

Comparison of Current and New SUNY GE Student Learning Outcomes with Implementation Guidance from SUNY

This is an informal document to help faculty begin to evaluate general education courses in light of the new [SUNY GE Framework](#) and [SUNY Implementation Guidance](#). The SUNY New Paltz GE implementation Task Force will be creating a timeline and supporting documentation for faculty. Because SUNY is requiring campuses to offer GE programs that align with the Framework for students matriculating in Fall 2023, it will be difficult to postpone initial review of GE courses until the task force provides guidance and/or our local GE proposal is passed. In the meantime, this document is being provided to support the initial process of reviewing existing GE courses: comparing existing course learning outcomes with the Framework outcomes and considering guidance. The document has been created by the General Education Board in collaboration with the Curriculum Committee.

The SUNY GE Framework has added categories and restructured others. Almost all areas have new SLOs. The two exceptions are ART and World Languages. This document compares current SUNY GE SLOs to the new SUNY GE Framework SLOs and includes SUNY guidance for each GE category. There is also a brief statement of how the SLOs have changed for each category. **We encourage departments offering GE courses to review courses in all categories that are taught within the department.** While much attention has been paid to the new World History and Global Engagement category, courses in almost all categories will need to be evaluated for alignment – including current World Civilizations courses.

Because there is not a one-to-one correspondence between all current and new GE categories faculty may consider changing their GE course category if the SLOs and course content match or could be adjusted to match the new SUNY GE SLOs. For example, a current Western Civilization course could become a World Civilization course or a Humanities course.

Please note that information in the guidance section is often relevant to course content and, along with the SLOs, should be carefully considered. This is particularly important for those teaching courses in World History and Global Awareness and US History and Civic Engagement.

Knowledge and Skills Areas

[Communication – Written and Oral](#)

[Diversity: Equity, Inclusion, and Social Justice](#)

[Mathematics \(and Quantitative Reasoning\)](#)

[Natural Sciences \(and Scientific Reasoning\)](#)

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[World History and Global Awareness](#)

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Competencies

[Critical Thinking and Reasoning](#)

[Information Literacy](#)

**Communication – Written and Oral
currently Basic Communication**

| Current SLOs | New SLOs |
|---|--|
| <p>Students will:</p> <ul style="list-style-type: none"> • research a topic, develop an argument, and organize supporting details; • produce coherent texts within common college-level written forms; • develop proficiency in oral discourse; and • evaluate an oral presentation according to established criteria. • demonstrate the ability to revise and improve such texts (this follows second bullet point in original) | <p>Students will</p> <ul style="list-style-type: none"> • 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. |

* The list of current SLOs has been reordered to more easily compare the current with the new.

SLOs are significantly different.

SUNY Implementation Guidance

Approvable courses for this category include

- *a combination of two courses, one of which focuses more on written communication, the other on oral communication;*
 - *a single course that combines written and oral communication;*
 - *writing-intensive courses that also include sufficient attention to speaking skills;*
 - *speaking-intensive courses that also include sufficient attention to writing skills.*
- In considering programs such as “Writing Across the Curriculum,” campuses shall ensure that required student learning outcomes are taught, practiced, and assessed in all courses involved.*

Diversity: Equity, Inclusion, and Social Justice
currently Diversity – SUNY New Paltz Degree Requirement

| Current New Paltz SLOs | New SUNY SLOs |
|---|---|
| <ul style="list-style-type: none"> • Describe the historical, social, cultural, or political perspectives of at least one cultural, ethnic, racial, or historically under-represented and/or marginalized group in US society. • Identify forces that have influenced or shaped the perspectives of others towards the under-represented and/or marginalized group(s). • Analyze and synthesize sources critically, incorporating primary sources in the voices of the under-represented and/or marginalized group(s). | <p>Students will</p> <ul style="list-style-type: none"> • 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. |

SLOs are significantly different.

SUNY Implementation Guidance

Campuses may expand on the definition of individual and group identity to include additional aspects of diversity. However, consistent with SUNY Seamless Transfer policy, if a sending institution certifies that a student has completed the Diversity: Equity, Inclusion and Social Justice requirement, the receiving institution must accept that this SUNY general education requirement is satisfied.

As called for in the Board of Trustee's resolution, SUNY System Administration will work with campuses to ensure faculty have the training and resources to support the teaching and learning needs in this category.

**Mathematics (and Quantitative Reasoning)
currently Mathematics**

| Current SLOs | New SLOs |
|--|--|
| <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics; • represent mathematical information symbolically, visually, numerically and verbally; • employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems; • estimate and check mathematical results for reasonableness; and • recognize the limits of mathematical and statistical methods. | <p>Students will demonstrate mathematical skills and quantitative reasoning, including the ability to</p> <ul style="list-style-type: none"> • interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics; • represent mathematical information symbolically, visually, numerically, or verbally <u>as appropriate</u>; and • employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems. |

Two SLOs have been eliminated. Minor adjustments have been made to the SLO's. The 1:1 changes are noted in bold and the new language is underlined.

SUNY Implementation Guidance

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 shall students place out of this SUNY GE requirement by high scores on Regents and/or SAT (or similar) exams.

**Natural Sciences (and Scientific Reasoning)
currently Natural Sciences**

| Current SLOs | New SLOs |
|---|--|
| <p>Students will demonstrate:</p> <ul style="list-style-type: none"> • 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 mathematical analysis; and • application of scientific data, concepts, and models in one of the natural (or physical) sciences. | <p>Students will demonstrate scientific reasoning applied to the natural world, including</p> <ul style="list-style-type: none"> • 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 <u>or mathematical modeling</u>; and • application of scientific data, concepts, and models in one of the natural (or physical) sciences. |

One minor adjustment, underlined, has been made to the first SLO.

SUNY Implementation Guidance

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). In such cases, the campus shall ensure that transcripts clearly indicate that required Scientific Reasoning has been satisfied outside the Natural Sciences (e.g., in Social Sciences).

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. However, because many majors (e.g., in STEM- and health-related fields) require college-level laboratory science, including for transfer, students must be advised to select courses appropriate to the current and/or planned program of study and educational goals.

Humanities

| Current SLOs | New SLOs |
|---|--|
| <p>Students will demonstrate:</p> <ul style="list-style-type: none"> • knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program. | <p>Students will</p> <ul style="list-style-type: none"> • 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 |

The first SLO is more narrowly focused and the second SLO is new.

SUNY Implementation Guidance

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

| Current New Paltz SLOs | New SUNY SLOs |
|--|--|
| <p>Students will demonstrate:</p> <ul style="list-style-type: none"> • knowledge of major concepts, models and issues of at least one discipline in the social sciences. • understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and | <p>Students will</p> <ul style="list-style-type: none"> • describe major concepts <u>and theories</u> of at least one discipline in the social sciences; and • demonstrate an understanding of the methods social scientists use to explore social phenomena. |

* The list of current SLOs has been reordered to more easily compare the current with the new.

The first SLO has been slightly modified; the 1:1 changes are noted in bold and the new language is underlined. The second SLO has been simplified.

SUNY Implementation Guidance

Campuses are encouraged to approve courses that include a comprehensive introduction to a 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 shall demonstrate clearly:

- that they teach understanding of social science methodologies;
- *which discipline(s) in the social sciences they draw on for concepts and theories; and*
- *that the majority of the text(s) used fall clearly within the social sciences.*

The Arts

| Current SLO | New SLO |
|---|---|
| Students will demonstrate: <ul style="list-style-type: none"> • understanding of at least one principal form of artistic expression and the creative process inherent therein. | Students will <ul style="list-style-type: none"> • demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein. |

SLO remains the same.

SUNY Implementation Guidance

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

When considering performance-oriented 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.³ Courses imparting purely technical skills with no demonstration of the broader understanding are not approvable.

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

**US History and Civic Engagement
currently American History (local – United States Studies)**

| Current SLOs | New SLOs |
|---|--|
| <p>Students will demonstrate:</p> <ul style="list-style-type: none"> • knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society; • knowledge of common institutions in American society and how they have affected different groups; and • understanding of America's evolving relationship with the rest of the world. | <p>Students will</p> <ul style="list-style-type: none"> • 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. |

SLOs are significantly different.

SUNY Implementation Guidance

In addition to providing information about the connection of the United States' past to its present, approvable courses in this category will focus on the role of individuals within communities, and developing civic understanding and other skills for engaging in the dynamics of the diverse and pluralistic society which comprises the public life of the United States.

**World History and Global Awareness
currently Other World Civilizations (local – World Civilizations) and Western Civilization**

| Current SLOs | New SLOs |
|---|--|
| <p>World Civilizations Students will demonstrate:</p> <ul style="list-style-type: none"> • knowledge of either a broad outline of world history, or • the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization. | <p>Students will</p> <ul style="list-style-type: none"> • 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. |
| <p>Western Civilization Students will:</p> <ul style="list-style-type: none"> • demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and • relate the development of Western civilization to that of other regions of the world. | |

SLOs are significantly different for both Western Civilization and World Civilizations.

SUNY Implementation Guidance

Courses on specialized topics or periods are approvable so long as the materials demonstrate that the primary focus of the course relates to larger developments of world history. 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.

**World Languages
currently Foreign Language**

| Current SLOs | New SLOs |
|--|---|
| <p>Students will demonstrate:</p> <ul style="list-style-type: none"> • basic proficiency in the understanding and use of a foreign language; and • knowledge of the distinctive features of culture(s) associated with the language they are studying. | <p>Students will</p> <ul style="list-style-type: none"> • 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. |

SLOs remain the same.

SUNY Implementation Guidance

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.

Critical Thinking and Reasoning
currently Critical Thinking (Reasoning)

| Current SLOs | New SLOs |
|---|---|
| <p>Students will:</p> <ul style="list-style-type: none"> • identify, analyze, and evaluate arguments as they occur in their own or others' work; and • develop well-reasoned arguments. | <p>Students will</p> <ul style="list-style-type: none"> • clearly articulate an issue or problem; • identify, analyze, and evaluate <u>ideas, data, and arguments</u> as they occur in their own or others' work; • acknowledge limitations such as perspective and bias; and • develop well-reasoned <u>(logical) arguments to form judgments and/or draw conclusions.</u> |

Two SLOs have been added. For the current SLO's that have been adjusted new language is underlined.

SUNY Implementation Guidance

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
currently Information Management**

| Current SLOs | New SLOs |
|---|--|
| <p>Students will:</p> <ul style="list-style-type: none"> • locate, evaluate and synthesize information from a variety of sources. • perform the basic operations of personal computer use; • understand and use basic research techniques; and | <p>Students will</p> <ul style="list-style-type: none"> • 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. |

* The list of current SLOs has been reordered to more easily compare the current with the new.

The first SLO has been broadened and the second and third SLOs are new.

SUNY Implementation Guidance

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.