Introductory Comments

- This presentation is being recorded for future reference.
- Most of what is presented here will be in the new guidance to be issued soon.
- Please use the chat function for comments and questions. Your input will help with finalizing the draft which will be sent out for additional comment.
- One response each will be requested per campus, UFS, FCCC, SUNYRA, and Student Mobility Steering Committee.
- The implementation dates remain as written in the policy.
SUNY GE Updated Guidance

• This guidance is intended to update and clarify the original Memorandum to Presidents (MTP) distributed in December 2021.

• General principles for the transition:
  o Hold students harmless
  o Be flexible in applying the guidelines
  o When judgment is called for, err on the side of helping students

• Remember, the original SUNY GER wasn’t implemented all at once. The policy was passed in 1998. Guidance was first issued in 1999 and updated twice in 2003 and then again in 2010, 2011, and 2013.
Local Faculty Approval

• Campuses shall be responsible for reviewing and approving SUNY General Education courses to meet the new SUNY GE Framework Knowledge and Skills areas and Core Competencies.

• Each campus shall have a faculty review process for adding, removing, or revising SUNY GE courses and updating its official list of approved courses. This is a faculty process that should meaningfully include the campus faculty governance body. For this, faculty have the responsibility to verify that all applicable student learning outcomes are met in a proposed course.

• Comment:
  • This is not a new requirement. Campuses were required to have such a process in 2003. “Each campus shall formally adopt guidelines for the approval of SUNY-GER offerings that incorporate the Task Force learning outcomes…”
  https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/mtp/mtp03-1.pdf
  • This process is representative of faculty purview over the curriculum and, as such, requires faculty to exercise their responsibility to ensure quality and rigor in the institution’s SUNY GE offerings. This may require saying no to peers and colleagues.
  • Campus faculty governance processes vary from campus to campus. There is no one required process for review of SUNY GE courses; however, the process used should reflect the shared governance of each SUNY campus.
Core Competencies (Critical Thinking and Reasoning; Information Literacy)

• Credits for a course approved to meet a Core Competency do not count toward the SUNY GE credit requirement.

• Student achievement of Core Competencies must be assessed and subsequently documented on the revised General Education Transcript Addendum within the first 60 credits of the degree program.
Core Competencies (Critical Thinking and Reasoning; Information Literacy)

Comment:
• Core competencies need to be documented to provide evidence of students acquiring and demonstrating the learning outcomes.
• For institutions which assess their core competencies as a summative assessment at the end of a baccalaureate degree, a formative assessment at the halfway point should be conducted in order to be able to determine that the competency has been met within the required first 60 credits.
• In order for meaningful assessments of these competencies to be conducted, curriculum maps should be developed which show in which courses the learning outcomes are delivered and assessed. The final assessment within the first 60 credits should be sufficient for noting achievement of the competencies on the GETA.
Use of the Exact Student Learning Outcomes from the SUNY GE Framework

Courses approved for SUNY GE must meet the learning outcomes, but it is not expected that the course contain the SUNY SLOs verbatim. This flexibility is confirmed by the language in the Guidance which encourages faculty to build on earlier levels of courses by considering alternative language in Bloom’s taxonomy.

See the General Education Framework Knowledge and Skills section of the guidance at this link: https://system.suny.edu/academic-affairs/acaproplan/general-education/suny-ge/
Hold Harmless

Campuses shall 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 are to be ‘held harmless’ and to this end campuses are expected to adopt the following principles:

- 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.
- Campuses must grant students the opportunity to pursue the GE requirements in place at the time of first enrollment where there has been no interruption in study beyond two academic years. Campuses may grant students the opportunity to pursue the GE requirements in place at the time of first enrollment for longer interruptions in study in accordance with their campus policies. Additionally, while the time of first enrollment is the first point of matriculation, campuses are permitted to consider non-matriculated enrollment when determining the time of first enrollment. Campuses may also establish a procedure to allow continuing students to choose the new SUNY General Education Framework when they are eligible for another.
- For students who previously matriculated in a SUNY undergraduate degree program but had an interruption in study for two years or greater, campuses shall work with the students to determine which set of general education requirements are most appropriate to complete to prevent extending the time to the degree.
Hold Harmless

• For students who were concurrently enrolled and successfully completed SUNY credit courses in the high school that were designated as meeting SUNY general education, campuses shall grant general education credit for those courses regardless of the term of matriculation and/or the general education program being completed. Campuses may consider enrollment in a SUNY credit course in the high school as the point of first enrollment.

• Campuses shall provide appropriate exceptions, substitutions, and allowances to the benefit of a student while satisfying the goals and outcomes of the SUNY General Education framework. For example, if a student successfully completed a general education course as a non-matriculated student, a campus may elect to apply the course toward the general education program being completed by the student. For transfer students, general education requirements identified as complete (fully or partially) on the General Education Transcript Addendum (GETA) shall be accepted and appropriately articulated at the receiving campus.
Hold Harmless

• There shall be no conditions that require a student to repeat successfully completed general education courses, content, or credits that result in extended time-to-degree, unnecessary cost, and/or duplication of effort. In addition, course transfer may not be denied based on modality alone. All aspects of the 2013 Seamless Transfer policy (located here: https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/mtp/MTP13-3SeamlessTransfer6-14-13.pdf) referring to SUNY GER also apply to the new SUNY GE framework for A.A., A.S., and all baccalaureate degree programs.
Definition of Freestanding and Embedded SUNY General Education Courses

• Freestanding general education courses are courses where the general education learning outcomes are foundational to the course. (These are often, but not exclusively, Liberal Arts and Sciences courses.)

• Embedded general education courses are those applied courses where SUNY GE learning outcomes have been added to address the SUNY GE requirement, but where these SUNY GE learning outcomes are not foundational to the course. Examples might include but are not limited to Nursing courses which have incorporated DEISJ learning outcomes, or HVAC courses which have incorporated Communication learning outcomes.
Liberal Arts and Sciences (LAS)

- Specific proportions of LAS are required in state regulation for various degree types. These requirements help to ensure breadth of study integral to a program of general education, and all programs must meet them to be registered with the New York State Education Department (NYSED). Campuses should strive to have all approved general education courses meet the NYSED LAS definition (included here: http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum). To do so for performance courses in the Arts, for example, campuses may need to highlight the ways in which courses such as studio art, creative writing, and musical recitation, to name a few, foster a broad theoretical or historical understanding of the artistic expression that may qualify the course as liberal arts. This foundation is often not explicitly written in course documents, but can but can be included in the syllabus within the course description, learning outcomes, etc.
If a campus is unable to identify courses for a general education category that meet the NYSED definition of LAS, courses may be approved as general education even if not also LAS. For some programs, general education courses may need to be major area courses that do not meet the NYSED definition of LAS. In other programs, there may be courses in disciplines which do not at first glance appear to be LAS disciplines, but for which the content may be essentially LAS (e.g., Business Ethics). Still other programs (such as AOS degree programs) may need to incorporate SUNY GE into courses which do not meet the LAS definition. In all cases, the campus must still ensure that minimum LAS requirements are satisfied for the respective award type. The campus should confer with its assigned SUNY program reviewer/liaison, as needed.
Seamless Transfer

- All aspects of the 2013 Seamless Transfer policy (located here: https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/mtp/MTP13-3SeamlessTransfer6-14-13.pdf) referring to SUNY GER also apply to the new SUNY GE framework for A.A., A.S., and all baccalaureate programs.

- Freestanding General Education courses in all programs are guaranteed to transfer as per SUNY policy. Courses in which General Education learning outcomes are embedded may transfer, but the transfer of these courses is not guaranteed. Under no circumstances should a course be denied transfer solely due to the type of program in which it occurs. (See earlier definition of freestanding and embedded.)

- Local general education requirements beyond the SUNY GE shall not require a transfer student to exceed the number of credits to graduation required of native students in the same program (MTP Vol.13, No. 3; I.A.vi.). There shall be no conditions that require a student to repeat successfully completed SUNY General Education Course, content, or credits that would result in extended time-to-degree, unnecessary cost, and/or duplication of effort.
Seamless Transfer

• To address any concerns about course approvability and the transfer of credit, campuses are encouraged to work together to seek resolution. If necessary, campuses or students may submit an appeal to the SUNY’s Provost’s Office for intervention. Consistent with prior SUNY policy, decisions regarding the transfer of SUNY GE courses can be appealed at the campus and SUNY System level.

Comment:

• A receiving campus cannot 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, thus requiring the student to take another course approved by the receiving campus.

• If a sending campus has approved a freestanding 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 through the appeals process.
Requiring Completion of Multiple Courses to Meet a Single Knowledge and Skills Area

- It is allowable to require multiple courses to complete a single Knowledge and Skills area, however, campuses are urged to proceed cautiously. To facilitate student transfer, campuses are instead strongly encouraged to implement a one-to-one requirement-course relationship in which each knowledge and skills area (with the exception of Communication) requires completion of a single course.

- If a campus determines a single Knowledge and Skills area must be met by the completion of multiple courses, the general education student learning outcomes associated with each required course must be identified on the GETA (General Education Transcript Addendum) and the amount of credit provided for each learning outcome must 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 shall avoid distributing a single general education student learning outcome over multiple courses. The assessment plan for a Knowledge and Skills area that requires completion of multiple courses must account for the assessment of all learning outcomes for the category in all of the courses that are required in order to meet the category.
Requiring Completion of Multiple Courses to Meet a Single Knowledge and Skills Area

• The Knowledge and Skills area of Communication is the exception to this guidance due to longstanding precedent for campuses to allow for this requirement to 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 for Communication 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).

• For a student who transfers with partially fulfilled student learning outcomes for a Knowledge and Skills area, 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) shall 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 shall provide cross-registration options for the student that allow for completion of the remaining learning outcome(s), which shall not extend the student’s time-to-degree or require unnecessary cost and/or duplication of effort.
Programmatic Waivers

• Campuses may seek a waiver of the minimum number of SUNY GE knowledge and skills areas and/or maximum credits for a degree for a specific academic program in cases where the program’s curriculum is governed by external standards such as specialized accreditation. Note: The four specifically required Knowledge and Skills areas will not be approved for waiver. Waiver requests must be submitted through the campus Provost to the SUNY Office of the Provost using is the form located at: https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/9_Seamless-Transfer-Waiver-Request-PILOT-2014-11-17.docx

Comment:

• The previous blanket waiver for Engineering Programs is currently under consideration and likely to be renewed.
Assessment of the General Education Program

• Each campus with one or more general education program(s) shall develop and implement a plan for the organized and systematic assessment of its general education program(s) that meets or exceeds the standards of the Middle States Commission on Higher Education. The plan shall indicate where in the curricula the learning outcomes for the SUNY GE framework Knowledge and Skills areas and Core Competencies are addressed and assessed (typically through curriculum mapping), and how the results are used to improve teaching and learning (MTP Vol. 10, No. 2, II. D). Conclusions resulting from assessment of the program are expected to be drawn at the institutional level. Results should then be disaggregated to determine what improvements may be needed. Assessment of general education shall occur frequently enough to provide for timely interventions for the improvement of teaching and learning. Campuses shall subsequently determine the effectiveness of any interventions and any additional steps needed to effect improvement.
Other Questions?

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