

SUNY Cortland General Education Revision Crosswalk

Comparison of current SUNY Cortland General Education (GE) requirements with new SUNY GE Framework scheduled for Fall 2023 implementation

Current SUNY Cortland Category	SUNY 2023 Category	Current Student Learning Outcomes (SLOs)	SUNY Approved Student Learning Outcomes (SLOs)	Notes
GE 10 Basic Communication	Communication – Written and Oral (Required)	Students will <ol style="list-style-type: none"> 1. be able to produce coherent texts within common college-level written forms; 2. demonstrate the ability to revise and improve their written texts; 3. demonstrate the ability to research a topic, develop an argument and organize supporting details; 4. develop proficiency in oral discourse; 5. demonstrate the ability to evaluate an oral presentation according to established criteria. 	Students will <ol style="list-style-type: none"> 1. research a topic, develop an argument, and organize supporting details; 2. demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience; 3. evaluate communication for substance, bias, and intended effect; and 4. demonstrate the ability to revise and improve written and oral communication. 	SUNY guidance: Written and oral communication courses may continue to be offered separately.
GE 11 Prejudice and Discrimination	Diversity: Equity, Inclusion, and Social Justice (Required)	Students will demonstrate an understanding of <ol style="list-style-type: none"> 1. how power, bias, prejudice and 	Students will <ol style="list-style-type: none"> 1. describe the historical and contemporary societal factors that 	SLO addition: SUNY SLO number 2: social structures systems

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		<p>discrimination can affect society's values, attitudes and institutions;</p> <p>2. approaches that address barriers and foster greater equity and inclusivity.</p>	<p>shape the development of individual and group identity involving race, class, and gender;</p> <p>2. 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</p> <p>3. apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.</p>	<p>SUNY SLO number 3: principles of social justice action</p>
<p>GE 1 Quantitative Skills</p>	<p>Mathematics (and Quantitative Reasoning) (Required)</p>	<p>Students will demonstrate the ability</p> <p>1. to interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;</p> <p>2. to represent mathematical information symbolically, visually, numerically and verbally;</p> <p>3. to employ quantitative methods, such as</p>	<p>Students will demonstrate mathematical skills and quantitative reasoning, including the ability to</p> <p>1. interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics;</p> <p>2. represent mathematical information symbolically, visually, numerically, or</p>	<p>Current courses should be fine. Two local SLO's not present in SUNY GE: to estimate and check mathematical results for reasonableness; to recognize the limits of mathematical and statistical methods. Guidance confirms that courses in statistics, computer science, data science, formal/symbolic logic are fine as long they meet SLOs.</p>

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		arithmetic, algebra, geometry or statistics, to solve problems; 4. to estimate and check mathematical results for reasonableness; 5. to recognize the limits of mathematical and statistical methods.	verbally as appropriate; and 3. employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.	
GE 2 Natural Science	Natural Sciences (and Scientific Reasoning) (Required)	Students will demonstrate 1. 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 mathematical analysis; 2. knowledge of the principles of one or more of the natural sciences; 3. the ability to apply scientific data, concepts and models in one or more of the natural sciences, and relate the relevant technology and principles they have studied to modern life.	Students will demonstrate scientific reasoning applied to the natural world, including 1. 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 2. application of scientific data, concepts, and models in one of the natural (or physical) sciences.	Current courses should be fine. Local SLO's currently include more than what is present in SUNY GE: SLOs do not include principles of a natural science. Guidance does not require a laboratory component ("although highly desirable") and states that liberal arts and sciences courses, i.e. social sciences, courses can be approved as long as scientific reasoning is applied to the respective disciplinary area.

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GE 7 Humanities	Humanities	Students will <ol style="list-style-type: none"> 1. be able to critically respond to works in the humanities; 2. be able to discuss major human concerns as they are treated in the humanities; 3. demonstrate an understanding of the conventions and methods of at least one area in the humanities. 	Students will <ol style="list-style-type: none"> 1. demonstrate knowledge of the conventions and methods of at least one of the humanities; and 2. recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts. 	Current courses should be fine. Local SLO's currently include more than what is present in SUNY GE: be able to discuss major human concerns as they are treated in the humanities is a local SLO. SUNY Guidance: "performance" courses should typically be in the arts category, but scholarly histories of the arts are approval in both arts and humanities categories. Performance courses would generally not be approvable in this category unless supported by documentation that they include a preponderance of scholarly humanistic study.
GE 3 Social Science	Social Sciences	Students will demonstrate <ol style="list-style-type: none"> 1. an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; 2. knowledge of major concepts, models and 	Students will <ol style="list-style-type: none"> 1. describe major concepts and theories of at least one discipline in the social sciences; and 2. demonstrate an understanding of the methods social scientists use to explore social phenomena. 	Current courses should be fine. New SLO's are more open than hours and may allow for more flexibility in course approvals. Guidance also provided for inclusion of interdisciplinary courses based on explicit acknowledgment in syllabi of which social science discipline is drawn upon for concepts and models, inclusion of social sciences texts, and teaching social science methodologies

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		issues of at least one discipline in the social sciences.		
GE 8 The Arts	The Arts	<p>Students will demonstrate an understanding of</p> <ol style="list-style-type: none"> 1. at least one principal form of artistic expression and the creative process inherent therein; 2. the significance of artistic expression in past and/or present civilizations. 	<p>Students will</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein. 	<p>Current courses should be fine. Only one SUNY SLO; local SLO is the significance of artistic expression in past and/or present civilizations. Guidance: Both performance-oriented and scholarly/historical offerings in the expressive arts are approvable for this category.</p>
GE 4 United States History and Society	US History and Civic Engagement	<p>Students will demonstrate</p> <ol style="list-style-type: none"> 1. knowledge of a basic narrative of American history, such as political, economic, social and cultural, including knowledge of unity and diversity in American society; 2. an understanding of state and mediating institutions in American society and how they have affected different groups, including ethnic minorities and women; 3. an understanding of America's evolving relationship with the rest of the world. 	<p>Students will</p> <ol style="list-style-type: none"> 1. demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation; 2. understand the role of individual participation in US communities and government; and 3. apply historical and contemporary evidence to draw, support, or verify conclusions. 	<p>Major shift in SLOs and requirements: approvable courses must include role of individuals within communities and civic understanding</p>

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GE 6 Contrasting Cultures	World History and Global Awareness	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the distinctive features of the history, institutions, economy, society, culture, etc. of one non-western civilization; 2. compare and/or contrast another contemporary culture or other contemporary cultures with the dominant themes of U.S. culture; 3. demonstrate an understanding of cultural differences in world views, traditions, cultural institutions, values, social systems, languages and means of communication. 	<p>Students will</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and 2. demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability. 	<p>Major shift in SLOs and requirements: SUNY GE does not specify non-Western focus. Combines current categories 5 and 6. Can include study of indigenous populations. The student learning outcomes suggest that contemporary, non-historical topics would be appropriate for courses in this category.</p>
GE 9 Foreign Language Requirement	World Languages	<p>Students will demonstrate</p> <ol style="list-style-type: none"> 1. basic proficiency in the understanding and use of a foreign language; 2. an understanding of the distinctive features of culture(s) associated with the language they are studying. 	<p>Students will</p> <ol style="list-style-type: none"> 1. exhibit basic proficiency in the understanding and use of a world language; and 2. demonstrate knowledge of the distinctive features of culture(s) associated 	<p>No major changes</p>

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			with the language they are studying.	
GE 5 Western Civ	None	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. describe within an historical context major Western political, geopolitical, economic, social, and/or intellectual developments; 2. analyze the relationship between the development of ideas and historical change in Western and other regions of the world; 3. discuss distinctive features of contemporary Western civilization in terms of such areas as history, institutions, economy, society and culture. 		Not offered in new GE program – combined with World History and Global Awareness
GE 12 Science, Technology, Values and Society	None	<p>Students will demonstrate an understanding of</p> <ol style="list-style-type: none"> 1. the manner in which value judgments are justified and how interpretation of technical information can lead to different conclusions, and 2. issues at the interface of science, technology and society and how 		Local category

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		the methods of science and scientific data are understood in the context of social issues.		

SUNY General Education Core Competencies

All undergraduate degree-seeking students must demonstrate the required student learning outcomes in two core competencies.

Critical Thinking and Reasoning (required)

Students will:

1. Clearly articulate an issue or problem;
2. Identify, analyze and evaluate ideas, data, and arguments as they occur in their own or others' work;
3. Acknowledge limitations such as perspective and bias; and
4. Develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Information Literacy (required)

Students will:

1. Locate information effectively using tools appropriate to their need and discipline;
2. Evaluate information with an awareness of authority, validity, and bias; and
3. Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Guidance for Core Competencies

Students need to acquire both core competencies appropriate to the demands of the 21st century citizen and have flexibility to implement and assess these learning outcomes across a diverse range of academic programs.

The core competencies are not necessarily associated with any one course, though the student learning outcomes may be required in one or more specified courses. In either case, campuses must ensure that the required learning outcomes are included in each undergraduate degree curriculum.