



SUNY GENERAL EDUCATION FRAMEWORK

A MESSAGE FROM THE SUNY PROVOST-IN-CHARGE

Dear SUNY Colleagues,

I am writing to share the SUNY General Education Framework that I will be presenting to the SUNY Board of Trustees later this month, and to request campus feedback on initial draft implementation guidance.

As you may recall, on March 22, 2021, we distributed a call for comments on the SUNY Provost General Education Advisory Committee's (GEAC) report and recommendations for revisions to SUNY General Education. I want to thank all of the SUNY faculty, staff, and student respondents who took time to deliver thoughtful comments regarding GEAC's recommendations. We carefully analyzed nearly 400 pages of comments addressing a wide variety of questions and concerns, with key areas including implementation and timeline, diversity, history, global awareness, learning outcomes, and the need to streamline the proposed knowledge and skills areas and core competencies. My staff worked diligently and collaboratively with governance leaders, faculty and other experts to review the comments and revise the framework to address the concerns of stakeholders while honoring our charge to develop a general education framework that is foundational in nature and prepares *every* student seeking a SUNY undergraduate degree to meet the challenges of 21st century global citizenship. I wish to thank UFS President Keith Landa and FCCC President Christy Woods (Fogal) for their hard work and leadership in reviewing the comments and working collaboratively with my staff to finalize the framework. Importantly, their leadership was essential in co-chairing the Diversity Working Group (see Appendix III) to address the many helpful comments we received to improve this critical area and to align with Chancellor Malatras' Diversity, Equity, and Inclusion Action Plan. The revised SUNY General Education Framework was truly a community effort and is consistent with SUNY's longstanding commitment to shared governance.

In the feedback on GEAC's report, one recurring theme—across all stakeholder groups—was a resounding recommendation to extend the timeline for full implementation to fall 2023, to provide sufficient time for implementation through local campus governance processes. The Chancellor and I agree, campus implementation should not be rushed, as changes to SUNY General Education affect us all. Therefore, the timeline for full implementation for new students is fall 2023.

To prepare for Phase III implementation, I am enclosing preliminary draft implementation guidance for campus review and comment. In the separate attachment, *Implementation Guidance for SUNY General Education* you will find draft guidance that addresses many of the questions and suggestions we received during the initial comment period. I am eager to receive campus feedback on this draft guidance. 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.**

I wish to reiterate my thanks for the outstanding work of the General Education Advisory Committee. In fall 2019, then Provost Tod Laursen charged GEAC to "develop policy recommendations for a cohesive, University-wide General Education Framework by spring 2021." With membership drawn from a cross-section of SUNY faculty, staff, and administration, the Committee represented faculty governance,

teaching faculty, chief academic officers, chief diversity officers, librarians, registrars and transfer coordinators, students, and system administration staff with expertise in program development, transfer, assessment, and accreditation. This marked the start of Phase II in a three-phased process to revise SUNY's General Education Requirement (SUNY-GER). The Committee's work would build on the Phase I efforts led by faculty governance, which resulted in the publication of the White and Green Papers, two critically important foundational documents for the development of the Committee's recommendations. Although the COVID-19 global pandemic created a period of disruption, the GEAC pressed on to complete its charge to provide timely recommendations for review by SUNY stakeholders; without their hard work and commitment under the leadership of co-chairs Kate Schiefen and Joe Hoffman, it would not have been possible to achieve our goals.

In closing, I extend my sincere appreciation and gratitude to everyone who contributed to this historic effort over these past four years. I believe this SUNY General Education Framework will benefit all SUNY undergraduate students for many years to come.

Best Wishes,

Shadi Shahedipour-Sandvik

Shadi Shahedipour-Sandvik

Provost-in-Charge

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)¹
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

¹ Campuses may approve substitutions for this requirement, as explained in the category description below.

SUNY General Education Framework Compared to Current SUNY General Education Requirement (SUNY-GER) and Middle States Commission on Higher Education Identified Skills and Proficiencies

SUNY General Education Framework	Current SUNY-GER	MSCHE Skills and Proficiencies
Communication – Written and Oral	Basic Communication	Written and Oral Communication
Diversity: Equity, Inclusion, and Social Justice	n/a	Diverse Perspectives, Cultural Sensitivity, Values & Ethics
Mathematics (and Quantitative Reasoning)	Mathematics	Quantitative Reasoning
Natural Sciences (and Scientific Reasoning)	Natural Sciences	Scientific Reasoning
Humanities	Humanities	Values & Ethics, Diverse Perspectives, Global Awareness, Cultural Sensitivity
Social Sciences	Social Sciences	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Quantitative Reasoning, Scientific Reasoning
The Arts	The Arts	Diverse Perspectives, Global Awareness, Cultural Sensitivity, Values and Ethics
U.S. History and Civic Engagement	American History	Cultural Sensitivity, Diverse Perspectives, Critical Analysis and Reasoning
World History and Global Awareness	Western Civilization Other World Civilizations	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Values & Ethics,
World Languages	Foreign Language	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Values & Ethics,
Critical Thinking and Reasoning	Critical Thinking (Reasoning)	Critical Analysis and Reasoning
Information Literacy	Information Management	Information Literacy

Knowledge and Skills Areas

Core Competencies

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; it is also consistent with institutional accreditation requirements² and applicable New York State Education Department Commissioner Regulations and curriculum expectations.³

In both associate-degree transfer and baccalaureate-degree programs, SUNY General Education helps prepare students for upper-division study across the liberal arts and sciences as well as 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 AA-, AS-, and baccalaureate-degree programs.

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 must also 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 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
- 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)

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. (See also separate draft *Implementation Guidance for SUNY General Education* for more detail.)

² Middle States Commission on Higher Education <https://www.msche.org/>

³ See NYSED, <http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#>

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.⁴ Courses imparting purely technical skills with no demonstration of the broader understanding are not approvable.

⁴ See <http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#c>

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.

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.

REFERENCES AND RESOURCES

ACRL Framework for Information Literacy in Higher Education

<http://www.ala.org/acrl/standards/ilframework>

American Council on Teaching of Foreign Language (January 25, 2017). *What is a World Language?*

<https://www.actfl.org/advocacy/actfl-position-statements/what-world-language>

American Council on Teaching of Foreign Language. *World-Readiness Standards for Learning Languages*

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

American Historical Association (2016). AHA History Tuning Project: 2016 History Discipline Core

<https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>

Association of American Colleges and Universities. Civic Engagement VALUE Rubric

<https://www.aacu.org/civic-engagement-value-rubric>

Association of American Colleges and Universities (2007). *College Learning for a New Global Society*

https://www.aacu.org/sites/default/files/files/LEAP/GlobalCentury_final.pdf

Association of American Colleges and Universities. Critical Thinking VALUE Rubric

<https://www.aacu.org/value/rubrics/critical-thinking>

Association of American Colleges and Universities. Ethical Reasoning VALUE Rubric

<https://www.aacu.org/ethical-reasoning-value-rubric>

Association of American Colleges and Universities. Global Learning VALUE rubric

<https://www.aacu.org/value/rubrics/global>

Association of American Colleges and Universities. Inquiry and Analysis VALUE rubric

<https://www.aacu.org/value/rubrics/inquiry-analysis>

Association of American Colleges and Universities. Intercultural Knowledge and Competence VALUE

Rubric <https://www.aacu.org/value/rubrics/intercultural-knowledge>

Association of American Colleges and Universities. Liberal Education for America's Promise (LEAP).

<https://www.aacu.org/leap>

Association of American Colleges and Universities. Oral Communication VALUE Rubric

<https://www.aacu.org/value/rubrics/oral-communication>

Association of American Colleges and Universities. Quantitative Literacy VALUE Rubric

<https://www.aacu.org/value/rubrics/quantitative-literacy>

Association of American Colleges and Universities. The GEMs Design Principles for General Education

<https://www.aacu.org/sites/default/files/files/gened16/GEMsSummary.pdf>

Association of American Colleges and Universities. What is Liberal Education?

<https://www.aacu.org/leap/what-is-liberal-education>

Association of American Colleges and Universities. Written Communication VALUE Rubric

<https://www.aacu.org/value/rubrics/written-communication>

Boyer, E. L. (1994) Life Long Learning in the Arts. Presented at "Art 21: Art Reaches into the 21st Century," Sponsored by The National Endowment for the Arts, Chicago, IL: April 16, 1994.

<http://boyearchives.messiah.edu/files/Documents3/1000%200001%206031ocr.pdf>

Branche, J., Mullennix, J., & Cohn, E., eds. (2007) Diversity Across the Curriculum: A Guide for Faculty in Higher Education. Anker Publishing Company, In.: Bolton, Massachusetts.

Britannica, The Editors of Encyclopedia. "The arts". Encyclopedia Britannica, 15 Feb. 2018

<https://www.britannica.com/topic/the-arts>. Accessed 1 February 2021.

Carnevale, A. P., & Desrochers, D. M. (2003). "[The Democratization of Mathematics.](#)" In *Quantitative Literacy: Why Numeracy Matters for Schools and Colleges*, edited by Bernard L. Madison and Lynn Arthur Steen. Princeton, NJ: National Council on Education and the Disciplines. Pp. 21-31.

Chisholm, A., & Spencer, B. (2019). Through the Looking Glass: Viewing First-Year Composition Through the Lens of Information Literacy. *Communications in Information Literacy*, 13 (1), 43-60.

<https://doi.org/10.15760/comminfolit.2019.13.1.4>

Competent, Literate, Fluent: The What and Why of Digital Initiatives

<https://er.educause.edu/blogs/2019/4/competent-literate-fluent-the-what-and-why-of-digital-initiatives>

Degree Qualifications Profile: [DQP-2014.pdf \(learningoutcomesassessment.org\)](#)

Dowd, JE, Thompson, RJ, Schiff, LA, and Reynolds, JA. (2018). Understanding the Complex Relationship between Critical Thinking and Science Reasoning among Undergraduate Thesis Writers. *CBE-Life Sciences Education*.

Ernest L. Boyer Quotes (from AZ Quotes). "Art is humanity's most essential, most universal language."

<https://www.azquotes.com/quote/761268>

Gere, RN, Bickle, J, and Mauldin, R. (2005). *Understanding Scientific Reasoning*, 5th ed. Cengage Learning. 320 pp.

Global Learning for All Cross-Cultural Teamwork Badge (SUNY Global, 2019)

Global Learning for All Global Awareness Badge (SUNY Global, 2019)

ITEEA Technological Literacy Standards <https://www.iteea.org/48897.aspx>

Importance of Language [Importance of Language – Why Learning a Second Language is Important - Continuing Education \(trinitydc.edu\)](#)

Insua, G. M., Lantz, C., & Armstrong, A. (2018). Navigating Roadblocks: First-Year Writing Challenges through the Lens of the ACRL Framework. *Communications in Information Literacy*, 12 (2), 86-106.

<https://doi.org/10.15760/comminfolit.2018.12.2.3>

- Jacobson, Trudi E., and Thomas P. Mackey. "Proposing a Metaliteracy Model to Redefine Information Literacy." *Communications in Information Literacy* 7, no. 2 (2013): 84–91. PDF
<http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v7i2p84&path%5B%5D=165>
- Lumina Foundation (2014). The Degree Qualifications Profile (DQP).
<https://www.learningoutcomesassessment.org/wp-content/uploads/2020/08/DQP-2014.pdf>
- Middle States Commission on Higher Education, *Standards for Accreditation and Requirements of Affiliation*, <https://www.msche.org/standards/>
- Miriam-Webster Dictionary <https://www.merriam-webster.com/dictionary/mathematics#h1>
- National Communication Association [What is Communication? | National Communication Association \(natcom.org\)](http://www.natcom.org)
- National Endowment for the Humanities [Home \(neh.gov\)](http://www.neh.gov)
- National Humanities Center: [Homepage | National Humanities Center](http://www.natcom.org)
- Modern Language Association <https://www.mla.org/>
- National Science Foundation <https://www.nsf.gov/sbe/ses/about.jsp>
- Nelson Laird, T. F., & Engberg, M. E. (2011). Establishing Differences between Diversity Requirements and Other Courses with Varying Degrees of Diversity Inclusivity. *Journal of General Education*, 60, pp. 117–37.
- New York Codes and Regulations, NYSED 8 CRR-NY 3.47NY-CRR, *Official Compilation of Codes, Rules and Regulations of the State of New York*, Title 8, Section 3.47. Requirements for earned degrees
[https://govt.westlaw.com/nycrr/Document/lec9d643dc22111dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/lec9d643dc22111dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))
- NYSED Commissioner Regulations, Section 3.47 (c), *Requirements for Earned Degrees, Undergraduate degrees* <http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#c>
- Stanford Humanities Center [Stanford Humanities |](http://www.stanford.edu/humanities)
- SUNY Diversity, Equity, and Inclusion Policy https://www.suny.edu/sunypp/documents.cfm?doc_id=804
- SUNY General Education Requirements <https://system.suny.edu/academic-affairs/acaproplan/general-education/>
- SUNY Guidelines for the Approval of State University General Education Requirement Courses
https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/GenEdCourseGuidelines_2017.pdf
- SUNY Memorandum to Presidents Vol.10 No. 1, May, 2010. Policy and Guidance: State University General Education Requirement <https://system.suny.edu/media/suny/content->

[assets/documents/academic-affairs/general-education/gen-ed_MTP_20100528_Vol-10-No1_FINALa.pdf](#)

SUNY Memorandum to Presidents, Vol. 99 No. 3, September 21, 1999. Procedures for the Review of State University General Education Programs <https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/mtp/mtp99-3.pdf>

SUNY Office of Diversity, Equity and Inclusion (ODEI) <https://system.suny.edu/odei/>

SUNY Trustees Resolution 2010-039, Streamlining the State University Board of Trustees Policy on Assessment, March 23, 2010 https://www.suny.edu/sunypp/documents.cfm?doc_id=174

SUNY Trustees Resolution 2010-006, Amendments to General Education Requirement, January 19, 2010 https://www.suny.edu/sunypp/documents.cfm?doc_id=327

SUNY Trustees Resolution 2009-138, Reaffirmation and Strengthening of the State University Board of Trustee Policy on Student Mobility (Transfer and Articulation), November 17, 2009 <http://www.suny.edu/provost/transfer/BOTpolicies.cfm>

SUNY Working Group on General Education (2019). Green Paper on General Education Revision http://www.sunyufs.us/uploads/1/1/6/9/116933050/suny_gen_ed_green_paper.pdf

SUNY Working Group on General Education (2018). White Paper on General Education for the 21st Century http://www.sunyufs.us/uploads/1/1/6/9/116933050/suny_gen_ed_white_paper.pdf

The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.

UK Research and Innovation, Economic and Social Research Council [What is social science? - Economic and Social Research Council \(ukri.org\)](#)

University of Illinois (2020). *Social Sciences Learning Outcomes* <https://blogs.illinois.edu/view/8409/801116>

University of Illinois at Springfield (2020). Required Learning Outcomes for Global Awareness Courses. Retrieved from <https://www.uis.edu/generaleducation/wp-content/uploads/sites/79/2013/04/Global-Awareness-Faculty-Guide-to-Recertification.pdf>

University System of Georgia. General Education Design Principles (Final Principles) https://www.usg.edu/redesigned_general_education/general_educational_design_principles

Wikipedia <https://en.wikipedia.org/wiki/Mathematics>

APPENDICES

APPENDIX I

SUNY General Education for the 21st Century Provost's General Education Advisory Committee Charge

The Provost's General Education Advisory Committee (GEAC) shall be a shared-governance committee that advises the SUNY Provost on SUNY's General Education Requirements for baccalaureate- and associate-degree students. Building on SUNY Board of Trustees' policy and the environmental scan and recommendations of the Phase I Working Group (summarized in the White Paper and in the Green Paper), the GEAC will prepare a broad SUNY general education vision statement that reflects SUNY's overarching goal of empowering students to meet the changing demands of a 21st-century global citizen. The vision should align with SUNY's statutory mission to broadly educate its students and accord with key priorities, including diversity, sustainability, individualized education, innovation, and partnerships. Based on this vision, the GEAC will develop policy recommendations for a cohesive University-wide general education framework by spring 2021, with intermediate reporting requirements in the spring of 2020 and fall of 2020. The framework shall align with the MSCHE's criteria for general education by offering sufficient scope to draw students into new areas of intellectual experience. The General Education plan must be flexible to allow for individual campus innovation and reinforcement of their distinctive missions, goals, and cultures. Innovative GE approaches approved by the campus and SUNY must be fully transferable as GE completed components to other SUNY institutions. These general principles shall guide GEAC's endeavors.

As recommended by the Phase I Working Group in the Green Paper, particular attention should be given to the following topics and issues:

- Reconsideration of the designation of the Information Management category as an infused competency and revision of the accompanying learning outcomes;
- Development of more culturally sensitive language in the titles of knowledge and skills areas and their related learning outcomes, with urgent reconsideration of the "Other World Civilizations" and "Foreign Language" category titles;
- Cross-disciplinary examination of the (MSCHE) scientific reasoning requirement and its relationship to a possible natural sciences general education requirement for all;
- Stipulation that a student may use a general education course to fulfill a maximum of two SUNY general education categories;
- Consideration of methods for addressing general education in AAS and AOS degrees;
- Reconsideration of SUNY general education categories and their related student learning outcomes, including whether to maintain the number of content categories at ten and the seven-category requirement for all SUNY students;
- Consideration of the options for required general education credits for AA/AS degrees (e.g., maintain the 30-credit requirement or reduce the number of required credits);
- Development of a sustainable plan for cyclical review and assessment of the SUNY general education program.

Allowing for substantive stakeholder feedback to revise and inform the work (as detailed in the proposed General Education Phase II Timeline), the GEAC shall complete its work by the first quarter of 2021, with important intermediate progress updates due by April 2020 and October 2020.

APPENDIX II – COMMITTEE AND SUBCOMMITTEE COMPOSITION

General Education Advisory Committee (GEAC)

Co-Chairs

Dr. Kathleen M. Schiefen, Provost and Executive Vice President for Academic Affairs, Genesee Community College

Dr. Joseph C. Hoffman, Interim Dean, School of Business, Science and Humanities, SUNY Distinguished Teaching Professor, Professor of Mathematics and Computer Science, SUNY Maritime College

Members

Dr. Shadi Shahedipour-Sandvik, Provost-in-Charge, SUNY System Administration

Dr. Farhad Ameen, SUNY Distinguished Teaching Professor, Professor of Economics, Westchester Community College

Dr. Elizabeth Bringsjord, Vice Provost and Vice Chancellor for Academic Affairs, SUNY System Administration

Ms. Sally Crimmins Villela, Associate Vice Chancellor for Global Affairs, SUNY System Administration

Ms. Christy Woods (Fogal), President, Faculty Council of Community Colleges, Monroe Community College

Dr. Wendy Gordon, Professor of History, SUNY Plattsburgh

Ms. Andrea Hemmerich, Transfer Coordinator, Finger Lakes Community College

Dr. Fred Hildebrand, Associate Provost, Academic Affairs, SUNY System Administration

Dr. Gwen Kay, President, University Faculty Senate, SUNY Oswego

Dr. Carol Kim, Provost and Senior Vice President for Academic Affairs, University at Albany

Dr. Daniel Knox, Assistant Provost for Academic Planning and Student Success, SUNY System Administration

Dr. Keith Landa, Director of the Teaching, Learning, and Technology Center, Purchase College

Dr. JoAnne Malatesta, Dean for Undergraduate Education, University at Albany

Dr. Nigel Marriner, President, SUNY Registrar's Association, Buffalo State

Dr. Ronald Milon, Chief Diversity Officer, Fashion Institute of Technology

Dr. Deborah Moeckel, Assistant Provost for Assessment and Community College Education, SUNY System Administration

Dr. Barbara Morris, Associate Vice Provost and Associate Vice Chancellor for Academic Affairs, SUNY System Administration

Mr. Bruce Rowe, Humanities Department Chair, North Country Community College

Dr. Ronald Sarner, Distinguished Service Professor, Computer Science, SUNY Polytechnic Institute

Ms. Nina Tamrowski, Professor, Onondaga Community College

Dr. George Timmons, Vice President and Dean of Academic Affairs, Columbia-Greene Community College

Ms. Cynthia Tysick, Associate Librarian, SUNY Buffalo

Mr. Omar van Reenen, Vice President, Student Assembly, University at Albany

Dr. Julie Woodworth, Professor of Nursing, Niagara County Community College

GEAC Compliance Subcommittee

Chair

Dr. Kate Schiefen, Provost and Executive Vice President for Academic Affairs, Genesee Community College

Members

Ms. Andrea Hemmerich, Transfer Coordinator, Finger Lakes Community College

Dr. Joseph Hoffman, Interim Dean, School of Business, Science and Humanities, SUNY Distinguished Teaching Professor, Professor of Mathematics and Computer Science, SUNY Maritime College
Dr. Deborah Moeckel, Assistant Provost for Assessment and Community College Education, SUNY System Administration
Dr. Ronald Sarner, Distinguished Service Professor, Computer Science, SUNY Polytechnic Institute
Ms. Nina Tamrowski, Professor, Onondaga Community College

GEAC Cultural Sensitivity Subcommittee

Chair

Dr. Ronald Milon, Chief Diversity Officer, Fashion Institute of Technology

Members

Dr. Farhad Ameen, SUNY Distinguished Teaching Professor, Professor of Economics, Westchester Community College
Dr. Fred Hildebrand, Associate Provost, Academic Affairs, SUNY System Administration
Dr. Gwen Kay, President, University Faculty Senate, SUNY Oswego
Dr. Carol Kim, Provost and Senior Vice President for Academic Affairs, University at Albany
Mr. Bruce Rowe, Humanities Department Chair, North Country Community College

GEAC Information Management Subcommittee

Chair

Ms. Cynthia Tysick, Associate Librarian, SUNY Buffalo

Members

Dr. Farhad Ameen, SUNY Distinguished Teaching Professor, Professor of Economics, Westchester Community College
Professor of Economics, Westchester Community College
Dr. Joseph Hoffman, Interim Dean, School of Business, Science and Humanities, SUNY Distinguished Teaching Professor, Professor of Mathematics and Computer Science, SUNY Maritime College
Dr. Daniel Knox, Assistant Provost for Academic Planning and Student Success, SUNY System Administration
Dr. Keith Landa, Director of the Teaching, Learning, and Technology Center, Purchase College
Dr. Nigel Marriner, President, SUNY Registrar's Association, Buffalo State

GEAC Values Subcommittee

Chair

Dr. Barbara Morris, Associate Vice Provost and Associate Vice Chancellor for Academic Affairs, SUNY System Administration

Members

Dr. Elizabeth Bringsjord, Vice Provost and Vice Chancellor for Academic Affairs, SUNY System Administration
Ms. Christy Woods (Fogal), President, Faculty Council of Community Colleges, Monroe Community College
Dr. Wendy Gordon, Professor of History, SUNY Plattsburgh
Ms. Andrea Hemmerich, Transfer Coordinator, Finger Lakes Community College
Dr. Gwen Kay, President, University Faculty Senate, SUNY Oswego
Dr. Keith Landa, Director of the Teaching, Learning, and Technology Center, Purchase College
Dr. JoAnne Malatesta, Dean for Undergraduate Education, University at Albany
Dr. George Timmons, Vice President and Dean of Academic Affairs, Columbia-Greene Community College

GEAC The Arts Subcommittee

Chair

Dr. Ronald Sarner, Distinguished Service Professor, Computer Science, SUNY Polytechnic Institute

Members

Ms. Andrea Hemmerich, Transfer Coordinator, Finger Lakes Community College

Dr. Daniel Knox, Assistant Provost for Academic Planning and Student Success, SUNY System

Administration

Dr. Ronald Milon, Chief Diversity Officer, Fashion Institute of Technology

GEAC Basic Communications Subcommittee

Chair

Dr. Julie Woodworth, Professor of Nursing, Niagara County Community College

Members

Dr. Wendy Gordon, Professor of History, SUNY Plattsburgh

Dr. Fred Hildebrand, Associate Provost, Academic Affairs, SUNY System Administration

Ms. Cynthia Tysick, Associate Librarian, SUNY Buffalo

GEAC Critical Thinking Subcommittee

Chair

Dr. Kate Schiefen, Provost and Executive Vice President for Academic Affairs, Genesee Community College

Members

Dr. Farhad Ameen, SUNY Distinguished Teaching Professor, Professor of Economics, Westchester Community College

Dr. Elizabeth Bringsjord, Vice Provost and Vice Chancellor for Academic Affairs, SUNY System Administration

Dr. Keith Landa, Director of the Teaching, Learning, and Technology Center, Purchase College

Dr. Ronald Sarner, Distinguished Service Professor, Computer Science, SUNY Polytechnic Institute

Dr. George Timmons, Vice President and Dean of Academic Affairs, Columbia-Greene Community College

Dr. Julie Woodworth, Professor of Nursing, Niagara County Community College

GEAC Diversity Subcommittee

Chair

Dr. Gwen Kay, President, University Faculty Senate, Oswego

Members

Dr. Fred Hildebrand, Associate Provost, Academic Affairs, SUNY System Administration

Dr. Carol Kim, Provost and Senior Vice President for Academic Affairs, University at Albany

Dr. Ronald Milon, Chief Diversity Officer, Fashion Institute of Technology

Dr. Barbara Morris, Associate Vice Provost and Associate Vice Chancellor for Academic Affairs, SUNY System Administration

Mr. Bruce Rowe, Humanities Department Chair, North Country Community College

Mr. Omar van Reenen, Vice President, Student Assembly, University at Albany

GEAC Global Learning Subcommittee

Chair

Dr. Joseph Hoffman, Interim Dean, School of Business, Science and Humanities, SUNY Distinguished Teaching Professor, Professor of Mathematics and Computer Science, SUNY Maritime College

Members

Ms. Sally Crimmins Villela, Associate Vice Chancellor for Global Affairs, SUNY System Administration

Ms. Andrea Hemmerich, Transfer Coordinator, Finger Lakes Community College

Dr. Daniel Knox, Assistant Provost for Academic Planning and Student Success, SUNY System Administration

Dr. Nigel Marriner, President, SUNY Registrar's Association, Buffalo State

Dr. Barbara Morris, Associate Vice Provost and Associate Vice Chancellor for Academic Affairs, SUNY System Administration

Ms. Nina Tamrowski, Professor, Onondaga Community College

GEAC History Subcommittee

Chair

Dr. Wendy Gordon, Professor of History, SUNY Plattsburgh

Members

Ms. Christy Woods (Fogal), President, Faculty Council of Community Colleges, Monroe Community College

Dr. Gwen Kay, President, University Faculty Senate, SUNY Oswego

Dr. JoAnne Malatesta, Dean for Undergraduate Education, University at Albany

Dr. Deborah Moeckel, Assistant Provost for Assessment and Community College Education, SUNY System Administration

Ms. Cynthia Tysick, Associate Librarian, SUNY Buffalo

GEAC Humanities Subcommittee

Chair

Mr. Bruce Rowe Humanities Department Chair, North Country Community College

Members

Dr. Gwen Kay, President, University Faculty Senate, SUNY Oswego

Dr. Barbara Morris, GEAC Advisory Member, SUNY System Administration

Dr. George Timmons, Vice President and Dean of Academic Affairs, Columbia-Greene Community College

GEAC Mathematics Subcommittee

Chair

Dr. Joseph Hoffman, Interim Dean, School of Business, Science and Humanities, SUNY Distinguished Teaching Professor, Professor of Mathematics and Computer Science, SUNY Maritime College

Members

Dr. Elizabeth Bringsjord, Vice Provost and Vice Chancellor for Academic Affairs, SUNY System Administration

Ms. Christy Woods (Fogal), President, Faculty Council of Community Colleges, Monroe Community College

Dr. Daniel Knox, Assistant Provost for Academic Planning and Student Success, SUNY System Administration

GEAC Natural Sciences Subcommittee

Chair

Dr. Keith Landa, Director of the Teaching, Learning, and Technology Center, Purchase College

Members

Dr. Elizabeth Bringsjord, Vice Provost and Vice Chancellor for Academic Affairs, SUNY System Administration

Dr. Carol Kim, Provost and Senior Vice President for Academic Affairs, University at Albany

Dr. Kate Schiefen, Provost and Executive Vice President for Academic Affairs, Genesee Community College

GEAC Social Sciences Subcommittee

Chair

Dr. Farhad Ameen, SUNY Distinguished Teaching Professor, Professor of Economics, Westchester Community College

Members

Dr. JoAnne Malatesta, Dean for Undergraduate Education, University at Albany

Dr. Barbara Morris, Associate Vice Provost and Associate Vice Chancellor for Academic Affairs, SUNY System Administration

Ms. Nina Tamrowski, Professor, Onondaga Community College

GEAC World Language Subcommittee

Chair

Ms. Nina Tamrowski, Professor, Onondaga Community College

Members

Ms. Sally Crimmins Villela, Associate Vice Chancellor for Global Affairs, SUNY System Administration

Dr. Nigel Marriner, President, SUNY Registrar's Association, Buffalo State

Dr. Deborah Moeckel, Assistant Provost for Assessment and Community College Education, SUNY System Administration

APPENDIX III

SUNY GENERAL EDUCATION DIVERSITY WORKING GROUP CHARGE AND MEMBERSHIP

Charge

- Review Provost's General Education Advisory Committee (GEAC) recommendations for Diversity
- Review summary of comments received through open comment period
- Review data gathered from campus CAOs regarding local diversity requirements
- Develop proposed refinements for the category title and student learning outcomes; these should be sufficiently broad to allow for both preservation of already developed campus efforts, and campus flexibility and creativity

Co-Chairs

Dr. Keith Landa, President, University Faculty Senate, Purchase College

Ms. Christy Woods (Fogal), President, Faculty Council of Community Colleges, Monroe Community College

Members

Dr. Seth N. Asumah, Distinguished Teaching Professor; Professor of Political Science; Chairperson, Africana Studies Department, SUNY Cortland

Dr. Kristopher Baker, Professor of Biology, Rockland Community College

Dr. Jennifer Hildebrand, Chair, UFS Academic Affairs Committee, Ethnic Studies program coordinator, SUNY Fredonia

Dr. Rodmon King, Chief Diversity & Inclusion Officer, SUNY Oswego; Deputy Chief Diversity Officer, SUNY System Administration

Dr. Daniel Knox, Assistant Provost for Academic Planning & Student Success, SUNY System Administration

Dr. Deborah Moeckel, Assistant Provost for Assessment & Community College Education, SUNY System Administration

Dr. Duncan Quarless, Provost and Senior Vice President, SUNY Old Westbury

Dr. Paul Reifenheiser, Provost and Vice President of Academic Affairs, Tompkins Cortland Community College

Dr. Jacqueline Snyder, Associate Dean of Academic Affairs, Fulton-Montgomery Community College

Ms. Candice Vacin, Professor of Psychology, Genesee Community College