M E M O R A N D U M

Date: September 8, 2021

From: Shadi Shahedipour-Sandvik, Provost-in-Charge

Subject: Campus Review of draft *Implementation Guidance for SUNY General Education*

To: SUNY Chief Academic Officers

Attached please find preliminary draft *Implementation Guidance for SUNY General Education* for campus review and comment. This draft guidance addresses many of the questions and suggestions we received during the previous comment period on the General Education Advisory Committee's (GEAC) initial report and recommendations.

Campus feedback on this preliminary draft implementation guidance—including the draft guidance for each category of Knowledge and Skills, and Core Competencies (see Appendix I)—is critical as we work together to prepare for Phase III Implementation of revised SUNY General Education policy. To that end, and to help facilitate timely and representative feedback through local shared governance, I am asking each Chief Academic Officer to coordinate a single response for their campus. Importantly, campus feedback will help shape the Memorandum to Presidents (MTP) that will follow the SUNY Board of Trustees' formal consideration of the SUNY General Education Framework later this fall.

Chief Academic Officers should submit their campus' feedback to Provost@suny.edu **by October 8, 2021.**

Attachment

Copy: President, University Faculty Senate
            President, Faculty Council of Community Colleges
            President, Student Assembly
            President, SUNY Registrars Association

Implementation Guidance for SUNY General Education (Draft 9/8/2021)

A. SUNY General Education Framework and Campus General Education Program(s).

A campus shall have one or more general education program(s) consistent with the requirements of the SUNY General Education Framework (see Appendix I. *SUNY General Education Framework*). Each such program shall enable graduates of SUNY undergraduate degree programs to meet the required SUNY-GE Framework knowledge and skills areas, and core competencies.

i. **SUNY-GE courses**. Campuses shall be responsible for reviewing and approving SUNY General Education courses.[1] SUNY System Administration will provide implementation guidance and support, including maintaining the University's database of approved SUNY-GE courses, both current and historic, but will no longer review individual campus courses for approval. Each campus shall have a faculty review process for adding, deactivating, or revising SUNY-GE courses and updating their official list of approved SUNY-GE courses. Each such course shall be aligned with the SUNY-GE Framework student learning outcomes for the SUNY-GE category (or categories).

ii. **Syllabi for SUNY-GE courses**. In keeping with good practice and the expectations of the Middle States Commission on Higher Education and SUNY, the campus will ensure syllabi for SUNY-GE courses make clear the SUNY-GE student learning outcomes are covered.

iii. **Lower-division Courses**. In both associate- and baccalaureate-degree programs, SUNY General Education helps prepare students for upper-division study across the liberal arts and in the major. Consistent with SUNY's commitment to seamless transfer and student completion and success, the campus must ensure that students are able to complete the SUNY-GE requirements within the first 60 credits of all associate- and baccalaureate-degree programs.

iv. **Advanced or Upper-division Courses**. To promote seamless transfer and timely degree completion, the campus is encouraged to complement and build on student academic preparation and prior learning by offering courses that further enrich knowledge and exercise skills. Such courses that achieve the relevant student learning outcomes may help students who transfer from non-SUNY institutions.

v. **Review of Undergraduate Degree Programs**. The campus shall review all undergraduate degree programs, to determine consistency with the SUNY-GE Framework and revise programs accordingly.

vi. **Student Waivers or Equivalencies.** Where appropriate, in accordance with SUNY-wide and local campus academic policies, the campus shall afford students opportunity to obtain a waiver or equivalency for a SUNY-GE area by demonstrating college-level proficiency in the student learning outcomes for that area. Waivers may also be granted as a reasonable accommodation for a learning or other disability.

vii. **Programmatic Waivers**. The campus may seek a waiver of the minimum number SUNY-GE knowledge and skills areas (as specified in section B below) and/or maximum credits of a degree-level for a specific academic program in cases where the program's curriculum is governed by external standards such as specialized accreditation. Note: The required areas of *Communication—*

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[1] *Once approved, SUNY-GE courses shall not be removed from the database of approved SUNY-GE courses, unless the student learning outcomes have changed and the course no longer meets the category for which it was approved and/or the course is no longer offered. In such cases, the course must remain on the list of approved SUNY-GE courses for historical record, so that students who have completed the course in the past will continue to get credit for the category.*

Written and Oral, *Mathematics (and Quantitative Reasoning),* and *Diversity: Equity, Inclusion, and Social Justice* may not be waived. The campus may approve LAS courses outside the natural sciences (e.g., in social sciences) in lieu of the Natural Sciences required category, as long as the student learning outcomes include demonstrating scientific reasoning applied to the respective disciplinary area(s).

viii. **Information for Students.** The campus shall provide information to prospective and enrolled students about SUNY GE, and local and programmatic general education requirements through its catalog, website, advisement and other means. The information shall be clear, accurate, complete, current and easy to find. The Office of the Provost will work with campuses to help make information about general education requirements accessible to students and their advisors. (Note: The updated SUNY GE is effective for new first-year undergraduate students entering the University in fall 2023.)

ix. **Assessment of the General Education curriculum.** The campus shall have a process that meets the standards of the Middle States Commission on Higher Education for assessing student learning outcomes in their general education program, and for using assessment results to improve teaching and learning.

B. SUNY General Education Credit and Category Requirements.

The SUNY General Education framework is foundational in nature and relevant to *every* student seeking a SUNY undergraduate degree, while being consistent with institutional accreditation requirements[2] and applicable New York State Education Department curriculum expectations.[3]

In both associate- and baccalaureate-degree programs, SUNY General Education helps prepare students for upper-division study across the liberal arts and sciences as well as requirements in the major. Consistent with SUNY's commitment to seamless transfer and student completion and success, campuses must ensure that students can complete the SUNY-GE requirements within the first 60 credits of all undergraduate-degree programs, as specified below:

For AA-, AS-, and baccalaureate-degree programs, the following credit and category requirements apply:

- At least 30 credits of SUNY GE-approved Liberal Arts and Sciences
- A minimum of seven (of ten) Knowledge and Skills Areas, including the four specifically required
- The two core competencies

Consistent with SUNY's commitment to establish a strong foundation for every SUNY student seeking an undergraduate degree, along with institutional accreditation expectations and NYSED degree requirements, the campus' required general education program also must be included in AAS degrees.

For AAS-degree programs, the following credit and category requirements apply:

- At least 20 credits of SUNY GE-approved Liberal Arts and Sciences
- A minimum of the four (of ten) specifically required Knowledge and Skills Areas
- The two core competencies

Students in AOS-degree programs must also meet the campus general education program's required knowledge, skills, and competencies. Whether accomplished by designating freestanding SUNY GE-approved liberal arts and sciences courses and/or embedding required general education content into

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[2] Middle States Commission on Higher Education https://www.msche.org/
[3] See NYSED, http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#c

applied courses, curriculum mapping will help ensure the institution can demonstrate where required general education instruction is taking place and assessed.

For AOS-degree programs, the following credit and category requirements apply:

- A minimum of zero credits of SUNY GE-approved Liberal Arts and Sciences; more LAS credits may be added but none are required
- A minimum of the four (of ten) specifically required SUNY GE Knowledge and Skills Areas (freestanding or embedded)
- The two core competencies (freestanding or embedded)

See Appendix II. *NYSED, Current SUNY GER, and SUNY General Education Framework – Required LAS Credits, Minimum Knowledge and Skills, and Core Competencies* for a summary comparison.

C. Seamless Transfer. One of the goals of the SUNY General Education Framework is to support seamless transfer of students between and among SUNY institutions; it ensures consistency in expected learning outcomes while enabling individual campuses to develop unique signature features, including their respective array of educational offerings and pedagogical approaches. Consistent with the Policy and Guidance: Seamless Transfer Requirements (see Memorandum to Presidents, Vol. 13, No. 3):

  i. Local general education requirements beyond the SUNY-GE shall not require a transfer student to exceed the number of credits to graduation required of native students in the same program (Vol.13, No. 3; I.A.vi.).

 ii. If a SUNY sending institution certifies that a student has completed SUNY-GE, then the receiving institution must accept that requirement as being met (Vol.13, No. 3; I.A.vii.).

iii. If a SUNY sending institution certifies that a student has completed a SUNY-GE knowledge and skills area, then the receiving institution must accept that requirement as being met. If the transfer student has completed SUNY-GE areas that are different from the SUNY-GE areas required by the receiving institution, the receiving institution may require the transfer student to fulfill the additional general education areas as long as it does not require the transfer student to exceed the number of credits to graduation that are required of students who began their college education at the same institution (Vol.13, No. 3; I.A.viii.).

 iv. Each SUNY campus will accept credit from transfer students for successfully completing SUNY-GE Framework courses (Vol.13, No. 3; III.B.).

  v. A passing grade counts as successful completion for the SUNY- GE area at any campus; transfer of credit is guaranteed if a course is successfully completed with a grade of C or above. Each campus has discretion about whether a particular course grade satisfies local graduation requirements outside SUNY-GE, provided that the campus treats native and transfer students the same (Vol.13, No. 3; III.B.i.).

 vi. Pass/Fail courses may be accepted at the discretion of the campus, but transfer is not guaranteed (Vol.13, No. 3; III.B.ii.).

vii. The Chief Academic Officer at each campus will be responsible for ensuring local compliance with Seamless Transfer Requirements (Vol.13, No. 3; V.B.i.), which includes the transfer of general education courses.

viii. General Education Transcript Addendum. A sending campus shall provide a General Education Transcript Addendum (GETA) for each transferring student, and a receiving campus shall accept the

GETA as certification of completed SUNY-GE (Vol. 10, No.1; II.D.iv.). Methods of transcripting courses may be periodically reviewed and revised, in consultation with SUNY stakeholders, in order to remain current with advances in technology.

GENERAL GUIDANCE Q & A FOR CAMPUS IMPLEMENTATION

1. **What is the anticipated timeline for full implementation?**
   It is anticipated the SUNY Board of Trustees will consider the SUNY General Education Framework in fall 2021; guidance issued early winter 2022; full implementation for new students fall 2023.

2. **Will System Administration continue to review and approve proposed SUNY-GE courses?**
   No, the campus will be responsible for reviewing and approving proposed SUNY-GE courses. System will provide support, as needed.

3. **Will the CourSES application be updated?**
   SUNY will work with the Office of Institutional Research and campus stakeholders to streamline campus reporting of campus-approved SUNY general education courses. The CourSES application will sunset once the revised reporting infrastructure is in place.

4. **Do courses approved by the campus for competencies count toward the SUNY-GE credit requirements?**
   No, not unless the course(s) also satisfy the learning outcomes in one or more knowledge and skills area(s). The campus faculty will determine whether a given course addresses SUNY-GE knowledge and skills, along with core competencies. For infused competencies not tied to specific courses, campus faculty must demonstrate that the learning outcomes are satisfied in the overall GE program.

5. **How many categories may be met by a single course?**
   Campus faculty will determine whether courses satisfy student learning outcomes in multiple categories; the campus is encouraged to ensure sufficient breadth in their general education program(s).

6. **Will the General Education Transfer Addendum (GETA) be revised?**
   Yes, System Administration will work with the SUNY Registrars on adjustments to the GETA.

7. **Can a student satisfy a category via PLA?**
   Yes, a student may satisfy the requirements of a category through Prior Learning Assessment (aka Credit by Evaluation); campus faculty will make such determinations; the transcript and GETA will reflect the credits and category(ies) satisfied.

8. **If a category is waived, does the student still have to earn the SUNY-GE minimum credits but just in any area?**
   Individual student waivers are at the discretion of the campus CAO or designee, and the reasons should be documented. In general, students will need to satisfy minimum SUNY GE-approved credit and category requirements. The campus may request program waivers for SUNY Provost review and approval.

9. **What is the threshold for demonstrating knowledge, skills, and competencies?**
   All student learning outcomes for a category must be achieved to satisfy the category. Campus faculty will determine in their courses how students demonstrate the required learning outcomes for each category.

10. **What is the content threshold for courses to be considered in a specific category?**
   All student learning outcomes for a category must be achieved to satisfy the category. Campus faculty will determine in their courses how best to meet the required student learning outcomes for each category.

11. **Can a campus remove an approved SUNY-GE course? If so, how?**
   Once approved, SUNY-GE courses shall not be removed from the database of approved SUNY-GE courses, unless the student learning outcomes have changed and the course no longer meets the category for which it was approved and/or the course is no longer offered. In such cases, the course must remain on the list of approved SUNY-GE courses for historical record, so that students who have completed the course in the past will continue to get credit for the category

12. **Does SUNY policy guarantee transfer of SUNY-GE courses?**
   Yes, SUNY policy guarantees transfer of SUNY General Education courses with a grade of C or better. The campus will document satisfaction of student learning outcomes/categories on the GETA.

13. **Are higher-level courses in the same discipline for which a SUNY-GE approved course as a pre-requisite approvable for SUNY GE?**
   Yes, typically courses in the discipline for which an approved SUNY-GE course is a prerequisite are approvable in that category as well. Campus faculty will determine SUNY-GE approvability, recognizing that students must be able to complete SUNY-GE requirements within the first 60 credits.

14. **What about the MSCHE-specified requirement for Technological Competency?**
   Because disciplines vary in terms of the technologies needed to support their scholarly, creative, and applied endeavors, campus faculty can best determine what constitutes technological competency in their respective disciplinary area and design curricula accordingly.

15. **Can campuses go beyond the student learning outcomes specified in each SUNY-GE category?**
   Yes, as noted in the SUNY General Education Framework document, the student learning outcomes for each of the categories are intentionally broad, to ensure seamless transfer as well as faculty flexibility. Campus faculty are encouraged to engage with the learning outcomes and develop language appropriate to the level of challenge to students warranted by the discipline and level of study. Faculty may find Bloom's Taxonomy and its subsequent revision (see https://www.bloomstaxonomy.net/*) helpful in this regard.*

APPENDIX I. SUNY GENERAL EDUCATION FRAMEWORK

SUNY GENERAL EDUCATION VISION STATEMENT

The State University of New York's overarching goal is to empower students to meet the changing demands of the 21st-century**.** Embedded in this goal are SUNY's commitment to broad access to the highest quality education, deep and engaged learning, and overall student success.

SUNY General Education supports these goals by creating a system-wide framework—applicable to all SUNY undergraduate degree programs—that addresses the fundamental aims of postsecondary undergraduate education, including proficiency with essential skills and competencies, familiarization with disciplinary and interdisciplinary ways of knowing, and enhancement of the values and disposition of an engaged 21st century global citizenry.

Moreover, SUNY General Education promotes equity by equipping SUNY undergraduates, regardless of background, program of study, or campus, with foundational capacities fostered through a broad liberal education to prepare them for further study, work, life, and global citizenship. It encourages students to explore subjects and learning experiences beyond their intended major and fosters a commitment to personal growth and life-long learning.

Importantly, SUNY General Education supports seamless transfer of students between and among SUNY institutions and it ensures consistency in expected system-level learning outcomes while enabling individual campuses to develop unique signature features, including their respective array of educational offerings and pedagogical approaches.

STATEMENT OF VALUES AND GUIDING PRINCIPLES

SUNY General Education (GE) is a system-wide framework applicable to all SUNY undergraduate degree programs that addresses the fundamental goals of higher education, including proficiency with essential skills, familiarization with disciplinary and interdisciplinary ways of knowing, and enhancement of the values and disposition of an engaged 21st century global citizenry.

SUNY's General Education rests on the following guiding principles:

1. SUNY GE promotes equity by equipping all SUNY undergraduates—regardless of background, program of study, or campus—with foundational capacities fostered through a broad liberal education to prepare them for further study, work, life, and global citizenship.
2. SUNY GE encourages students to explore subjects and learning experiences beyond their intended major and fosters a commitment to personal growth and life-long learning.
3. SUNY GE aligns with SUNY's commitment to deep and engaged learning and encourages persistence, completion, and success.
4. SUNY GE supports seamless transfer of students between and among SUNY institutions; it ensures consistency in expected learning outcomes while enabling individual campuses to develop unique signature features, including their respective array of educational offerings and pedagogical approaches.
5. SUNY GE specifies minimum requirements; campuses may set additional expectations, as long as those expectations remain consistent with SUNY policy, NYS regulation and education law, and institutional accreditation standards and expectations.
6. SUNY GE is internally consistent and coherent, and readily understood by students, faculty, staff, and other internal and external stakeholders.

7. SUNY GE includes clear and measurable student learning outcomes, assessed by campuses on an ongoing basis to ensure high-quality educational experiences for all undergraduate students; similarly, SUNY GE policy is reviewed regularly to ensure that it is effective, relevant, and up-to-date.

OVERVIEW OF THE SUNY GENERAL EDUCATION FRAMEWORK

The SUNY GE framework includes twelve categories of knowledge, skills and competencies—ten knowledge and skills areas expose students to different ways of knowing so that they can make reasoned judgements outside as well as inside their academic field, and enabling them to develop diverse perspectives and global understanding; and two core competencies that extend beyond discipline-specific knowledge and skills. Among the specific knowledge and skills categories is a new requirement, *Diversity: Equity, Inclusion, and Social Justice*. This requirement aligns with the SUNY Board of Trustees' *Policy on Diversity, Equity, and Inclusion* (adopted September 10, 2015) as well as SUNY's *Diversity, Equity, and Inclusion Phase I Action Plan* (2021), which recommends including a diversity category in the general education requirements. In addition, explicitly delineated skills and competencies in quantitative reasoning, scientific reasoning, oral and written communication, critical thinking and reasoning, and information literacy help to ensure SUNY graduates have the 21st century knowledge, skills, and competencies they need, while also satisfying institutional accreditation expectations. Finally, the framework provides flexibility for campuses to develop innovative and robust local general education programs for their respective undergraduate degrees.

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREAS, AND COMPETENCIES

1. Knowledge and Skills Areas **(a minimum of 7 of 10 categories of knowledge and skills are required)**
      The following four are required
      Communication – written and oral
      Diversity: Equity, Inclusion, and Social Justice
      Mathematics (and quantitative reasoning)
      Natural Sciences (and scientific reasoning)[4]
      In addition, a minimum of three of the following six are required
      Humanities
      Social Sciences
      The Arts
      US History and Civic Engagement
      World History and Global Awareness
      World Languages
2. Core Competencies – **both required**
      Critical Thinking and Reasoning
      Information Literacy

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS, AND CORE COMPETENCIES

The 12 categories of the SUNY General Education Framework—ten Knowledge and Skills Areas and two Core Competencies—are detailed in the pages that follow. Note that student learning outcomes for each category are intentionally broad, to ensure seamless transfer as well as faculty flexibility. **Campuses are invited to comment on the draft guidance (in section III) for each category below.**

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[4] Campuses may approve substitutions for this requirement, as explained in the category description below.

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREAS

Communication – Written and Oral
(Required)

I. Label

Communication – Written and Oral

II. Student Learning Outcomes

Students will
- research a topic, develop an argument, and organize supporting details;
- demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;
- evaluate communication for substance, bias, and intended effect; and
- demonstrate the ability to revise and improve written and oral communication.

III. Guidance (draft)

Approvable courses for this category include
- *writing-intensive courses that also include significant attention to speaking skills;*
- *speaking-intensive courses that also include significant attention to writing skills.*

In considering programs such as "Writing Across the Curriculum," campuses should ensure that required student learning outcomes are taught, practiced, and assessed in all courses involved.

Remedial or ESL courses are not acceptable within this category. Nor should students place out of the SUNY GE Communication requirement by high verbal SAT scores, on the grounds that all students need an awareness of and continual practice in all the specifically college-level knowledge and skills.

Diversity: Equity, Inclusion, and Social Justice
(Required)

I. Label

Diversity: Equity, Inclusion, and Social Justice

II. Student Learning Outcomes

Students will
- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

III. Guidance (draft)

SUNY System Administration will work with campuses to ensure that faculty have the training and resources to support the teaching and learning needs in this category.

Mathematics (and Quantitative Reasoning)
(Required)

I. Label

Mathematics (and Quantitative Reasoning)

II. Student Learning Outcomes

Students will demonstrate mathematical skills and quantitative reasoning, including the ability to
- interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics;
- represent mathematical information symbolically, visually, numerically, or verbally as appropriate; and
- employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

III. Guidance (draft)

N.B.: Campuses may approve liberal arts and sciences courses outside the disciplinary area of Mathematics (e.g., courses in statistics, computer science, data science, formal/symbolic logic, etc.) for this required category, provided the student learning outcomes for Mathematics (and Quantitative Reasoning) are met within the course.

Remedial courses are not acceptable within this category; nor should students place out of this SUNY GE requirement by high scores on Regents exams.

Natural Sciences (and Scientific Reasoning)
(Required)

I. Label

Natural Sciences (and Scientific Reasoning)

II. Student Learning Outcomes

Students will demonstrate scientific reasoning applied to the natural world, including
- an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and
- application of scientific data, concepts, and models in one of the natural (or physical) sciences.

III. Guidance (draft)

N.B.: Campuses may approve liberal arts and sciences courses outside the natural sciences (e.g., in social sciences) in lieu of the Natural Sciences required category, as long as the student learning outcomes include demonstrating scientific reasoning applied to the respective disciplinary area(s).

For courses in the traditional natural science disciplines (e.g., chemistry, biology, physics, etc.) the inclusion of a laboratory component, though highly desirable, is not necessary for campus approval.

Humanities

I. **Label**

Humanities

II. **Student Learning Outcomes**

Students will
- demonstrate knowledge of the conventions and methods of at least one of the humanities; and
- recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

III. **Guidance (draft)**

This category does not specify a particular humanities discipline or approach.

Consistent with the intention to maintain splitting the Arts and Humanities into two separate categories, "performance" courses would generally not be approvable in this category unless supported by documentation that they include a preponderance of scholarly humanistic study.

Standard scholarly histories of the arts are approvable in both the Humanities and Arts categories.

Social Sciences

I. **Label**

Social Sciences

II. **Student Learning Outcomes**

Students will
- describe major concepts and theories of at least one discipline in the social sciences; and
- demonstrate an understanding of the methods social scientists use to explore social phenomena.

IV. **Guidance (draft)**

Campuses are encouraged to approve courses that include a comprehensive introduction to an acknowledged social science discipline.

For inter- or multi-disciplinary courses (e.g., women's studies or the social science portions of integrated curricula), or courses that otherwise fall outside the envelope of traditional social science disciplines, course descriptions and syllabi should demonstrate clearly:
- *that they teach understanding of social science methodologies;*
- *which discipline(s) in the social sciences they draw on for concepts and models; and*
- *that the majority of the text(s) used fall clearly within the social sciences.*

The Arts

I. Label

The Arts

II. Student Learning Outcomes

Students will
• demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

III. Guidance (draft)

Both performance-oriented and scholarly/historical offerings in the expressive arts are approvable for this category.

When considering courses for approval in the SUNY GE Arts category, campuses should include courses that engage students in the creative process directly while also fostering broader understanding of the principal form of artistic expression (e.g., appreciation, theory, history, aesthetic principles) so that these courses satisfy NYSED requirements for liberal arts and sciences.[5] Courses imparting purely technical skills with no demonstration of the broader understanding are not approvable.

US History and Civic Engagement

I. Label

US History and Civic Engagement

II. Student Learning Outcomes

Students will
• demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;
• understand the role of individual participation in US communities and government; and
• apply historical and contemporary evidence to draw, support, or verify conclusions.

III. Guidance (draft)

For the US History and Civic Engagement SUNY GE category, in addition to providing factual information about the connection of the United States' past to its present, approvable courses will focus on the role of individuals within communities, and developing civic understanding and other skills for engaging in the public life of the United States.

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[5] See http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#c

World History and Global Awareness

I. Label

World History and Global Awareness

II. Student Learning Outcomes

Students will
- demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
- demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

III. Guidance (draft)

Courses on specialized topics or periods—examples include: classical mythology, the Renaissance, the Bible, French civilization, the history of theater—are approvable so long as the materials demonstrate that the primary focus of the course relates to larger cultural developments of world history. Courses that focus narrowly on particular authors or figures are generally not approvable, even if the authors in question should be very important ones. The operative idea is that the core of the course must be central to world history and global awareness, and the treatment of that core placed in broader cultural perspective so that students gain an acquaintance with world history and not just specialized knowledge of one narrowly defined topic.

The study of indigenous populations is approvable in this category.

World Languages

I. Label

World Languages

II. Student Learning Outcomes

Students will
- exhibit basic proficiency in the understanding and use of a world language; and
- demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.

III. Guidance (draft)

The first college semester, or above, of a world language constitutes an approvable course in this category. American Sign Language courses are also approvable for SUNY GE World Languages.
It is acknowledged that campuses have widely differing practices and available resources for the assessment of world languages preparation. Previously acquired language competence may be determined by a standard measure selected or developed by the relevant faculty and should demonstrate the student's readiness to enter the second college semester of language study. Many campuses have, and are encouraged to have, language requirements that go beyond the minimum established by the SUNY General Education policy.

SUNY GENERAL EDUCATION CORE COMPETENCIES

Critical Thinking and Reasoning
(Required)

I. Label

Critical Thinking and Reasoning

II. Student Learning Outcomes

Students will
- clearly articulate an issue or problem;
- identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;
- acknowledge limitations such as perspective and bias; and
- develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

III. Guidance (draft)

Students need to acquire critical thinking and reasoning skills appropriate to the demands of the 21st century citizen, and campuses must have flexibility to implement and assess these learning outcomes across a diverse range of academic programs.
The Critical Thinking and Reasoning competency is not necessarily associated with any one course, though the student learning outcomes may be required in one or more courses. In either case, campuses must ensure that the required learning outcomes are included in each undergraduate degree curriculum.

Information Literacy
(Required)

I. Label

Information Literacy

II. Student Learning Outcomes

Students will
- locate information effectively using tools appropriate to their need and discipline;
- evaluate information with an awareness of authority, validity, and bias; and
- demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

III. Guidance (draft)

Students need to acquire information literacy appropriate to the demands of the 21st century citizen, and campuses must have flexibility to implement and assess these learning outcomes across a diverse range of academic programs.
The Information Literacy core competency is not necessarily associated with any one course, though the student learning outcomes may be required in one or more specific courses. In either case, campuses must ensure that the required learning outcomes are included in each undergraduate degree curriculum.

APPENDIX II: NYSED, CURRENT SUNY GER, AND SUNY GENERAL EDUCATION FRAMEWORK – REQUIRED LAS CREDITS,
MINIMUM KNOWLEDGE AND SKILLS, AND CORE COMPETENCIES

The Table below is adapted from the NYSED Policy Statement on Liberal Arts and Sciences,[6] which provides guidance intended to assist institutions of higher education in New York State in meeting the requirements of the Rules of the Board of Regents, Section 3.47 (c). The SUNY General Education Framework is consistent with institutional accreditation requirements[7] and applicable NYSED Regulations and curriculum expectations.

Degree and minimum required total program credits	NYSED Requirements		Current SUNY GER			SUNY General Education Framework		
	Minimum Proportion of LAS Content	Minimum Number of LAS Credits	Minimum # SUNY GER Credits	Minimum SUNY GER Knowledge Categories	Minimum SUNY GER Competencies	Minimum # SUNY GE-approved LAS Credits	Minimum # SUNY GE Knowledge & Skills Areas	Minimum SUNY GE Core Competencies
Associate in Occupational Studies (60)	0	0	--	--	--	0	4 Embedded or freestanding	2 Embedded or freestanding
Associate in Arts (A.A.) (60)	¾	45	30	7/10	2	30	7/10	2
Associate in Science (A.S.) (60)	½	30	30	7/10	2	30	7/10	2
Associate in Applied Science (A.A.S.) (60)	⅓	20	--	--	--	20	4/10	2
Bachelor of Arts (B.A.) (120)	¾	90	30	7/10	2	30	7/10	2
Bachelor of Science (B.S.) (120)	½	60	30	7/10	2	30	7/10	2
All other undergraduate baccalaureate degrees (BBA, BE, BFA, BPS, BTech, etc.) (120)	¼	30	30	7/10	2	30	7/10	2

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[6] See http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#c for examples of courses that are generally considered LAS
[7] Middle States Commission on Higher Education https://www.msche.org/