• **Board of Trustees adopt new SUNY General Education Policy (11/9/2021)**
  o New SUNY GE framework sets the foundation, the minimum requirement for all undergraduate degree programs
  o Campuses have the ability to add to this foundation in ways that specifically address their mission and community

• **Memorandum to Presidents (12/21/2021) provides implementation guidance, including**
  o Local campus review and approval processes
  o Adherence to the adopted new framework
  o Steps necessary to maintain seamless transfer
Updated Timeline & Next Steps

Phase I: Research (Faculty Governance Led)

- **Fall 2017**
  - General Education Revision Planning Meeting

- **Spring 2018**
  - White Paper Published

- **Spring 2019**
  - Green Paper Published

- **Summer 2019**
  - Phase II Planning

Phase II: Policy Development (University-Wide Shared Governance Committee GEAC)

- **Fall 2019**
  - Provost convenes GEAC

- **Winter 2020**
  - Initial subcommittee reports, including vision/principles

- **October 2020**
  - GEAC Restart following COVID-19 pause

- **Winter 2021**
  - GEAC develops draft SUNY GE Framework

- **March 2021**
  - GEAC report/recommendations circulated for campus comment

- **Summer 2021**
  - Extensive campus feedback analyzed; Consultation with faculty governance and other experts

Phase III: Implementation (Campus Led)

- **September 2021**
  - Distribution of final framework; Call for comments on draft guidance

- **November 2021**
  - Board of Trustees approve SUNY GE policy

- **December 2021**
  - Memorandum to Presidents (MTP) distributed
  - New SUNY GE website launched

- **Fall 2023**
  - Implementation for AA, AS, & baccalaureate programs

- **Fall 2024**
  - Implementation for AAS & AOS degree programs

Next Steps:

- Board of Trustees adopt new SUNY General Education policy (November 9, 2021)

- Memorandum to Presidents distributed to campuses (December 21, 2021)

- Develop and distribute training and support resources, including for DEISJ requirement

- Fall 2023 – Implementation for AA, AS, and all baccalaureate degree programs

- Fall 2024 – Implementation for AAS & AOS degree programs
Knowledge and Skill Areas (a minimum of 7 of 10 categories are required for AA-, AS-, and all baccalaureate-degree programs)

The following four are specifically required for all undergraduate-degree programs
- Communication – written and oral
- Diversity: Equity, Inclusion, and Social Justice*
- Mathematics (and quantitative reasoning)
- Natural Sciences (and scientific reasoning)

In addition, a minimum of three of the following six are required for AA, AS and all baccalaureate-degree programs
- Humanities
- Social Sciences
- The Arts
- US History and Civic Engagement*
- World History and Global Awareness*
- World Languages

Core Competencies – both required for all undergraduate-degree programs
- Critical Thinking and Reasoning
- Information Literacy

*Indicates a new category
SUNY General Education Policy for AAS & AOS

• **For AAS-degree programs**, the following credit and category requirements apply:
  
  o At least 20 credits of SUNY GE approved Liberal Arts and Sciences;
  o A minimum of the four specifically required knowledge and skills areas; and
  o The two core competencies.

• **For AOS-degree programs**, the following credit and category requirements apply:
  
  o A minimum of zero credits of SUNY GE approved Liberal Arts and Sciences (more LAS credits may be added, but none are required);
  o A minimum of the four specifically required SUNY GE knowledge and skills areas (freestanding or embedded); and
  o The two core competencies (freestanding or embedded).
Key Innovations of the New SUNY GE Framework

• Expands SUNY general education to all undergraduate degree programs, including applied associate degrees

• Addition of Natural Sciences (and Scientific Reasoning) requirement for all undergraduate-degree students

• Addition of Diversity requirement for all undergraduate-degree students

• Global Awareness, now coupled with World History

• Civic Engagement, now coupled with US history

• Updated core competencies in Critical Thinking and Reasoning; and Information Literacy
Diversity: Equity, Inclusion, and Social Justice (required)

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.

Guidance

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

As called for in the Board of Trustees’ resolution, SUNY System Administration will work with campuses to ensure faculty have the training and resources to support the teaching and learning needs in this category.
Initial Plans for Faculty Supports for DEISJ Implementation

• The Office of the Provost is working with FCCC President Christy Woods and UFS President Keith Landa to leverage expertise within the faculty and Chief Diversity Officers to develop training and supports.

• SUNY’s existing infrastructure including the Center for Professional Development and Open Educational Resources program provide efficient and effective models for delivering content to faculty.

• SUNY has the opportunity to become a national leader in developing and delivering innovative instruction to support Diversity, Equity, Inclusion and Social Justice learning.

• We aim to have initial content developed for feedback in early 2022, with iterative feedback informing continuous improvement.

• To support implementation of the DEISJ requirement, training and resources will be widely available to faculty by fall 2022.
DEISJ: To Infuse or Not To Infuse......that is the Question!

- It is a SUNY required “category.”
- CLO’s in several categories can be met in other cognate/gen ed courses.
- Campus based decisions may be around Associate or Bachelor’s level programs
  credit caps and externally accredited program requirements.
- Some existing courses (i.e. SOC 101, PSY 101) may contain some or all of the
  required DEISJ CLO’s or can be updated to meet all DEISJ CLO’s. (but then the
  courses must be a restricted elective to ensure ALL students get DEISJ.)
- Downside to infusion is more faculty will need to go through DEISJ prep/training
  with SUNY including adjuncts, concurrent enrollment teachers, etc.
- Stand alone DEISJ courses will be easier to assess and can be easily combined
  with other infused competencies.
- Can be a component of a “first-year course” if that exists on your campus and is a
  requirement.
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<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Finding Your Roots.</strong> A. How nature, nurture, environment, and society affect our individual development and identities. (DEI-CLO1)</td>
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<td>2.</td>
<td>Share out and discussion on Finding Your Roots homework assignment. Guided Discussion: What can we learn when we have NOT lived others experiences. (DEI-CLO1)</td>
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<td>3.</td>
<td><strong>Stigma, Fallacies, and Bias Defined.</strong> Can we “unlearn” bad information or uninformed perspectives? (DEI-CLO1)</td>
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<td>4.</td>
<td><strong>Thinking On Our Own.</strong> A. Exploring “group think” and belonging. B. Exploring cognitive dissonance and thinking independently as an adult. C. Introduction to formal critical thinking/logic models. (CT-CLO3)</td>
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<td>5.</td>
<td>Bias Case Study. (DEI-CLO1)</td>
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<td>6.</td>
<td>Applying the thinking model and problem solving. Group work (CT-CLO 1,2,3,4)</td>
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<td>7.</td>
<td><strong>Understanding Power and Privilege in Society.</strong> Exploring the meaning of power and privilege. (DEI-CLO2)</td>
<td>15</td>
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<td>8.</td>
<td>Understanding power and privilege in societal structures such as education and employment. (DEI CLO2)</td>
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Implementation of the SUNY General Education Framework

Nov. 2021

- SUNY Board votes to implement new General Education Framework and SUNY Guidance is published.

- Analyze your campus or local gen-ed requirements [Campus Gen-Ed Policy] under the new Framework with shared governance, deans, assessment staff, and registrar minimally.

- If necessary, propose modifications to local gen-ed policy, gather input, hold hearings, draft new campus-based documents.

- While governance is working on details regarding local gen-ed, analysis of existing programs with regard to new Framework criteria takes place under the direction of the CAO or designee. May include CAO or project leader designee, assessment, registrar, deans, chairs, governance rep etc.

- Shared governance presents, votes, and approves (or rejects and restarts process) for new local gen-ed. New local gen-ed goes through any required approval steps (admin, president, local boards, etc.)

- If a DEI course or new required course is likely, start (assign) course development process.

- Once local gen-ed revisions are adopted, all Associate and Bachelor’s Degree programs go through a review process to identify where all required categories and competencies are met. Your assessment experts, curriculum experts, and registrar may be very helpful with this review. This work may be at the chair level or dean level with campus guidance or a template; or at the CAO level, but should include shared governance and key program faculty along the way.
Implementation Timeline – Genesee CC Model (Continued)

Kate Schiehen
Provost/Executive Vice President for Academic Affairs
Genesee Community College

Determine/Documents the Following:
1. Program meets the SUNY Framework and needs no change. (Process done.)
2. Program does not meet the SUNY Framework and needs minor modifications to courses and/or program. (Make changes and move through governance and local admin approval process.)
3. Program does not meet the SUNY Framework and needs significant changes. (Make changes, move through governance and admin, if needed, submit to SUNY/NYSED.)

If #3 is required, submit Program Changes to SUNY/SED.

Once the program is determined to meet SUNY Framework or is approved, record and publish any changes on: College website, Degree Works, Catalog (if separate), Paper Recruitment docs, any relevant Banner tables, GETA, assessment docs, update advising staff, etc.

Ensure Master Schedule of Course Offerings is updated with any new or additional courses prior to Fall Registration period opening.
General Education

General education builds the foundation of knowledge, skills, and competencies for a substantive undergraduate academic experience, a successful career, and a productive lifetime. SUNY’s longstanding commitment to a strong system-wide general education policy dates back to the late 1990s, with the establishment of the SUNY General Education Requirement (SUNY GER). In 2003, the SUNY Board of Trustees approved the SUNY General Education Framework (SUNY GE), ensuring that all SUNY undergraduate degree-seeking students will have this critical foundation, regardless of type of degree or area of study.

Newly Approved, 2021
SUNY General Education Framework (SUNY GE)

On November 9, 2023, the SUNY Board of Trustees passed Resolution 2021-48 establishing the new SUNY General Education Framework (SUNY GE). The new SUNY GE policy is consistent with SUNY’s continuing commitment to a strong general education program—and now applicable to all SUNY undergraduate degree programs—that addresses the fundamental aims of postsecondary undergraduate education. This includes proficiency with essential skills and competencies, familiarization with disciplinary and interdisciplinary ways of knowing, enhancement of the values and disposition of an engaged 21st century global citizenry, and encouragement of individual campuses to develop unique signature features, including their respective array of educational offerings and pedagogical approaches.

The SUNY General Education Framework is effective fall 2023, for new first-time students entering AA-, AS-, and all baccalaureate-degree programs; and effective fall of 2024, for new first-time students entering AAS- and ADS-degree programs.

SUNY General Education Requirement (SUNY GER)

In 1998, the State University of New York Board of Trustees established a 30-credit SUNY General Education Requirement (SUNY GER) that required recipients of baccalaureate degrees to have demonstrated knowledge and skills in ten areas (American History, Arts, Basic Communication, Foreign Languages, Humanities, Math, Natural Sciences, Other World Civilizations, Social Sciences, and Western Civilization) and competency in two areas (Information Management and Critical Thinking). Fiscally agreed on a set of University-wide student learning outcomes for each area that guides the development of SUNY GER courses and enables those courses to transfer seamlessly within the University. In 2010, the Board approved a revised SUNY GER that offers students greater flexibility (30 credits in seven of ten areas plus the two competency areas) while continuing to promote academic excellence, student mobility, and degree attainment—important goals in The Power of SUNY: Strategic Plan 2010 and Beyond. The Office of Academic Programs, Planning and Assessment provides guidance and coordination for campuses’ implementation of the SUNY-GER, reviews campus-approved proposals for SUNY-GER courses and campus requests for programmatic waivers, and maintains a database of SUNY GER courses that supports seamless transfer.
# Website - Resources

## RESOURCES FOR CAMPUSES

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<td>Course/Program Development</td>
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<td>Diversity: Equity, Inclusion, and Social Justice</td>
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### Pedagogy/instruction/faculty development:

- **SUNY Center for Professional Development**  
  *“Diversity, Equity & Inclusion in Teaching and Learning Certificate Program”*

- **SUNY OER Services** offer faculty development opportunity through Lumen Circles, which are freely available, called **Belonging and Inclusive Teaching Fundamentals**. These faculty development experiences are facilitated by an expert and allow faculty to work with each other to discuss how to make their courses more inclusive to students and share best practices, while being guided by evidence-based teaching practices.

- **Cornell MOOC**  
  *“Teaching & Learning in the Diverse Classroom”*

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<tr>
<td>SUNY Conversations with Program Reviewers (CPRs)</td>
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## FAQ

*To submit a question, please use this [form](#).*
FAQ

Shouldn’t diversity be infused rather than being a stand-alone course?

How can a Natural Science (and Scientific Reasoning) requirement be met by a social science course?

Does the Communication category have to be met by one course, or can it be met by one Written Communication course and one Oral Communication Course?

Many of our courses which satisfied “the Arts” category under the previous requirements do not meet the Liberal Arts definition from State Ed.

Many of our courses such as “Business Ethics” are cross-listed between the major and a liberal arts discipline. Can they still count for gen ed?

Is it OK for course Student Learning Outcomes (SLOs) to differ slightly from the SUNY GE SLOs?

What training will be available to faculty for the diversity requirement?

How are courses going to be submitted to SUNY System Administration?

When is the transition/change going to be between submitting for approval to reporting of courses?
Your Questions