PROVOST'S GENERAL EDUCATION ADVISORY COMMITTEE REPORT

A MESSAGE FROM THE SUNY GENERAL EDUCATION ADVISORY COMMITTEE CO-CHAIRS

Dear SUNY Colleagues,

In the Fall of 2019, the General Education Advisory Committee (GEAC) was charged by then Provost Tod Laursen to "develop policy recommendations for a cohesive University-wide general education framework by Spring 2021." This marked the start of Phase II in a three-phased process to revise SUNY's twenty-plus year old General Education Requirement (SUNY-GER). GEAC'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 Committee. Although the COVID-19 global pandemic created a period of disruption, the GEAC pressed on to complete its charge to provide timely recommendations for a revised 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.

Consistent with SUNY's commitment to shared governance, the GEAC's membership is drawn from a cross-section of SUNY faculty, staff, and administration, representing faculty governance, teaching faculty, chief academic officers, chief diversity officers, librarians, registrars and transfer coordinators from two- and four-year SUNY colleges, students, and system administration staff with expertise in program development, transfer, assessment, and accreditation. The full committee met (in person or virtually) on nine occasions between December 2019 and March 2021. Much of the work was carried out through the convening of subcommittees with charges that included research and recommendations to address SUNY general education core values and guiding principles, compliance with MSCHE standards and New York State Higher Education laws and regulations, cultural sensitivity and diversity, information management, global awareness and engagement, critical thinking, as well as the breadth of liberal arts and sciences and associated competencies. Concurrently, with the urgency of social justice issues emphasized in 2020, Chancellor Malatras charged a committee to create a Diversity, Equity, and Inclusion (DEI) plan for SUNY. GEAC collaborated with that group as we moved forward with recommendations on curricular matters related to diversity in the SUNY general education curriculum.

Consistent with our charge, foundational undergraduate student learning outcomes were a major part of our focus; thus, the proposed SUNY general education framework includes Knowledge Areas that center on discipline-specific learning outcomes and Competencies that center on learning outcomes not confined to or "owned" by any particular discipline. The Committee also carefully mapped out the framework's components to ensure compliance with institutional accreditation requirements and NYSED regulations for undergraduate degree programs, as well as consistency with companion SUNY policies that support seamless transfer, completion, and student success.

Under the guidance of Provost-in-Charge Shadi Shahedipour-Sandvik, we are pleased to share this framework for your review and comment. The GEAC committee members have demonstrated extraordinary commitment, flexibility, and collegiality. Through the extremely difficult circumstances of the past year, GEAC members have maintained their focus on developing a quality, foundational general education framework that will prepare SUNY students for 21st century learning and life. We are ever grateful to be in the company of such dedicated colleagues.

Best Wishes,

Dr. Kathleen Schiefen and Dr. Joseph Hoffman, Co-chairs

PROPOSED 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 proposed revised General Education framework represents a shift from the current SUNY-GER list of 10 knowledge areas with two competencies, to a more evenly balanced mix of eight knowledge areas and six core competencies. In GEAC's view, this shift provides students and faculty with greater flexibility in course selection and richer opportunities to engage in interdisciplinary and cross-disciplinary study and experiences. In addition, new and more clearly delineated competencies in quantitative reasoning, scientific reasoning, diversity, global learning, and oral communication help to ensure SUNY graduates have the 21st century knowledge, skills, and competencies they need, while also satisfying institutional accreditation expectations. Finally, this framework also provides flexibility for campuses to develop effective and robust local general education programs for their respective undergraduate degrees.

SUNY GENERAL EDUCATION KNOWLEDGE AREAS AND COMPETENCIES

1. Knowledge Areas – eight disciplinary areas of knowledge and skills
    Communication – Writing*
    Mathematics (and Quantitative Reasoning)*
    Natural Sciences (and Scientific Reasoning)*
    Humanities
    Social Sciences
    The Arts
    US Historical and Civic Engagement
    World Languages

2. Competencies – six core competencies that extend beyond discipline-specific knowledge and skills
    Communication – Oral*
    Critical Thinking and Reasoning*
    Diversity*
    Global Learning*
    Information Literacy*
    Technological Competency*

*Required

Graphical Representation of Proposed SUNY General Education Framework

Proposed SUNY GE Framework	Current SUNY-GER	MSCHE Categories
Communication – Writing *	Basic Communication	Written and Oral Communication
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. Historical and Civic Engagement	American History Western Civilization	Cultural Sensitivity, Diverse Perspectives, Critical Analysis and Reasoning
World Language	Foreign Language	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Values & Ethics,

Communication – Oral*	Basic Communication	Written and Oral Communication
Critical Thinking and Reasoning*	Critical Thinking (Reasoning)	Critical Analysis and Reasoning
Diversity*	n/a	Diverse Perspectives, Cultural Sensitivity, Global Awareness
Global Learning*	Other World Civilization	Cultural Sensitivity, Diverse Perspectives, Global Awareness
Information Literacy*	Information Management	Information Literacy
Technological Competency*	Information Management	Technological Competency

Knowledge Categories
Competencies

*Required

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, and is consistent with institutional accreditation requirements[1] and applicable New York State Education Department Commissioner rules and regulations.[2]

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 six (of eight) Knowledge Areas, three specified
- All (six) 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 general education program must also be addressed in AAS programs.

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 four (of eight) Knowledge Areas, three specified
- All (six) competencies

For A.O.S. degrees, zero credits of SUNY GE-approved LAS are allowed, consistent with the NYSED Commissioner's Rules and Regulations, Section 3.47 (5) which states, "Work for the Associate in Occupational Studies (A.O.S.) degree shall not include courses in the liberal arts and sciences," because the purpose of an A.O.S. degree is to provide the content required for the specific occupational objectives. MSCHE, however, expects the general education program, free standing or integrated, in all undergraduate degree programs, including AOS. For AOS-degree programs, required SUNY GE proficiencies must be embedded in ways that are integrated within the content of specific program.

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

- Zero credits of Liberal Arts and Sciences
- Three Specified SUNY GE Knowledge Areas (Integrated, no freestanding SUNY GE courses)
- All (six) competencies (Infused).

The table that follows summarizes the SUNY GE framework requirements in the context of both NYSED regulation and (MSCHE) institutional accreditation requirements.

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[1] Middle States Commission on Higher Education https://www.msche.org/

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

SUNY General Education Framework – Required Credits, Knowledge Categories, Competencies

The Table below is adapted from the NYSED Policy Statement on Liberal Arts and Sciences[3] 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), Requirements for Earned Degrees, Undergraduate degrees: "Undergraduate degrees shall be distinguished, as follows, by the minimum amount of liberal arts content required for each degree. The required liberal arts core shall not be directed toward specific occupational or professional objectives."

	NYSED Requirements		Current SUNY GER			SUNY General Education Framework		
Degree and minimum required total program credits	**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 Categories**	**Minimum SUNY GE Competencies**
Associate in Occupational Studies (60)[4]	0	0	**0**	**0**	**0**	**0**	**3-Infused[5]**	**Infused**
Associate in Arts (A.A.) (60)	¾	45	30	7/10	All	**30**	**6/8**	**All**
Associate in Science (A.S.) (60)	½	30	30	7/10	All	**30**	**6/8**	**All**
Associate in Applied Science (A.A.S.) (60)	⅓	20	--	--	--	**20**	**4/8**	**All**
Bachelor of Arts (B.A.) (120)	¾	90	30	7/10	All	**30**	**6/8**	**All**
Bachelor of Science (B.S.) (120)	½	60	30	7/10	All	**30**	**6/8**	**All**
All other undergraduate baccalaureate degrees (BBA, BE, BFA, BPS, BTech, etc.) (120)	¼	30	30	7/10	All	**30**	**6/8**	**All**

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[3] See http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum#c disciplinary areas that fall under the liberal arts and sciences, and examples of courses that are generally considered LAS

[4] According to NYSED Commissioner's Rules and Regulations, Section 3.47 (5) AOS degrees shall have no LAS content

[5] Consistent with MSCHE expectations and NYSED regulations

SUNY GENERAL EDUCATION KNOWLEDGE AREAS

Communication – Written

I. **Label**

Communication – Written

II. **Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. (AACU)

III. **Student Learning Outcomes**

Students will
- produce coherent, college-level written work; and
- evaluate and revise to improve written work.

IV. **Rationale**

Communication cuts across contexts and situations. It is the relational and collaborative force that strategically constructs the social world. The permanent nature of written communication empowers people to have an enduring impact. Published works can be distributed broadly. Business documents can be maintained and revised over the years and personal correspondence can be kept indefinitely. Employers in all sectors seek employees with strong written communication skills and society needs effective communicators to support productive civic activity in communities.

Mathematics (and Quantitative Reasoning)

I. **Label**

Mathematics (and Quantitative Reasoning)

II. **Definition**

Mathematics is the science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations, and generalizations. (Miriam-Webster Dictionary)

Quantitative reasoning is the application of basic mathematics knowledge and skills to the analysis and interpretation of real-world quantitative information—essentially, a habit of mind, competency, and comfort in working with numerical data. (AAC&U)

III. **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.

IV. **Rationale**

The inclusion of Mathematics and Quantitative Reasoning in SUNY General Education meets the requirements and expectations of the Middle States Commission on Higher Education's Standard III; and is consistent with AAC&U's LEAP (Liberal Education for America's Promise) Essential Learning Outcomes and the Lumina Foundation's Degree Qualifications Profile (DQP).

Beyond preparing students for their undergraduate course of study, this category of general education also plays a central role in addressing issues of equity and social justice, as underscored by Carnevale and Deroshers (2003), "The scientifically and mathematically illiterate are outsiders in a society in which effective participation in public dialogue presumes a grasp of basic science and mathematics." (p. 29)

Natural Sciences (and Scientific Reasoning)

I. Label

Natural Sciences (and Scientific Reasoning)

II. Definition

Natural science is concerned with the description, prediction, and understanding of natural phenomena, based on empirical evidence from observation and experimentation.

Scientific reasoning includes both conceptual knowledge and the cognitive processes involved with generation of hypotheses (i.e., inductive processes involved in the generation of hypotheses and the deductive processes used in the testing of hypotheses), experimentation strategies, and evidence evaluation strategies (Dowd, et al., 2018).

III. 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.

IV. Rationale

"Scientific Reasoning is a required competency that students must fulfill for the Middle States general education program. In order to facilitate its completion, SUNY should require scientific reasoning as part of the SUNY General Education Program. Whether a new category called scientific reasoning should be created or the existing category of Natural Sciences should become a requirement, is to be decided. The General Education Working Group agrees that scientific thinking and skills ought to be an expectation of the 21st century student and citizen." (SUNY Working Group on General Education, 2019, p. 11)

Humanities

I. **Label**

Humanities

II. **Definition**

The humanities encompass fields of study including history, the arts and letters, philosophy, language, and civics. As such, they help us understand and interpret the human experience and condition as individuals and as cultures and societies through cultural expression, social interaction, and human thought.

III. **Student Learning Outcomes**

Students will
• demonstrate knowledge of the conventions and methods of at least one of the humanities;
• recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts;
• demonstrate an understanding of diverse perspectives; and
• examine human values and ethical positions in their contemporary and/or historical contexts.

IV. **Rationale**

Grounding in the humanities undergirds all aspects of learning and the role of each citizen in a democracy and in our contemporary world. These studies foster civic competency and engagement. They encourage the broad critical thinking insight and skills that support innovation and entrepreneurship. They provide the basis of mathematical and scientific understanding that can lead to careers in technology, engineering, and medicine. Finally, they engender the philosophical and analytical awareness in the psycho-social domains as well as the historical and geo-political contexts of the world of the past, the present and potential futures.

In our increasingly complex world, we all need the capacity to see things from the perspective of others. (Stanford Humanities Center)

Social Sciences

I. **Label**

Social Sciences

II. **Definition**

Social science seeks to enhance the understanding of individual, social, and organizational behavior. In its broadest sense, social science is the study of society and the way people behave and influence the world around us.

III. **Student Learning Outcomes**

Students will be able to
- describe and explain social science concepts and theories;
- demonstrate an understanding of the methods social scientists use to explore social phenomena; and
- analyze, evaluate, and apply theoretical propositions in the social sciences.

IV. **Rationale**

Fundamental social science principles help us understand patterns of stability and change at the individual, group, organizational, and societal levels that can be applied to advance the progress of humanity. Further, understanding human behavior has far-reaching impacts on individual and social well-being.

(Adapted from the National Science Foundation, see https://www.nsf.gov/sbe/ses/about.jsp)

The Arts

I. **Label**

The Arts

II. **Definition**

The arts refer to "modes of expression that use skill or imagination in the creation of aesthetic objects, environments, or experiences that can be shared with others." (Britannica, 2018)

III. **Student Learning Outcomes**

Students will
- demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein; and
- engage in creative processes directly to interpret and express ideas through at least one principal form of artistic expression.

Note:
The second learning outcome was adapted from language in the 'implementation' section of the current Arts category in SUNY-GER.

IV. **Rationale**

"Art is humanity's most essential, most universal language. It is not a frill, but a necessary part of communication. The quality of civilization can be measured through its music, dance, drama, architecture, visual art and literature.

We live in a dangerous, interdependent world, and today's students need to hear not just the language of politics and propaganda; they also need to learn languages that transcend the intellectual and ideological barriers that distrust truth and suffocate the human spirit.

Now more than ever, our children need to see clearly, hear acutely, and feel sensitively through the exquisite language of the arts."

-Ernest L. Boyer, Carnegie Foundation for the Advancement of Teaching

US Historical and Civic Engagement

I. Label

US Historical and Civic Engagement

II. Definition

US historical and civic engagement, in addition to providing factual information about the connection of the United States' past to its present, focuses on the role of individuals within communities.

III. Student Learning Outcomes

Students will be able to
• 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.

IV. Rationale

The changes recommended to the "History" categories reflect the desire to decolonize the curriculum and reduce the preference shown to "Western" communities, while developing civic understanding and other skills for engaging in the public life of the United States. They support competency in Global Learning and Diversity that will be hallmarks of SUNY General Education. They integrate critical thinking skills that are key to History and encourage the development of empathy for unknown individuals in circumstances different from their own.

World Languages

I. Label

World Languages

II. Definition

A world language is a form of human communication, whether ancient or modern, essential to the culture of a community, with a system of sounds, letters, symbols, and/or signs recognized and utilized by humans. It is used to interact and negotiate meaning with other people to understand and analyze oral, written, or signed texts, and to create culturally-appropriate oral, written, or signed products and presentations for a specific audience and task. When using a world language, people employ intercultural skills, insight, and perspectives to decide how and when to express what to whom. (Adapted from American Council on Teaching of Foreign Languages)

III. Student Learning Outcomes

Students will be able to
- 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.

IV. Rationale

The study of world languages cultivates an understanding of the interrelation of language and human nature. It teaches and encourages respect for other peoples. World languages expand one's view of the world and broaden one's experiences. (Adapted from *Importance of Language*)

According to the ACTFL's document on "World Readiness Standards for Learning Languages", the five "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

SUNY GENERAL EDUCATION COMPETENCIES

Communication – Oral

I. **Label**

    Communication – Oral

II. **Definition**

    Oral communication is the delivery of prepared, purposeful speech designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. (Adapted from AAC&U)

III. **Student Learning Outcomes**

    Students will
    - demonstrate coherent, college-level oral communication that informs, persuades, or otherwise engages with an audience; and
    - evaluate oral communications for substance, and bias, and intended effect.

IV. **Rationale**

    Communication cuts across contexts and situations; it is the relational and collaborative force that strategically constructs the social world. Competency in oral communication strengthens people's ability to speak their thoughts and feelings effectively. This enables them to create and maintain personal friendships, establish business relationships, collaborate on teams, and engage effectively in all kinds of interpersonal relationships. Employers in all sectors seek employees with strong oral communication skills; and society needs effective communicators to support productive civic activity in communities.

Critical Thinking and Reasoning

I. **Label**

Critical Thinking and Reasoning

II. **Definition**

Critical thinking and reasoning is the disciplined habit of mind characterized by rigorous analysis and evaluation of issues, ideas, and arguments before accepting or formulating an opinion or conclusion.

III. **Student Learning Outcomes**

Students will be able to
- 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.

IV. **Rationale**

Consistent with Middle States Commission on Higher Education Standard III requirements and the GEAC-endorsed values and guiding principles, the recommendations are intended to promote life-long development of and commitment to critical thinking and reasoning as a disciplined habit of mind.

The recommendations are general enough to be applicable to courses across the curriculum, regardless of disciplinary area and level of study. While the work of several Critical Thinking theorists and models was part of the review, ultimately, the committee chose to ground its recommendations in the highly regarded and broadly endorsed AAC&U Critical Thinking VALUE Rubric, thereby leveraging the work of teams of faculty from colleges and universities across the U.S. in its consideration of this core competency.

Diversity

I. **Label**

   Diversity

II. **Definition**

   Diversity is the composition of a group to include a variety of types of people (such as diversity of race, ethnicity, class, sex and gender identity, sexual orientation, nationality, ability, religion, creed, age, and socioeconomic status) with the responsibility to create conditions that enable all members to perform fully and to support the comfort of all members in communicating and making contributions. In the context of SUNY, general education courses allow SUNY to create a diversity, equity, and inclusion component that focuses on cross-cultural analysis and understanding of historical and contemporary inequities; encourages thinking critically about topics such as power, inequality, marginality, and social movements; and promotes effective cross-cultural communication skills.

III. **Student Learning Outcomes**

   Students will be able to
   - articulate an understanding of diversity, equity, inclusion, antiracism, and social justice; and use that knowledge to develop an understanding based on the differences;
   - apply multiple cultural perspectives to demonstrate the ability to act in a supportive manner towards diverse groups; and
   - articulate perceptive insights into personal cultural rules and biases, analyze their impact on relationships with people of other backgrounds, and be able to suspend judgments based on their own personal culture.

IV. **Rationale**

   Diversity requires an honest self-evaluation of personal values and behaviors, as well as those of people from other backgrounds in order to change behavior. Consequently, Diversity is a competency that should be infused throughout the curriculum to prevent the possibility that students will understand this as simply a 'box to be checked' or a topic colonized in a specific department or division.

   The knowledge, skills, and competencies gained from the student learning outcomes must be converted into constructive action. The complexity and difficulty of these endeavors require careful, extensive, and continuing guidance by faculty trained in cultural competencies, implicit bias, and micro-aggressions, among other elements, in alignment with the SUNY Diversity, Equity, and Inclusion Policy.

Global Learning

I. **Label**

Global Learning

II. **Definition**

Global learning imparts an understanding of the modern and historical interdependence of complex global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.

III. **Student Learning Outcomes**

Students will be able to
- demonstrate understanding of the interrelationships among the self, local and global communities, and the natural and physical world;
- explain the causes and consequences of change over time in international relationships; and
- identify and demonstrate an understanding of inequities among and within different cultures, societies, countries, or regions within natural, historical and/or contemporary contexts.

IV. **Rationale**

While the proposed Global Learning competency is new to SUNY-GE, the need to educate students to meet the challenges of a globally connected world is a core value of SUNY, and has been recognized as a foundational concept since the beginning of the general education review process. As noted in the White Paper (SUNY Working Group, 2018), "General Education in the 21st century needs to reflect the changing world, with its global and digitally connected spaces…" (pg.1). Following up on this point, the Green Paper (SUNY Working Group, 2019) cited global citizenship as a primary rationale for revising SUNY General Education: "The SUNY General Education Working Group proposes that general education must empower students to become citizens in a globalized society and prepare them for advanced study and eventually successful employment. Ultimately, SUNY general education empowers SUNY graduates to meet the challenges of 21st century global citizenship whether they are from New York State, the United States, or abroad" (pg.1).

Information Literacy

I. **Label**

Information Literacy

II. **Definition**

The Association of College and Research Libraries (ACRL) defines information literacy as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ACRL, 2017).

III. **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
- use information ethically with an understanding of the role intellectual property plays in information creation and dissemination.

IV. **Rationale**

Students need to acquire the information literacy and technological competencies appropriate to the demands of the 21st century citizen. These competencies must be balanced against the need for campuses to have the required flexibility to implement and assess these learning outcomes across a diverse range of institutions and academic programs. Information for a 21st century SUNY student will come in a variety of formats and that technology will potentially evolve at a rapid pace. Therefore, the student learning outcomes (SLOs) are contextualized in relation to data, digital, media, and print ecosystems and should be responsive to changes over time.

Technological Competency

I. **Label**

Technological Competency

II. **Definition**

The International Technology and Engineering Educators Association (ITEEA) defines technological literacy as the "ability to use, manage, evaluate, and understand technology" (ITEA, 2000/2002).

III. **Student Learning Outcomes**

Students will be able to
- produce and manage written documents through the evaluation and application of tools appropriate to the need and discipline;
- analyze data, explore patterns, and extract useful information through the evaluation and application of tools appropriate to the need and discipline;
- create effective presentations using tools appropriate to the need and discipline; and
- engage effectively in collaborative activities using tools appropriate to the need and discipline.

IV. **Rationale**

Students need to acquire the information literacy and technological competencies appropriate to the demands of the 21st century citizen. These competencies must be balanced against the need for campuses to have the required flexibility to implement and assess these learning outcomes across a diverse range of institutions and academic programs. Information for a 21st century SUNY student will come in a variety of formats and that technology will potentially evolve at a rapid pace. Therefore, the student learning outcomes are contextualized in relation to data, digital, media, and print ecosystems and should be responsive to changes over time.

REFERENCES AND RESOURCES

ACRL Framework for Information Literacy in Higher Education
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APPENDICES

APPENDIX I

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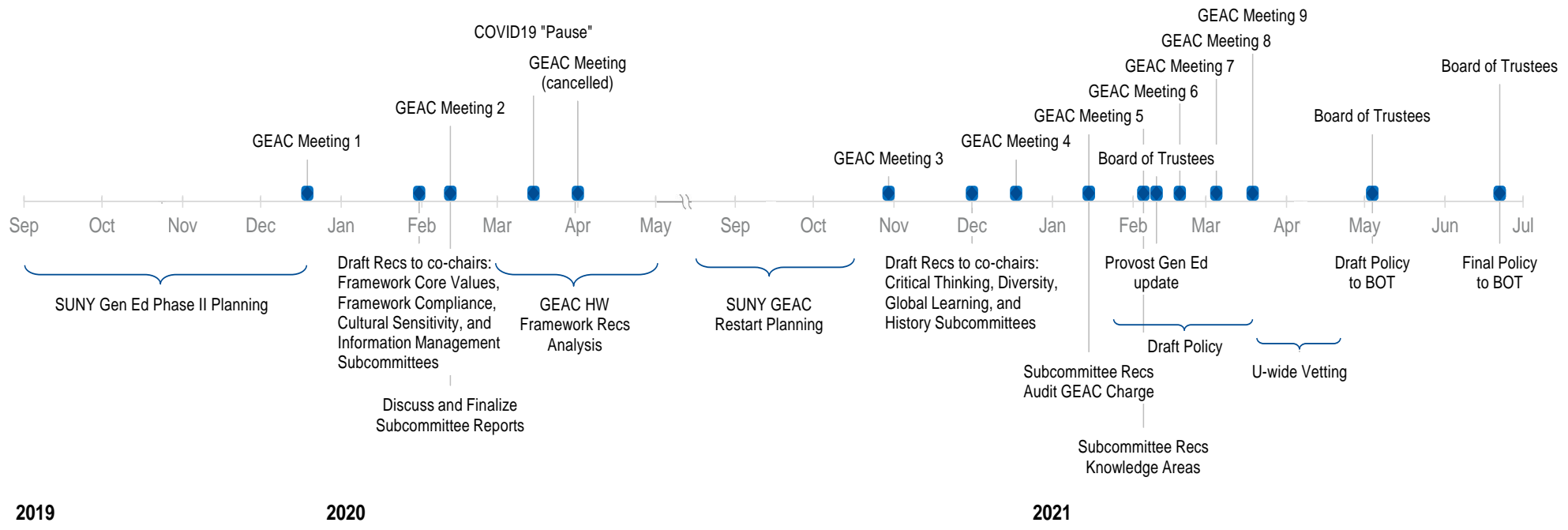Provost's General Education Advisory Committee Charge**

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 – SUNY GENERAL EDUCATION ADVISORY COMMITTEE TIMELINE

COVID19 "Pause"

GEAC Meeting 9

GEAC Meeting 8

GEAC Meeting
(cancelled)

GEAC Meeting 7

Board of Trustees

GEAC Meeting 2

GEAC Meeting 6

GEAC Meeting 5

GEAC Meeting 1

Board of Trustees

GEAC Meeting 4

Board of Trustees

GEAC Meeting 3

| Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |

Draft Recs to co-chairs:
Framework Core Values,
Framework Compliance,
Cultural Sensitivity, and
Information Management
Subcommittees

GEAC HW
Framework Recs
Analysis

SUNY GEAC
Restart Planning

Draft Recs to co-chairs:
Critical Thinking, Diversity,
Global Learning, and
History Subcommittees

Provost Gen Ed
update

Draft Policy
to BOT

Final Policy
to BOT

SUNY Gen Ed Phase II Planning

Draft Policy

U-wide Vetting

Discuss and Finalize
Subcommittee Reports

Subcommittee Recs
Audit GEAC Charge

Subcommittee Recs
Knowledge Areas

2019

2020

2021

APPENDIX III – 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 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 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 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 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