK).

Content Knowledge is assessed by the NYSTCE Liberal Arts and Sciences Test (LAST) or the NTE Communication Skills and General Knowledge (CS & GK) test.

SUNY Cortland's pass rates for these exams are among the highest in New York. Cortland graduates more students in teacher education programs — 672 in 2001-2002 — than any other college or university in the state. Cortland is second in the entire Middle States region in granting teacher education degrees (Source: National Center for Education Statistics, 2000 Completions Survey).

SUNY Cortland has the largest comprehensive teacher education program in New York and the 10th largest among public institutions in the United States (Source: National Center for Education Statistics, 2000 Completions Survey). The exceptional pass rates by Cortland graduates on the state and national certification exams demonstrates that the College has maintained the highest standards while attracting large numbers of students to its outstanding teacher education programs.

The College's traditional programs in childhood and physical education are long standing and highly recognized throughout the nation. Through its conceptual framework and placement of student teachers, SUNY Cortland is committed to preparing teachers to meet statewide demands within urban and rural areas.

SUNY Cortland's faculty includes a leading national expert on character education, Thomas Lickona, who directs the campus-based Center for 4th and 5th Rs (Respect and Responsibility). For the past five years, the Center has offered Character Education Institutes to teams of school personnel from across the United States.

Within SUNY, Cortland is the only college or university which provides disabilities education in five distinct areas: therapeutic recreation, special education, speech pathology and audiology, adapted physical education, and psychology of exceptionality (Attention Deficit Disorder/Attention Deficit Hyperactive Disorder). The College has started the groundwork for an Institute of Disabilities Studies to better infuse this area of study into its teacher education programs.

SUNY Cortland supports the third largest Migrant Educational Outreach Program in New York which provides educational, health and social services advocacy and support to school-aged children of Migrant workers and their families in the schools, after school, at their homes and in the camps.

Test Field/Category	SUNY Cortland			Statewide
	NUMBER TESTED	NUMBER PASSED	PASS RATE	PASS RATE
PROFESSIONAL KNOWLEDGE/PEDAGOGY ATS-W (or NTE)	617	595	96%	96%
OTHER CONTENT AREAS LAST (or NTE)	629	601	96%	95%

These data are presented in compliance with Section 207 of the Higher Education Act Title II. Program completers in this table are defined as undergraduate and graduate students receiving a degree between July 1, 2001 and June 30, 2002 and who have taken the NYSTCE or NTE exams. While most of our students take one of these exams, it is not a degree requirement at SUNY Cortland.