COLLEGE DISTRIBUTION REQUIREMENT CODES

College of Agriculture and Life Sciences

For students with a Catalog Term prior to Fall 2025:

Code	Description
BIO-AG	Introductory Life Sciences/ Biology — Offerings in the area provide a foundation in the field of Biology. Courses must include: an evolutionary component, instruction on applying the process of science and a significant student-centered teaching component.
CA-AG	Cultural Analysis — Courses in this area study human life in particular cultural contexts through interpretive analysis of individual behavior, discourse, and social practice. CALS also accepts courses of at least 3 credits with the following distributions as fulfilling CA-AG: ALC-AS, ALC-HA, ALC-AAP, CA-HE, CA-AAP, GLC-AS
CHPH-AG	Chemistry/Physics — Courses that meet the CALS Chemistry or Physics (CHPH) requirement provide students with a foundational understanding of key scientific principles. These courses delve into the study of chemistry (focusing on the composition, properties, and transformations of substances), or physics (exploring the principles of matter, energy, and their interactions). Fulfilling this requirement equips students with essential scientific knowledge that supports practical and innovative applications in fields like agriculture, environmental science, and food science, thereby fostering their ability to address and solve critical challenges within these domains. Courses with the prefix CHEM or PHYS of at least 11xx numbering and a minimum of 3 credits are accepted as fulfilling CHPH-AG
D-AG	Human Diversity - These courses analyze historical or contemporary marginalized communities and the culturally specific contexts that produce unequal power relations in terms of race, nationality, ethnicity, indigeneity, sexuality, disability, religion, gender, or economic status. Definition of "marginalize": Any groups with reduced access to social status, political influence, economic advancement, educational advancement, health care, information, or any of the goods, services, and powers of a society can be considered "marginalized." Causes of marginalization may be related to ethnic status, religion, country of origin, sexual orientation, geography, economics, and government policies. Those who exist on the furthest margins of a society are frequently subject to several of these forces. CALS also accepts courses of at least 3 credits with the following distributions as fulfilling D-AG: SCD-AS, SCD-HA, D-HE

FL-AG	Foreign Language - Foreign Language courses available for CALS students at Cornell are offered by several departments, including Africana Studies and Research Center (AS&RC – language courses only), Asian Studies with languages such as Bangla-Bengali, Burmese, Chinese, Hindi, Indonesian, Japanese, Khmer, Korean, Sanskrit, Tagalog, Thai, and Vietnamese, and Classics (CLASS – language courses only). Additional offerings are provided by German Studies, which includes German, Dutch, and Swedish (language courses only), Linguistics (LING – language courses only), Near Eastern Studies (NES - language courses only), Romance Studies with languages like Catalan, French, Italian, Portuguese, Quechua, and Spanish, and Russian Studies, covering Russian, Hungarian, Polish, Serbian/Croatian, and Ukrainian. CALS will recognize these Foreign Language (FL) classifications by any college at Cornell, provided the class is taken for three or more credits.
HA-AG	Historical Analysis — Courses in this group interpret continuities and changes — political, social, economic, diplomatic, religious, intellectual, artistic, scientific — through time. CALS also accepts courses of at least 3 credits with the following distributions as fulfilling HA-AG: HA-AAP, HST-AAP, HST-AS, HST-HA, HA-HE
KCM-AG	Knowledge Cognition and Moral Reasoning — Offerings in this area investigate the bases of human knowledge in its broadest sense, ranging from cognitive faculties shared by humans and animals such as perception, to abstract reasoning, to the ability to form and justify moral judgments. CALS also accepts courses of at least 3 credits with the following distributions as fulfilling KCM-AG: ETM-AAP, ETM-AS, ETM-HA, KCM - AAP, KCM-HE
LA-AG	Literature and the Arts — Offerings in this area explore literature and the arts in two different but related ways. Some courses focus on the critical study of artworks and on their history, aesthetics, and theory. Others are devoted to the production and performance of artworks. CALS also accepts courses of at least 3 credits with the following distributions as fulfilling LA-AG: ALC-AS, ALC-HA, ALC-AAP, LA-AAP
MQL-AG	Quantitative Literacy — Courses that fulfill the Mathematics and Quantitative Literacy distribution in CALS enhance students' problem-solving skills by teaching them to understand abstract, logical relationships. These classes focus on the mathematical analysis of data, modeling natural and man-made systems, and developing algorithms critical for computation. Students will learn various quantitative methods and how to apply quantitative reasoning across different fields. Courses of at least 11xx numbering with the MATH prefix may fulfill this category. Calculus courses and Introductory Statistics courses may also fulfill MQL-AG
OPHLS-AG	Other Physical and Life Sciences Requirement — Offerings in this area explore additional physical and life science subjects as well as quantitative literacy (math) courses. Courses satisfying this requirement help students understand and appreciate the physical sciences, enhance quantitative reasoning skills, or explore the variability of living organisms. Courses with the following distributions are also accepted for the CALS OPHLS-AG distribution: PBS-HE, BIO-AS,PHS,AS, SDS-AS. Additionally any course with BIO-AG, CHPH-AG or MQL-AG may alternatively fulfill OPHLS-AG.

ORL-AG	Oral Expression — Courses that fulfill the CALS oral expression requirement enhance students' public speaking and communication skills. Courses meeting this requirement center on improving oral proficiency, dedicating over 50% of class time to the principles of effective communication. Each course involves at least five formal oral presentations, with four undergoing detailed revisions based on structured feedback that focuses on speech organization, clarity, evidence use, and delivery. These courses offer personalized guidance and encourage students to apply feedback to subsequent presentations. The aim is to refine students' abilities to articulate ideas persuasively and adapt messages for different contexts, ensuring they can communicate effectively on any topic.
SBA-AG	Social and Behavioral Analysis — Courses in this area examine human life in its social context through the use of social scientific methods, often including hypothesis testing, scientific sampling techniques, and statistical analysis. CALS accepts courses of at least 3 credits with the following distributions as fulfilling SBA-AG: SSC-AG, SBA-HE, SBA -AAP, SSC-AAP
WRT-AG	Written Expression — Courses that fulfill the written expression requirement in CALS focus on enhancing students' writing skills. Courses meeting this requirement devote at least 50% of class time to writing proficiency, involve at least five writing assignments with detailed feedback, and emphasize revision and development. These courses ensure personalized attention and help students articulate ideas clearly, argue effectively, and engage with evidence critically. This structure supports students in improving both their writing mechanics and their ability to communicate persuasively across contexts. Courses with an FWS designation are accepted for the CALS WRT-AG Distribution

For students with a Catalog Term of Fall 2025 or later:

Note: The following codes will continue to be used for students entering after 2025 that are noted above: CA-AG, D-AG, FL-AG, HA-AG, LA-AG, SBA-AG, WRT-AG, ORL-AG

Code	Description
AFS-AG	Agriculture, Food Systems & Human Nutrition — These courses emphasize a comprehensive understanding of the food system, including production, processing, distribution, consumption, and waste, with a focus on the integration of these multiple components. Students must learn to describe, analyze, and understand the interdependent nature and the environmental and nutritional impacts of the food system. To fulfill the requirement, a course must cover at least two components of the food system, analyze their interactions, and dedicate at least half of its content to this holistic view, potentially including topics like agricultural history, food sustainability, and nutrition access.

BSC-AG	Biological Sciences — These courses dedicate most of their content (at least 75%) to exploring one or more of the following biological concepts: evolution, structure and function, the flow, exchange and storage of information, pathways and transformations of energy and matter, or living systems. These courses include an evolutionary component, teach students how to apply scientific methods, and include at least one of the following competencies: quantitative reasoning, modeling and simulation, interdisciplinary thinking, interdisciplinary collaboration and communication, or science and society relational understanding. Courses also emphasize student-centered activities such as labs, problem solving, case studies, research projects, or collaborative projects.
DLG-AG	Data Literacy General — Courses fulfilling the Data Literacy requirement are designed to teach students how to interpret and articulate insights from both quantitative and qualitative data, with an emphasis on various competencies such as data analysis, acquisition methods, curation, and security. Students will be expected to understand the types of data, their applications, and the ethical implications of data misuse upon completion of these courses. The courses must dedicate a significant portion of content to at least three specific data literacy competencies and include at least one of these competencies as a main learning outcome.
DLS-AG	Data Literacy Statistics — The course provides explicit instruction on mathematical approaches to collection, description, analysis, and inference of conclusions from quantitative data. Course content focuses on the Data Manipulating & Analysis competency: Ability to draw conclusions from data with quantitative and/or qualitative methods, which may include statistical or computational methods and may include tools like R, Python, Stata, Tableau, Unix, NVivo, QGIS, Excel, SPSS, etc.
EEE-AG	Engaged, Experiential, Entrepreneurial Milestone — The E3 Milestone within CALS emphasizes learning through experience, engagement, and/or entrepreneurship, encouraging students to apply their academic knowledge in real-world settings in collaboration with diverse groups and community partners. By completing an E3-designated course or experience, students are able to link their classroom learning with practical application, understand how their experiences align with their academic goals at Cornell, and recognize their contributions to a broader community. Courses with the EEE-AG distribution are one of several ways that the E3 milestone can fulfilled.
ETH-AG	Ethics — Courses are designed to immerse students in the study of ethical principles impacting various facets of life, including personal, social, and global spheres, as well as in research and professional practices. These courses aim for students to critically engage with their values, understand diverse ethical perspectives, and articulate reasoned ethical positions. To satisfy the Ethics requirement, a course must devote over half of its content to ethical issues relevant to its main topic, incorporate historical or modern ethical debates, foster personal ethical reflection, and include specific learning outcomes focused on ethics.
PSC-AG	Physical Sciences — These courses cover at least 75% of their content in fields such as chemistry, physics, earth science, atmospheric science, or astronomy, connecting theoretical knowledge to practical applications. Courses also emphasize student-centered activities such as labs, problem solving, case studies, research projects, or collaborative projects. Some courses within this distribution are identified as suitable for non-sciences majors - these courses have no prerequisites and require only high school-level science knowledge.

SCH-AG	Sustainability Challenges — These courses allocate at least 30% of content or learning outcomes to examining the intricate interplay between economic, socio-political, and environmental aspects of sustainability issues or their solutions, or to exploring the connections among three or more UN Sustainable Development Goals in relation to the main class topic. Additionally, the course must incorporate a learning outcome focused on one of three key proficiencies: systems thinking, decision-making amidst uncertainty, or understanding the factors that constrain sustainability, thereby ensuring students gain a comprehensive and interdisciplinary perspective on sustainability challenges.

College of Architecture, Art, and Planning

For students who matriculated prior to Fall 2024:

Code	Description
ALC-AAP	Arts, Literature, and Culture — Courses in this area examine arts, literature, and culture in various contexts. Students gain insights into the interplay of individual or collaborative creativity and social practice, and understand the complexities of the expression of the human condition. Topics include the analysis of artworks and literary texts, and the belief systems of social groups, cultures, and civilizations; they also focus on artistic expression itself (in creative writing, performing arts, and media such as film and video). AAP will recognize ALC classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
CA-AAP	Cultural Analysis — Courses in this area study human life in particular cultural contexts through interpretive analysis of individual behavior, discourse, and social practice. Topics include belief systems (science, medicine, religion), expressive arts and symbolic behavior (visual arts, performance, poetry, myth, narrative, ritual), identity (nationality, race, ethnicity, gender, sexuality), social groups and institutions (family, market, community), power and politics (states, colonialism, inequality). AAP will recognize the CA classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
FL-AAP	Foreign Language — Courses in this area are offered by the following departments: Africana Studies and Research Center (AS&RC – language only), Asian Studies (BENGL, BURM, CHIN, HINDI, INDO, JAPAN, KHMER, KOREA, SANSK, TAG, THAI, and VIET), Classics (CLASS – language only), German Studies (GERST – language only, DUTCH, and SWED), Linguistics (LING – languages only), Near Eastern Studies (NES - languages only), Romance Studies (CATAL, FRROM, ITALA, PORT, QUECH, and SPANR), and Russian Studies(RUSSA, HUNGR, POLSH, SEBCR, and UKRAN). AAP will recognize the FL classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
HA-AAP	Historical Analysis — Courses in this group interpret continuities and changes—political, social, economic, diplomatic, religious, intellectual, artistic, scientific—through time. The focus may be on groups of people, dominant or subordinate, a specific country or region, an event, a process, or a time period. AAP will recognize the HA classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.

KCM-AAP	Knowledge Cognition and Moral Reasoning — Offerings in this area investigate the bases of human knowledge in its broadest sense, ranging from cognitive faculties shared by humans and animals such as perception, to abstract reasoning, to the ability to form and justify moral judgments. Courses investigating the sources, structure, and limits of cognition may use the methodologies of science, cognitive psychology, linguistics, or philosophy. Courses focusing on moral reasoning explore ways of reflecting on ethical questions that concern the nature of justice, the good life, or human values in general. AAP will recognize the KCM classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
LA-AAP	Literature and the Arts — Offerings in this area explore literature and the arts in two different but related ways. Some courses focus on the critical study of artworks and on their history, aesthetics, and theory. These courses develop skills of reading, observing, and hearing and encourage reflection on such experiences; many investigate the interplay among individual achievement, artistic tradition, and historical context. Other courses are devoted to the production and performance of artworks (in creative writing, performing arts, and media such as film and video). These courses emphasize the interaction among technical mastery, cognitive knowledge, and creative imagination. AAP will recognize the LA classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
MQR-AAP	Mathematics and Quantitative Reasoning — Courses in this area study mathematics and quantitative reasoning. AAP will recognize the MQR classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
PBS-AAP	Physical and Biological Sciences — Courses in this area study the physical and/or biological sciences. AAP will recognize the PBS and related science classifications by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
SBA-AAP	Social and Behavioral Analysis — Courses in this area examine human life in its social context through the use of social scientific methods, often including hypothesis testing, scientific sampling techniques, and statistical analysis. Topics studied range from the thoughts, feelings, beliefs, and attitudes of individuals to interpersonal relations between individuals (e.g., in friendship, love, conflict) to larger social organizations (e.g., the family, society, religious or educational or civic institutions, the economy, government) to the relationships and conflicts among groups or individuals (e.g., discrimination, inequality, prejudice, stigmas, conflict resolution). Please note that DEA 1500 can be applied toward the SBA requirement. AAP will recognize the SBA classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.

For students who matriculated Fall 2024 and beyond:

Code	Description
ALC-AAP	Arts, Literature, and Culture — Courses in this area examine arts, literature, and culture in various contexts. Students gain insights into the interplay of individual or collaborative creativity and social practice, and understand the complexities of the expression of the human condition. Topics include the analysis of artworks and literary texts, and the belief systems of social groups, cultures, and civilizations; they also focus on artistic expression itself (in creative writing, performing arts, and media such as film and video). AAP will recognize ALC classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.

ETM-AAP	Ethics and the Mind — Courses in this area investigate the human mind and its capacities, ranging from cognitive faculties shared by humans and animals such as perception, to language and abstract reasoning, to the ability to form and justify ethical values. Courses investigating the mind may use the methodologies of psychology, linguistics, or philosophy. Those focusing on ethics explore ways of reflecting on questions that concern the nature of justice, the good life, or human values in general. Many courses combine these topics and methodologies.
FL-AAP	Foreign Language — Courses in this area are offered by the following departments: Africana Studies and Research Center (AS&RC – language only), Asian Studies (BENGL, BURM, CHIN, HINDI, INDO, JAPAN, KHMER, KOREA, SANSK, TAG, THAI, and VIET), Classics (CLASS – language only), German Studies (GERST – language only, DUTCH, and SWED), Linguistics (LING – languages only), Near Eastern Studies (NES - languages only), Romance Studies (CATAL, FRROM, ITALA, PORT, QUECH, and SPANR), and Russian Studies(RUSSA, HUNGR, POLSH, SEBCR, and UKRAN). AAP will recognize the FL classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
GLC-AAP	Global Citizenship — Courses in this area examine the history, culture, politics, religion, and social relations of peoples in different parts of the world, as well as their interactions. They encourage students to think broadly about the global community and their place within it, beyond the boundaries of their particular national or cultural group, and cultivate skills of intercultural engagement that are vital to their role as global citizens. These courses introduce students to global challenges such as war and peace, social and economic inequalities, international migration, and environmental sustainability, and encourage students to think critically about international responses to these challenges.
HST-AAP	Historical Analysis — Courses in this area train students in the analysis of documentary, material, and oral evidence about social phenomena, institutions, events and ideas of the past. Students learn to evaluate and critically assess differing analyses and interpretations of former times so that they may acquire a better understanding of the origins and evolution of the present. Questions addressed in HA courses include why and under what circumstances changes have occurred in how people have interacted with one another and with the environments in which they live.
MQR-AAP	Mathematics and Quantitative Reasoning — Courses in this area study mathematics and quantitative reasoning. AAP will recognize the MQR classification by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
PBS-AAP	Physical and Biological Sciences — Courses in this area study the physical and/or biological sciences. AAP will recognize the PBS and related science classifications by any college at Cornell as long as the class is taken for three or more credits and a letter grade.
PHS-AAP	Physical Sciences — Courses satisfying this requirement provide an appreciation of how science generates and categorizes enduring knowledge of our physical world. This includes the physics, chemistry, and technology involved, of everything from light, to atoms, DNA molecules, Earth science, our Solar system, and to the Cosmos. These courses expose students to both the process and some of the substance of science. By learning the universal aspects of scientific enquiry, students will be better equipped to form opinions on scientific issues that affect the world.

SCD-AAP	Social Difference — Courses in this area examine social differences relevant to the human experience. Social categories include class, race, ethnicity, indigeneity, nationality, language, religion, gender, sexuality, and ability as objects of study. Students develop a deeper understanding of these categories and their intersections. Topics may include: how hierarchies in power and status shape social differences; how social, economic and political systems can impact the interpretation of social differences; and how differences attributed to various groups are explained.
SDS-AAP	Statistics and Data Science — Courses in this area develop data literacy, essential to be an informed citizen in today's world. Students learn and apply statistical and computational techniques to effectively collect, visualize, analyze and interpret data, and present conclusions. Applications span a wide variety of contexts: providing a better understanding of the communities in which we live, guiding and enriching our lives, and driving forward scientific inquiry. Students gain an appreciation of how to ask the right questions, and how statistics can depend on the context, assumptions, and limitations of data.
SMR-AAP	Symbolic and Mathematical Reasoning — Courses satisfying this requirement help students develop the skills to solve problems through understanding abstract, logical relationships. Such skills include mathematical analysis of patterns and phenomena, modeling natural and technological systems, and creating algorithms essential to computation. These courses explore specific quantitative and symbolic methods, strategies for applying logical reasoning in diverse areas, and the intrinsic elegance of mathematics.
SSC-AAP	Social Sciences — Courses in this area examine social, economic, political, psychological, demographic, linguistic, and relational processes. Topics include understanding how different social contexts, for example neighborhoods, families, markets, networks, or political organizations, shape social life. Students learn to identify, describe, and explain the causes and consequences of social phenomena using quantitative and/or qualitative evidence based on systematic observation of the social world. They also learn to link evidence to theory through rigorous and transparent reasoning, and/or reflect critically on the concepts through which people make sense of the social world.

College of Arts and Sciences

Code	Description
ALC-AS	Arts, Literature, and Culture — Courses in this area examine arts, literature, and culture in various contexts. Students gain insights into the interplay of individual or collaborative creativity and social practice, and understand the complexities of the expression of the human condition. Topics include the analysis of artworks and literary texts, and the belief systems of social groups, cultures, and civilizations; they also focus on artistic expression itself (in creative writing, performing arts, and media such as film and video).
BIO-AS	Biological Sciences — Courses in this area focus on understanding a wide range of life forms, from single cells to plants, animals, and their ecosystems. Topics include the molecular and biochemical makeup of life, the sub-cellular, cellular and organismal structures of life, and the evolutionary relatedness of all life forms. Students learn to describe how organisms are connected to each other and to their physical environment. Many courses address how genetic information is expressed from DNA, and how this expression leads to complex function and behavior.

ETM-AS	Ethics and the Mind — Courses in this area investigate the human mind and its capacities, ranging from cognitive faculties shared by humans and animals such as perception, to language and abstract reasoning, to the ability to form and justify ethical values. Courses investigating the mind may use the methodologies of psychology, linguistics, or philosophy. Those focusing on ethics explore ways of reflecting on questions that concern the nature of justice, the good life, or human values in general. Many courses combine these topics and methodologies.
FLOPI-AS	Foreign Language Option 1 — Courses satisfying this requirement are non-introductory foreign language courses of 3 or more credits at the 2000-level or above taught at Cornell. This includes other Cornell non-introductory courses at the 2000-level or above conducted in a foreign language.
GLC-AS	Global Citizenship — Courses in this area examine the history, culture, politics, religion, and social relations of peoples in different parts of the world, as well as their interactions. They encourage students to think broadly about the global community and their place within it, beyond the boundaries of their particular national or cultural group, and cultivate skills of intercultural engagement that are vital to their role as global citizens. These courses introduce students to global challenges such as war and peace, social and economic inequalities, international migration, and environmental sustainability, and encourage students to think critically about international responses to these challenges.
HST-AS	Historical Analysis — Courses in this area train students in the analysis of documentary, material, and oral evidence about social phenomena, institutions, events and ideas of the past. Students learn to evaluate and critically assess differing analyses and interpretations of former times so that they may acquire a better understanding of the origins and evolution of the present. Questions addressed in HA courses include why and under what circumstances changes have occurred in how people have interacted with one another and with the environments in which they live.
PHS-AS	Physical Sciences — Courses satisfying this requirement provide an appreciation of how science generates and categorizes enduring knowledge of our physical world. This includes the physics, chemistry, and technology involved, of everything from light, to atoms, DNA molecules, Earth science, our Solar system, and to the Cosmos. These courses expose students to both the process and some of the substance of science. By learning the universal aspects of scientific enquiry, students will be better equipped to form opinions on scientific issues that affect the world.
SCD-AS	Social Differenc — Courses in this area examine social differences relevant to the human experience. Social categories include class, race, ethnicity, indigeneity, nationality, language, religion, gender, sexuality, and ability as objects of study. Students develop a deeper understanding of these categories and their intersections. Topics may include: how hierarchies in power and status shape social differences; how social, economic and political systems can impact the interpretation of social differences; and how differences attributed to various groups are explained.

SDS-AS	Statistics and Data Science — Courses in this area develop data literacy, essential to be an informed citizen in today's world. Students learn and apply statistical and computational techniques to effectively collect, visualize, analyze and interpret data, and present conclusions. Applications span a wide variety of contexts: providing a better understanding of the communities in which we live, guiding and enriching our lives, and driving forward scientific inquiry. Students gain an appreciation of how to ask the right questions, and how statistics can depend on the context, assumptions, and limitations of data.
SMR-AS	Symbolic and Mathematical Reasoning — Courses satisfying this requirement help students develop the skills to solve problems through understanding abstract, logical relationships. Such skills include mathematical analysis of patterns and phenomena, modeling natural and technological systems, and creating algorithms essential to computation. These courses explore specific quantitative and symbolic methods, strategies for applying logical reasoning in diverse areas, and the intrinsic elegance of mathematics.
SSC-AS	Social Sciences — Courses in this area examine social, economic, political, psychological, demographic, linguistic, and relational processes. Topics include understanding how different social contexts, for example neighborhoods, families, markets, networks, or political organizations, shape social life. Students learn to identify, describe, and explain the causes and consequences of social phenomena using quantitative and/or qualitative evidence based on systematic observation of the social world. They also learn to link evidence to theory through rigorous and transparent reasoning, and/or reflect critically on the concepts through which people make sense of the social world.

College of Engineering

Code	Description
CE-EN	Communications in Engineering — The primary aim of courses in this area is to provide students with the opportunity to practice performing a range of engineering related communications skills within specific genres.

College of Human Ecology

Code	Description
CA-HE	Cultural Analysis — These courses study human life in particular cultural contexts through interpretive analysis of individual behavior, discourse, and social practice. Topics include belief systems (science, medicine, religion), expressive arts and symbolic behavior (visual arts, performance, poetry, myth, narrative, ritual), identity (nationality, race, ethnicity, gender, sexuality), social groups and institutions (family, market, community), and power and politics (states, colonialism, inequality).
D-HE	Human Diversity — These courses address several of the college's stated goals for undergraduate education, specifically, the expectation that in the course of earning a degree, students will enhance their abilities to communicate with people of different cultural perspectives; to listen carefully and respectfully to the views of others, especially views with which they disagree; and to employ ethical reasoning in judging ideas, actions, and their implications. These courses explore the challenges of building a diverse society, and/or examine the various processes that marginalize people and produce unequal power relations in terms of race, nationality, ethnicity, sexuality, religion, gender, age, or economic status. For transfer credit to be awarded a petition must be completed.

HA-HE	Historical Analysis — These courses interpret continuities and changes —political, social, economic, diplomatic, religious, intellectual, artistic, scientific—through time. The focus may be on groups of people, dominant or subordinate, a specific country or region, an event, a process, or a time period.
KCM-HE	Knowledge, Cognition, and Moral Reasoning — These courses investigate the bases of human knowledge in its broadest sense, ranging from cognitive faculties shared by humans and animals such as perception, to abstract reasoning, to the ability to form and justify moral judgments. Courses investigating the sources, structure, and limits of cognition may use the methodologies of science, cognitive psychology, linguistics, or philosophy. Courses focusing on moral reasoning explore ways of reflecting on ethical questions that concern the nature of justice, the good life, or human values in general.
LAD-HE	Literature, the Arts and Design — These courses explore literature, the arts, and design in two different but related ways. Some courses focus on the critical study of artworks and on their history, aesthetics, and theory. These courses develop skills of reading, observing, and hearing and encourage reflection on such experiences; many investigate the interplay among individual achievement, artistic tradition, and historical context. Other courses are devoted to the production and performance of artworks and design (in creative writing, performing arts, media such as film and video, and design of physical settings and apparel). These courses emphasize the interaction among technical mastery, cognitive knowledge, and creative imagination.
MQR-HE	Statistics and Calculus courses that satisfy the Quantitative and Analytical distribution requirements.
PBS-HE	Physical and Biological Sciences — Courses meeting this requirement include those in Introductory Life Sciences and Biological Sciences, Chemistry and Physics, Quantitative Literacy, Other Physical and Life Sciences, Mathematics and Quantitative Reasoning, and Physics and Biological Sciences.
SBA-HE	Social and Behavioral Analysis — These courses examine human life in its social context through the use of social scientific methods, often including hypothesis testing, scientific sampling techniques, and statistical analysis. Topics studied range from the thoughts, feelings, beliefs, and attitudes of individuals to interpersonal relations between individuals (e.g., in friendship, love, conflict) to larger social organizations (e.g., the family, society, religious or educational or civic institutions, the economy, government) to the relationships and conflicts among groups or individuals (e.g., discrimination, inequality, prejudice, stigmas, conflict resolution).

Nolan School of Hotel Administration

Code	Description
ALC-HA	Arts, Literature, and Culture — Courses in this area examine arts, literature, and culture in various contexts. Students gain insights into the interplay of individual or collaborative creativity and social practice, and understand the complexities of the expression of the human condition. Topics include the analysis of artworks and literary texts, and the belief systems of social groups, cultures, and civilizations; they also focus on artistic expression itself (in creative writing, performing arts, and media such as film and video).

ETM-HA	Ethics and the Mind — Courses in this area investigate the human mind and its capacities, ranging from cognitive faculties shared by humans and animals such as perception, to language and abstract reasoning, to the ability to form and justify ethical values. Courses investigating the mind may use the methodologies of psychology, linguistics, or philosophy. Those focusing on ethics explore ways of reflecting on questions that concern the nature of justice, the good life, or human values in general. Many courses combine these topics and methodologies.
GLC-HA	Global Citizenship — Courses in this area examine the history, culture, politics, religion, and social relations of peoples in different parts of the world, as well as their interactions. They encourage students to think broadly about the global community and their place within it, beyond the boundaries of their particular national or cultural group, and cultivate skills of intercultural engagement that are vital to their role as global citizens. These courses introduce students to global challenges such as war and peace, social and economic inequalities, international migration, and environmental sustainability, and encourage students to think critically about international responses to these challenges.
HST-HA	Historical Analysis — Courses in this area train students in the analysis of documentary, material, and oral evidence about social phenomena, institutions, events and ideas of the past. Students learn to evaluate and critically assess differing analyses and interpretations of former times so that they may acquire a better understanding of the origins and evolution of the present. Questions addressed in HA courses include why and under what circumstances changes have occurred in how people have interacted with one another and with the environments in which they live.
SCD-HA	Social Difference — Courses in this area examine social differences relevant to the human experience. Social categories include class, race, ethnicity, indigeneity, nationality, language, religion, gender, sexuality, and ability as objects of study. Students develop a deeper understanding of these categories and their intersections. Topics may include: how hierarchies in power and status shape social differences; how social, economic and political systems can impact the interpretation of social differences; and how differences attributed to various groups are explained.
SSC-HA	Social Sciences — Courses in this area examine social, economic, political, psychological, demographic, linguistic, and relational processes. Topics include understanding how different social contexts, for example neighborhoods, families, markets, networks, or political organizations, shape social life. Students learn to identify, describe, and explain the causes and consequences of social phenomena using quantitative and/or qualitative evidence based on systematic observation of the social world. They also learn to link evidence to theory through rigorous and transparent reasoning, and/or reflect critically on the concepts through which people make sense of the social world.
SDS-HA	Statistics and Data Science — Courses in this area develop data literacy, essential to be an informed citizen in today's world. Students learn and apply statistical and computational techniques to effectively collect, visualize, analyze and interpret data, and present conclusions. Applications span a wide variety of contexts: providing a better understanding of the communities in which we live, guiding and enriching our lives, and driving forward scientific inquiry. Students gain an appreciation of how to ask the right questions, and how statistics can depend on the context, assumptions, and limitations of data.

SMR-HA	Symbolic and Mathematical Reasoning — Courses satisfying this requirement help students develop the skills to solve problems through understanding abstract, logical relationships. Such skills include mathematical analysis of patterns and phenomena, modeling natural and technological systems, and creating algorithms essential to computation. These courses explore specific quantitative and symbolic methods, strategies for applying logical reasoning in diverse areas, and the intrinsic elegance of mathematics.

School of Industrial and Labor Relations

Code	Description
AWI-IL	Advanced Writing Intensive – These are upper-level ILR courses which require students to practice writing skills. Students will complete a significant amount of writing as part of each course.
ICE-IL	In-College Advanced Elective – These are ILR elective courses in the core areas of the ILR major that build on the required curriculum.
ICL-IL	International & Comparative Labor – These are upper-level courses with an interdisciplinary social scientific analysis of social and economic relationships between groups of workers and their employers. Students engage in critical thinking through intensive studies of international and comparative perspectives on the world of work.
LH-IL	Labor History – These are upper-level advanced labor history courses that deepen students' knowledge of historical processes and their ability to critically analyze historical texts.
OCE-IL	Out of College Electives – These are out of college elective courses in the core areas of the ILR major that build on the required curriculum.
OCL-IL	Out of College Language – These are introductory and intermediate foreign language courses which focus on conversation and composition.
QP-IL	Quantitative Policy – These are upper-level courses which expose students to advanced topics in empirical labor economics and data science in order to extend their ability to use the tools of economics and statistics to critically analyze important debates regarding how labor markets function.
SCT-IL	Science & Technology – These are courses in the biological or physical sciences or sciences and technology. The intent of the requirement is to enable ILR undergraduates to understand and appreciate the perspectives, models, values, and issues associated with science and technology.
SOW-IL	Sophomore Writing – These are courses offered in small groups with the focus on developing writing skills. There will be significant development of writing assignments with multiple drafts and ongoing feedback to improve writing skills over the course of the semester.
STA-IL	Statistics Requirement – These are courses which help students gain proficiency in data analytic thinking. Students will practice with a variety of predictive and explanatory models and will deepen their understanding of methodology for model building and assessment.