

General Education Framework Draft Proposal¹

Option 1

- Adopt SUNY General Education Outcomes
- Fulfill MCC Technological Literacy (TL) outcome through program mapping²
 - Infused via each degree's PLOs (mapped to CLOs and the outcome) or fulfilled through a specific course required by the program
- Fulfill MCC Global Understanding (GLO) outcome through a specific course required by the program or through program mapping³
 - Infused via each degree's PLOs (mapped to CLOs and the outcome) or fulfilled through a specific course required by the program
- Augment the SUNY Diversity, Equity, Inclusion & Social Justice (DEISJ) GER to incorporate the clause, "but not limited to," in the first learning outcome: "describe the historical and contemporary societal factors that shape the development of individual and group identity involving, but not limited to, race, class, and gender." This phrasing is meant to acknowledge the complexities of the intersectionality of identity and to open the possibility that other identities may be explored in the course.
- Deactivate all other local General Education Learning Outcome (GELO) requirements

Benefits include (but are not limited to)

- Simplifies the transfer and reverse transfer processes, minimizing students' need to complete courses that may not be accepted for credit at transfer institutions
- Frees up "space" in degree programs
 - Gives departments significantly more control in developing degree requirements
 - Allows for incorporation of more electives
 - Provides students greater opportunity for academic exploration
 - Increases financial aid eligibility
 - Mapping TL meets Middle States requirement without necessitating a separate general education assessment

Drawbacks include (but are not limited to)

- Institution can no longer guarantee that students will fulfill the Health & Wellness (HW) GELO
- Although the new SUNY GER framework includes Values & Ethics as outcomes in various categories, the Institution can no longer guarantee that students will fulfill the VE outcome as it is defined in the MCC VE GELO.
 - Enrollment in many of the HW and VE courses that do not align with SUNY GERs will decline.

Option 2

¹ We propose that a single course can fulfill a maximum of two outcomes.

² Standard III of [the Middle States Commission on Higher Education](#) (MSCHE) requires that an accredited institution "offers a curriculum designed so that students acquire and demonstrate essential skills including...technological competency...". MCC's TL outcome aligns with this requirement.

³ Standard III MSCHE requires that an accredited institution "offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity...". MCC's GLO outcome aligns with this requirement.

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- Require students to fulfill **one** of the following GELOs: HW or VE

Benefits include (but are not limited to)

- Allows departments to choose GELO that best fits their programs and students' transfer goals (HW or VE)—or leaves it up to the student to decide (based on academic interest and/or career/transfer goals)
- Increases program flexibility and possibility of adding open elective credits to program maps
- (In comparison to Option 1) Reduces detrimental impact on enrollment for courses currently meeting the HW or VE GELOs

Drawbacks include (but are not limited to)

- Less flexibility for students and programs because of the additional GELO requirement
- May contribute to additional credits being added to degrees to satisfy this additional general education requirement (credit creep)

Option 3

- Adopt SUNY General Education Outcomes
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- **Retain VE and HW GELO requirements**

Benefits include (but are not limited to)

- VE requirement aligns with both the access-oriented mission of the College and its Institutional Learning Outcomes (ILO)
 - o *Express the application of personal, educational, or professional values to ethics-based decision-making*
- VE courses are highly transferable
- **HW outcomes are important for student success**

Drawbacks include (but are not limited to)

- May contribute to additional credits being added to degrees to satisfy this additional general education requirement.
- **HW courses currently not very transferable (department is working on this)**
- **Less flexibility for students and departments because of the additional GELO requirements**
- **Decreases the likelihood of programs including open elective credits, which can be important for FACE, flexibility, and student exploration**