
Degree Requirements

General Education

The purpose of 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.

All students must complete Cortland General Education and SUNY General Education program requirements, including general education knowledge base, quantitative skills, composition, foreign language, writing-intensive and presentation skills course requirements.

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.

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 search-by-attribute feature of the online *Course Schedule*.

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.)

Students must successfully complete CPN 100 or CPN 102 and CPN 101 or CPN 103 with a minimum grade of C- or better.

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

Writing intensive courses 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 with a minimum grade of C- or better 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). The list below or the registrar's Web page indicates specific courses that meet this requirement.

COM 230	PED 434
ECO 221, 222	PHY 105, 106, 201, 202
GLY 281, 499	POL 112, 312
GRY 400	PSY 201
HLH 299, 391	SOC 494
MAT 101, 102, 111, 115, 121, 125 or 135, 201, 224	

4. Presentation Skills Requirement

Students must demonstrate skills and experience in making oral presentations, including self-critique and peer-critique of oral presentations. If a course is taught both in the traditional classroom and online, the traditional classroom delivery may be submitted for Presentation Skills (PS) designation. Students cannot take an online course to satisfy the presentation skills requirement. The registrar's Web page has specific courses that meet this requirement.

5. Foreign Language Proficiency

All students 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

Students enrolled in a B.S. or B.S.Ed. program in the School of Arts and Sciences or the School of Professional Studies need only one semester of a foreign language with the exception of speech pathology and audiology majors, who must successfully complete the fourth semester (202) of a college-level foreign language sequence.

Students enrolled in the 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

Students enrolled in a B.A. program 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.)

ECO 105	POL 100
HIS 200, 201	SOC 100, 150

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

AAS 110, 120, 210, 431	HLH 163, 201
ANT 230, 234	MGs 230
CIN 210	MUS 110
COM 431	PHI 140
FSA 103	POL 110
ENG 252	PSY 210
EXS 290	REC 393
GRY 221	SOC 230
	VAL 322

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

ANT 102	MUS 101
AST 200	POL 101
FRE 318	REC 150
GRY 120, 125	RLS 200
HLH 111	

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

ATH 120, 121, 122, 223
 ATS 101, 102, 103, 104, 105, 106, 107, 111, 112
 INT 300
 IST 100
 MUS 100, 111, 221, 222, 223
 THT 100, 161, 162.

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

HIS 100, 101, 110, 111
 INT 301
 POL 102, 270
 SOC 160, 350

GE 6: Literature (3 cr. hr.)

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

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

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

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

<i>GE-8A</i>	<i>GE-8B</i>
BIO 110, 201, 202	BIO 111
CHE 121, 221, 222	CHE 122, 125
GLY 171, 261	GLY 160, 172, 262
PHY 105, 106, 201, 202	PHY 150
SCI 141	SCI 142

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., churches, 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 GE-8 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 GE-8 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 at www.cortland.edu/registrar 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 and Vice President for Academic Affairs Office.

SUNY General Education By Learning Outcomes

Category 1: Mathematics

COM 230; ECO 221, 222; GLY 281; GRY 400; HLH 299, 391; MAT 101 and 102, 105, 111, 115, 121, 125 or 135, 201, 224; PED 434; POL 112, 312; PSY 201; SOC 494

Category 2: Natural Sciences

BIO 110, 111, 201, 202; CHE 121, 122, 125, 221, 222; GLY 160, 171, 172, 261, 262; PHY 105, 106, 150, 201, 202; SCI 141, 142

Category 3: Social Sciences

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

Category 4: American History

Students scoring an 85 or higher on the American History Regents Exam may take any Cortland GE 1 course:

ECO 105; HIS 200, 201; POL 100; SOC 100, 150

Students scoring an 84 or below on the American History Regents Exam must take:

HIS 200, 201; SOC 100

Category 5: Western Civilization

HIS 100, 101, 110, 111; INT 301; POL 102, 270; SOC 160, 350

Category 6: Other World Cultures

ANT 102; AST 200; GRY 120, 125; HLH 111; MUS 101; POL 101; REC 150; RLS 200; SPA 318

Category 7: The Humanities

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

Category 8: The Arts

ATH 120, 121, 122, 223; ATS 101, 102, 103, 104, 105, 106, 107, 111, 112; INT 300; IST 100; MUS 100, 111, 221, 222, 223; THT 100, 161, 162

Category 9: Foreign Language Requirement

Students scoring an 85 or higher on the Foreign Language Regents Exam fulfill the SUNY language requirement.

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

Category 10: Basic Communication

CPN 100 and 101; CPN 102 and 103

The New Cortland General Education Program

Effective Fall 2007

The New 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 New Cortland General Education Program, effective Fall 2007.

1. Quantitative Skills
2. Natural Sciences (two courses)
3. Social Sciences
4. United States History and Society
5. Western Civilization
6. Contrasting Cultures
7. Humanities
8. The Arts
9. Foreign Language (refer to degree program)
10. Basic Communication:
 - Academic Writing
 - Presentation Skills
11. Prejudice and Discrimination
12. Science, Technology, Values and Society

Transfer courses

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.

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) and Presentation Skills Requirement (see page 48).

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 393;
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

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 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.*

Bachelor's Degree Requirements

Bachelor's Degree Requirements

The bachelor's degree requires a minimum of 120 credit hours for all majors. Programs that are not externally accredited can require no more than 124 credit hours. Programs that are externally accredited may exceed the 124-credit-hour maximum. These credit hours are obtained by meeting various College requirements:

- **English Composition**

All students must successfully complete with a minimum grade of C- six to eight credit hours in English composition. Additionally, at least six credit hours, applicable to other graduation requirements, of work in Writing-Intensive (WI) courses must be completed. The writing intensive requirement must be fulfilled by taking course work at SUNY Cortland. At least three credit hours of Writing-Intensive course work must be in the major.

- **Foreign Language**

All students must demonstrate proficiency in a foreign language through the 101 level to fulfill the SUNY General Education requirement. Students having earned a score of 85 or higher on the New York State Regents examination in a foreign language will also meet the 101-level requirement. Proficiency through the 101 level is also required for all students enrolled in teacher education programs leading to a B.S.Ed. (health education, physical education). In addition, all students in teacher education programs leading to a B.S. (other than Speech and Language Disabilities) must demonstrate proficiency in a foreign language through the 102 level. All students earning a B.A., including those in a teacher education program leading to a B.A., must demonstrate proficiency in a foreign language through the 202 level. This requirement also applies to all students earning a B.S. in Speech and Language Disabilities.

- **Activity and Participation**

No more than eight credit hours of combined activity and/or participation courses may be applied toward meeting graduation requirements except as department major requirements specify additional activity and/or participation credits.

- **General Education**

All students must complete Cortland General Education and SUNY General Education program requirements including general education knowledge base, quantitative skills, composition, foreign language, writing-intensive and presentation skills course requirements.

- **Academic Major**

All students must complete a major with a minimum of 30 credit hours of discipline-specific courses. Majors must have a minimum of 15 credit hours of discipline-specific courses at the upper level — 300 or above.

- **Residency Requirement**

At least 45 credit hours for the degree must be completed at SUNY Cortland to meet the College's residency requirement. In addition, one half of the credits for the major, minor and/or concentration must be completed at SUNY Cortland. Special requirements may be designated by each school of the College.

- **Liberal Arts and Sciences Courses**

All students must complete a minimum of 90 credit hours of liberal arts and sciences courses in B.A. programs, or a minimum of 60 credit hours of liberal arts and sciences courses in B.S. or B.S.Ed. programs. Liberal arts and sciences (LAS) courses are marked by a black square (■) after the credit hour notation in the course description.

- **Free Electives**

All programs must include a minimum of 12 credit hours of free electives. Programs which must meet external accreditation requirements, for example, teacher education, speech pathology, recreation, may require fewer than 12 credit hours of free electives. Programs without external accreditation requirements must include 12 credit hours of free electives to meet a minimum of 120 credit hours or a maximum of 124 credit hours for the degree.

Programs with external accreditation requirements may or may not need to include free elective credit hours depending on the total number of required credit hours. For example, if the required courses (program and college) comprise 108 to 112 credit hours, inclusive, the program must include a minimum of 12 credit hours of free electives. If the required courses (program and college) comprise 113 to 123 credit hours, inclusive, the program must include free electives sufficient to meet 124 credit hours for the degree (maximum of 11 credit hours; minimum of 1 credit hour). If the required courses (program and college) comprise 124 credit hours or greater, the program does not have to include free electives.

During curriculum review, any department seeking an exemption from the 12-credit hour, free-elective rule must sufficiently demonstrate how the prescribed courses meet requirements imposed by the external accrediting agency. Free electives do not include general education, composition, quantitative skills, writing-intensive, foreign language or major requirements.

- **Grade Point Average**

Cortland students must earn a minimum 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. A grade point average higher than 2.0 may be required by some degree programs.

- **Completion Status**

Completion of all course work, that is, no incompletes.

Bachelor's Degree Requirement Definitions and Clarifications:

1. Use of Course to Fulfill Multiple Degree Requirements

A single course may be used to satisfy more than one degree requirement, e.g., general education, writing-intensive, quantitative skills, foreign language, major requirement. However, a single course may not fulfill more than one major requirement.

2. Activity and Participation Course Restrictions

No more than eight hours of combined activity and/or participation courses may be applied toward meeting graduation requirements except as department major requirements specify additional activity and/or participation credits.

3. Definition of Lower- and Upper-Division Undergraduate Courses and Graduate Courses

Lower-division courses are taught at the 100 or 200 level. Upper-division courses are taught at the 300 or 400 level. Graduate courses are taught at the 500 or 600 level.

4. Definition of Minor

A minor is an approved program of study, not leading to a degree, in an area outside the major. A minor comprises a minimum of 15 credit hours; half of these credit hours must be taken at SUNY Cortland.

Students cannot earn a minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor.

5. Definition of Concentration

A concentration is an approved program of study that provides a particular set of options within a given major or minor. Concentrations may be embedded in the major, that is, the 30 credit-hour minimum may comprise core courses plus concentration courses, or added to the major, that is, the 30 credit-hour minimum may comprise core courses only and the concentration is added.

A concentration must have a minimum of 12 hours that are unique to the concentration and distinct from the major requirements. Half of the credit hours in the concentration must be taken at SUNY Cortland.

Students cannot earn a minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor.

6. Definition of Equivalent and Overlapping Courses

Equivalent courses have the same course content but are cross listed under two or more course prefixes. Catalog descriptions for equivalent courses are the same and must include an "Also listed as ..." statement. If a required course in a program is equivalent, then any of the equivalent courses may be used to satisfy the requirement.

Overlapping courses are those having sufficient content similarities such that a department may choose to place enrollment restrictions on them. Catalog descriptions for overlapping courses must include a "Not open to students with credit for ..." statement.

Equivalent and overlapping courses must be approved through the college curriculum review process.

7. Definition of Special Topics Courses

Special-topics courses may be topical or experimental in nature and generally reflect a content area not covered by an existing course. Special-topics courses are numbered 129, 229, 329, 429, 529, or 629, depending on the course level. A special-topics course may be offered for a maximum of three times. Prior to the third offering, a special-topics course must be submitted through the curriculum review process as a new course if it is to be offered again. Special-topics courses may be used to fulfill only a general elective or an elective requirement in a major. A special-topics course from one discipline may be cross listed with an equivalent special-topics course from a different discipline. Cross listing such courses requires approval of department chairs, or coordinators, from both disciplines. Special-topics courses cannot be cross listed with an existing course in the curriculum.

English Composition and Writing-Intensive Courses

Old Main, Room 115-B
(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 better. 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 which must be taken at Cortland. Students must successfully complete CPN 100 or CPN 102 and CPN 101 or CPN 103 with a minimum grade of C- or better before enrolling in a Writing Intensive course. 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	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103
		Three credits in English 200	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103
Literature and Composition	5	Three credits in composition	Exemption from CPN 100 or CPN 102 and CPN 101 or CPN 103
		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:

1. 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.
2. 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.
3. Students who transfer credit hours equivalent to the CPN 101 or 103 level will not be required to take CPN 100 or 102.

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.

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 while at Cortland, several courses have been designed as Writing Intensive (WI). Students are required to take a minimum of two WI courses at Cortland (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 and may be found under the writing intensive attribute 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, Van Hoesen Hall, Room A-12, (607) 753-4309.

Foreign Language Requirement

SUNY Requirements

All undergraduate students 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.

Additional degree requirements

BACHELOR OF SCIENCE CANDIDATES

Students enrolled in a B.S. or B.S.Ed. program in the School of Arts and Sciences or the School of Professional Studies need only one semester of a foreign language with the exception of speech pathology and audiology majors, who must successfully complete the fourth semester (202) of a college-level foreign language sequence.

Students enrolled in the 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

Students enrolled in a B.A. program 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.

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

Adolescence Education: Mathematics (7-12)
Adolescence Education: Physics (7-12)
Art - Art History
Art - Studio Art
New Media Design
Political Science
Psychology

School of Education

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

School of Professional Studies

Athletic Training
Kinesiology
Kinesiology – Fitness Development
Sport Management
Recreation
Speech and Language Disabilities
Speech and Hearing Science
Health Science
Health Education
Human Service Studies
Physical Education

Presentation Skills Requirement

To meet the learning objectives of the Basic Communication category of the SUNY General Education requirement, students must demonstrate proficiency in both oral and written communication. The presentation skills requirement will provide all students with the skills and experience in making oral presentations; improve students' abilities to organize thoughts and present them orally; and teach students self-critique and peer critique oral presentation skills. As a requirement for graduation, all students will successfully complete one course designated as Presentation Skills (PS) and/or successfully fulfill the SUNY GE 10 Basic Communication Learning Outcome Category.

Course Eligibility

1. Students will make at least one presentation in the course and respond to questions and comments following the presentation.
2. Student must submit at least one outline with attached source list related to the presentation.
3. Students must evaluate their own presentation and those of other students, according to criteria provided by the instructor.
4. Faculty provide instruction in effective presentation skills for specific disciplines, including requirements and methods of preparation for oral assignments, i.e., structure, research, outlining, visual components, creativity and delivery.

Approved Courses

AED 392: Methods I: Teaching Adolescence Mathematics
AED 437: Methods of Teaching Foreign Language I
AED 438: Methods of Teaching Foreign Language II
ANT 312: Peoples of the Middle East
ANT 406: Contact and Culture Change
BIO 411: Ornithology
BIO 422: Biological Evolution

BIO 516: Controversies in Evolutionary Biology
COM 210: Fundamentals of Public Speaking
COM 302: Intercultural Communication
COM 304: Communication Research
CON 460: Conservation Biology
CRM 464: Corrections
EDU 478: Classroom Discipline for Personal and Social Responsibility
EDU 488: Student Teaching in Speech, Language and Hearing
ENG 252: Intro: Modern American Multicultural Literature
ENG 374: Literature for Adolescence
EXS 410: Ethics in Sport
EXS 490: Independent Research in Exercise Science
FRE 319: Francophone Civilization
FSA 101: Introduction to Urban Education
GLY 262: Historical Geology
HIS 290: Historical Methods
HIS 490: Seminar in History
IST 400: Seminar: Themes in International Studies
MGT 454: Strategic Management
POL 304: Constitutional Law
POL 404: Civil Liberties
POL 483: Public Administration and Policy Internship
POL 484: Pre-Law Internship
PSY 482: Senior Seminar in Psychology
PWR 213: Writing Poetry
SOC 464: Corrections
SPA 306: Advanced Spanish Conversation
SPM 466: Policy and Strategic Management of Sport Organizations
THT 162: Theatre History II
THT 461: Seminar in Musical Theatre

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.

Specific courses that meet this requirement are listed below or on the registrar's Web page.

COM 230: Statistical Methods
ECO 221: Economic Statistics
ECO 222: Mathematical Economics
GLY 281: Data Analysis in Natural Sciences
GLY 499: Independent Investigations
GRY 400: Geographical Analysis
HLH 299: Statistical Concepts and Applications for Health Science
HLH 391: Epidemiology and Biostatistics
MAT 101: Mathematics for Elementary School Teachers I
MAT 102: Mathematics for Elementary School Teachers II

MAT 105: Mathematics in Modern Society
MAT 111: Algebra for College Students
MAT 115: Preparation for Calculus
MAT 121: Calculus A
MAT 125/135: Calculus I
MAT 201: Statistical Methods
MAT 224: Discrete Mathematics
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
PHY 202: Principles of Physics II
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 Initial Teaching Certificate

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. These requirements include, **but are not limited to:**

- completion of all degree requirements for an approved teacher certification program at SUNY Cortland
- completion of a workshop of three clock hours on the identification and reporting of child abuse and maltreatment. Information about the three-hour workshop is available through the Center for Educational Exchange.
- completion of a workshop of two clock hours on school violence prevention training. Information about the two-hour workshop is available through the Center for Educational Exchange.

Please consult your department with regard to additional specific certification requirements for your program.

Upon completion of all the degree requirements, the two workshops, and any departmental requirements, the graduate will be recommended by SUNY Cortland for certification to the New York State Education Department.

The New York State Education Department requires the following prior to actually awarding the teaching certificate:

- an application for certification to the New York State Education Department
- the payment of the certification application fee to the New York State Education Department
- a criminal background check and fingerprinting. Information about fingerprinting requirements is available at Career Services.
- passing scores on the Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills-Written (ATS-W), respective Content Specialty Test (CST), and other appropriate tests in the New York State Teacher Certification Examinations program. Information about and the registration booklet for the NYSTCE are available at Career Services as well as at the Counseling Center.

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. The department or catalog should be consulted 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. The department or catalog should be consulted 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 three 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

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

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 a fingerprinting packet.

Foreign Language Requirement/SUNY General Education Requirement

All undergraduate students 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: Some individual programs may require additional foreign language credit hours. By virtue of completion of the Cortland foreign language requirement, students will automatically meet the SUNY GE foreign language requirement.

Additional Degree Requirements

BACHELOR OF SCIENCE CANDIDATES

Students enrolled in a B.S. or B.S.Ed. program in the School of Arts and Sciences or the School of Professional Studies need only one semester of a foreign language with the exception of speech pathology and audiology majors, who must successfully complete the fourth semester (202) of a college-level foreign language sequence.

Students enrolled in the 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

Students enrolled in a B.A. program 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.

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 Feb. 2, 2004

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).

The Professional Certificate will be issued to candidates who complete the requirements of a graduate-level teacher education program. Candidates will have five years to complete the master's degree leading to the Professional Certificate. Consult your department for additional certification changes after Feb. 2, 2004.

Field Experience in Teaching

All teacher education candidates seeking the Initial Certificate are required to successfully complete a minimum of 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 at the following Web sites: www.aace.org for national statistics and www.highered.nysed.gov/tcert/sup&dem.html for statewide statistics. Contact specific departments for information regarding Cortland graduates.