Conversations with Program Reviewers (CPR)
General Education
September 20, 2022
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Overview

Milestones

• Policy: November 2021
• Memorandum to Presidents: December 2021
• Implementation:
  • A.A., A.S., and all Baccalaureate Fall 2023 (new, first-time students)
  • A.A.S. and A.O.S. Fall 2024 (new, first-time students)

Major Shifts

• Two new required knowledge and skills categories of Natural Sciences (and Scientific Reasoning) and Diversity: Equity, Inclusion, and Social Justice
• Inclusion of A.A.S. and A.O.S. degrees
• Adjustments of previously existing category titles and/or student learning outcomes (e.g., from Foreign Language to World Languages; Other World Civilizations to World History and Global Awareness)
• SUNY will no longer approve courses for general education, but instead campuses will continue to enact their on-campus review and approval process and only submit to SUNY for recording purposes
Information Gathering and Distribution

- Chief Academic Officers
  - CAO meetings (June 2022 and November 2022)
  - Survey of CAOs to assess status of transition and needs (September 2022)
  - Meeting with new CAOs to ensure awareness (to be planned for fall 2022)

- Specific Groups
  - Meetings with Registrars, Transfer Advisors, SICAS, and SUNY IR and IT regarding technical matters (spring 2022, summer 2022, and ongoing)
  - Meetings with SUNY-RA (June 2022 and October 2022)
  - SCOA Zoom-in focused on general education assessment (November 2022)
  - Meeting with Chief Diversity Officers (March 2022)

- General Audience
  - Conversations with Program Reviewers (CPR) to provide a forum to present information and have real-time Q&A (February 2022 and September 2022, with additional to be scheduled)
  - Question submission via website and further developed FAQ (available since spring 2022)
SUNY GENERAL EDUCATION FRAMEWORK

SUNY General Education Vision Statement
Statement of Values and Guiding Principles
Overview of the SUNY General Education Framework
SUNY General Education Knowledge and Skills Areas, and Core Competencies

KNOWLEDGE AND SKILLS AREAS

Communication - Written and Oral (Required)
Diversity, Equity, Inclusion, and Social Justice (Required)
Mathematics (and Quantitative Reasoning) (Required)
Natural Sciences (and Scientific Reasoning) (Required)
Humanities
Social Sciences
The Arts
US History and Civic Engagement
World History and Global Awareness
World Languages

CORE COMPETENCIES

All undergraduate degree-seeking students must demonstrate the required student learning outcomes in two core competencies, Critical Thinking and Reasoning and Information Literacy.

Critical Thinking and Reasoning (Required)
Information Literacy (Required)

PROCEDURAL GUIDANCE FOR SUNY GENERAL EDUCATION

A. SUNY General Education Framework and Campus General Education Program(s)
B. SUNY General Education Credit and Category Requirements
C. Seamless Transfer
D. Implementation Timeline and Transition

FAQ
To submit a question, please use this form.
Knowledge and Skills Areas, and Core Competencies

General Questions
Communication
Diversity, Equity, Inclusion, and Social Justice
Natural Sciences (and scientific reasoning)
The Arts
World History and Global Awareness
World Languages

Procedural Guidance
Transition of approval to campuses
GE/AS
Seamless transfer concerns
Calculus
Double Dipping
Credits
Assessment
Diversity: Equity, Inclusion, and Social Justice (DEISJ)

- This category, like all categories, is the responsibility of faculty.
- As is the case for all courses, faculty teaching courses approved for this category must have demonstrable expertise in the disciplinary area of the course.
- FCCC, UFS, and SCOA have worked together to develop faculty-to-faculty guidance on course approval, as well as an assessment rubric.
- Some campuses may need to build faculty capacity to be ready to offer a full slate of courses in this category.

- The Center for Professional Development (CPD) Diversity, Equity, and Inclusion in Teaching and Learning Certificate is available to develop faculty pedagogical expertise across the disciplines.
Hold Harmless

Campuses should strive to develop and implement policies and procedures that ease the transition to the new General Education Framework from the perspective of the student experience. In this transition, students should be ‘held harmless’ and to this end campuses should adopt the following principles.

1. Campus decisions should have at the forefront a goal of creating conditions and outcomes that promote student success, provide for seamless transfer, and support timely degree completion.

2. Continuing students should be able to complete the existing general education requirements that applied at their first point of matriculation in a degree program or to choose the new General Education framework if it is more beneficial.

3. For transfer students, general education requirements identified as complete (fully or partially) on the GETA should be accepted and appropriately articulated at the receiving campus.

4. For students who previously matriculated in a SUNY undergraduate degree program but then ‘stopped out’ for an extended period of time, campuses should work the with such students to determine which set of general education requirements are most appropriate to complete.

5. There should be no conditions that require a student to repeat successfully completed general education courses or credits that result in extended time-to-degree, unnecessary cost, and/or duplication of effort.

6. Campuses should provide appropriate exceptions and allowances to the benefit of a student while satisfying the goals and outcomes of the General Education framework.
Technical Considerations for the Transition

- Student Information Systems
- Degree Audit
- Degree Works
- Transfer Finder
- General Education Transcript Addendum (GETA)
- Catalogues
FAQ

Q: Can a knowledge and skills category require the completion of multiple courses?

A: Yes, however, campuses are urged to proceed cautiously. To facilitate student transfer, campuses are encouraged to implement a one-to-one relationship in which each knowledge and skills category (with the exception of Communication) requires completion of a single course.

If a campus determines a category must be met by the completion of multiple courses, the general education student learning outcomes associated with each required course should be identified on the GETA (General Education Transcript Addendum) and the amount of credit provided for each learning outcome should correspond to contact/credit hour requirements (see SUNY policy: https://www.suny.edu/sunypp/documents.cfm?doc_id=168).

For the purposes of applicability to the SUNY General Education framework, campuses should avoid distributing a single general education student learning outcome over multiple courses.

For a student who transfers with partially fulfilled requirements for a category, the receiving campus may advise the student to complete coursework that satisfies the remaining learning outcome(s) listed on the GETA; however, the qualifying course(s) should not extend the student’s time-to-degree or require unnecessary cost and/or duplication of effort. Where this is not feasible at the receiving campus, the sending campus should provide cross-registration options for the student that allow for completion of the remaining learning outcome(s), which should not extend the student’s time-to-degree or require unnecessary cost and/or duplication of effort. The Seamless Transfer Requirements continue to apply.
FAQ

Q: Can the Communication category require completion of more than one course, and, if so, can both courses count toward the general education credit requirement?

A: The Communication category may be met either by one course that meets all student learning outcomes for this category or two courses for which one meets the Oral Communication student learning outcomes and one meets the Written Communication student learning outcomes. If two courses are required and each course is designed foundationally as a communication course, full credits for each course may count toward the general education credit requirement (this is the only category for which this is the case).
Q: How can a Natural Science (and Scientific Reasoning) requirement be met by a social science course?

A: The required knowledge and skills category of Natural Science (and Scientific Reasoning) was added to be consistent with the Middle States general education requirement for Scientific Reasoning. During the policy development process, overwhelming feedback from SUNY campuses indicated that many courses in the social sciences (and possibly other liberal arts and sciences disciplines) include scientific reasoning in their learning outcomes. For this reason, campuses have the latitude to approve a course in the social sciences (or other disciplines) for this category, as long as the learning outcomes for the course include demonstrating scientific reasoning applied to the respective disciplinary area(s), as described in the student learning outcomes for this general education category.
FAQ

Q: Many of our courses that satisfied the Arts category under the sunsetting General Education Requirements do not meet the Liberal Arts and Sciences (LAS) definition of the New York State Education Department (NYSED). Are non-LAS courses no longer approvable for this or any other category in the General Education framework?

A: Campuses shall strive to have all approved general education courses meet the NYSED LAS definition (included here). This assists with programs meeting the LAS requirements for the degree as determined by award type. To do so for performance courses in the Arts, campuses may need to highlight the ways in which courses such as studio art, creative writing, and musical recitation, to name a few, are based on a theoretical foundation that would lend the course a liberal arts orientation. This theoretical foundation is often not explicit in the written learning outcomes for a course but can be added for additional specificity.

Additionally, the new General Education framework provides that in extenuating circumstances and when necessary, general education learning outcomes may be incorporated into courses in the major, which may not meet the NYSED LAS definition.

The statement “In all cases, SUNY-GER courses may be counted as liberal arts and sciences courses” included in an MTP for the sunsetting General Education Requirements is not applicable to the new General Education framework, because the NYSED definition is what determines whether a course is LAS or not.
Q: In the World History and Global Awareness category, the second learning outcome refers to impacts on "wellbeing" and "sustainability." Do you have working definitions for these terms?

A: The terms “wellbeing” and “sustainability” are not centrally defined. Instead, campuses are to interpret these terms within the context of the course(s) being considered for approvability for this category. Sustainability, for example, is meant to be interpreted broadly as in the sustainability of a culture, civilization, etc. (for example, refer to the UN Sustainable Development Goals, https://sdgs.un.org/goals, which include access to education, economic vitality, etc.). Although the environment may quickly come to mind when thinking about sustainability, it is quite possible for courses across a variety of disciplines to have a focus on sustainability (e.g., an investment and finance course might be designed to explore the impact of the World Bank on sustaining economies and reducing poverty).
FAQ

Q: Can a receiving campus make a determination that a general education course from a sending campus should not have been approved and therefore deny transfer of the course for the purpose of meeting the requirements of the General Education framework and thus require the student to take another course approved by the receiving campus?

A: If a sending campus has approved a course as meeting a requirement of the General Education framework and if a student has successfully completed that course as displayed within the GETA, the receiving campus must accept it. The Seamless Transfer Requirements continue to apply.

To address concerns about course approvability and/or the transfer of credit, campuses are encouraged to work together to seek resolution and, if necessary, may submit an appeal to SUNY for intervention.
Q: Is it possible for a course to meet more than one knowledge and skills category?

A: Yes, campus faculty will determine whether a course satisfies student learning outcomes in multiple categories. A course approved in multiple categories must contain sufficient content to address all learning outcomes for each category and there must be an assessment plan to evaluate student attainment of all learning outcomes for each of the multiple categories.
FAQ

Q: Do core competencies (Critical Thinking and Reasoning; Information Literacy) count toward the credit requirement for the General Education framework?

A: No, a course approved to meet a core competency does not count toward the credit requirement for the General Education framework, unless the course is also approved as meeting a knowledge and skills area and the credits are applied due to the status of the course for this knowledge and skills area.
Other Questions?

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Online form available at:
https://system.suny.edu/academic-affairs/acaproplan/general-education/suny-ge/