

Basic structure of the current Binghamton General Education curriculum	Basic structure of the new SUNY General Education curriculum
<p>Students must fulfill requirements in the following categories:</p> <ul style="list-style-type: none"> ● Language and Communication <ul style="list-style-type: none"> ○ Composition (C) and Oral Communication (O) or Joint Composition/Oral Communication (J) ○ Foreign Language (FL1, FL2, FL3) ● Creating a Global Vision <ul style="list-style-type: none"> ○ Global Interdependencies (G) ○ Pluralism in the United States (P) (includes U.S. History requirement) ● Liberal Arts <ul style="list-style-type: none"> ○ Aesthetics (A) ○ Humanities (H) ○ Laboratory Sciences (L) ○ Social Sciences (N) ○ Mathematics (M) ● Physical Activity/Wellness <ul style="list-style-type: none"> ○ Combination of Physical Activity (Y), Wellness (S), or Both Physical Activity/Wellness (B) 	<p>SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREAS, AND CORE COMPETENCIES</p> <p>1. Knowledge and Skills Areas (a minimum of 7 of 10 categories of knowledge and skills are required)</p> <p>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)</p> <p>In addition, a minimum of three of the following six are required Humanities * Social Sciences * The Arts * US History and Civic Engagement World History and Global Awareness World Languages *</p> <p>2. Core Competencies – both required for all undergraduate-degree programs Critical Thinking and Reasoning Information Literacy</p> <p>*Binghamton Gen Ed choices</p>

Learning Outcomes for General Education Requirements (Revised 5/6/15)	Student Learning Outcomes (SLO) for SUNY GE Relevant SUNY Guidance and summary of BU Guidance
	Knowledge and Skills Areas
<p>C requirement - Composition Students in C courses will</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of course content through formal academic writing; 2. Construct effective prose that demonstrates critical thinking and advances sound conclusions, appropriate to the course and discipline; and 3. Demonstrate the ability to revise and improve their writing in both form and content. <p>O requirement - Oral Communication Students in O courses will demonstrate</p> <ol style="list-style-type: none"> 1. Proficiency in oral presentations. 2. The ability to improve oral presentations in response to critiques. 3. Skill in listening to and critiquing oral presentations. 	<p>C O and J - Communication – Written and Oral Students will</p> <ul style="list-style-type: none"> • research a topic, develop an argument, and organize supporting details; • demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience; • evaluate communication for substance, bias, and intended effect; and • demonstrate the ability to revise and improve written and oral communication. <p>BU Guidance brief summary: The language of communication for C, O, and J courses shall be English. C and O courses are limited to 25 students. C courses require at least 20 pages of formal expository writing, which must count for at least 50 percent of the course grade with one paper undergoing a substantial revision process based on instructor feedback (not just peer feedback). O courses require that each student give at least 2 presentations. base at least 15% of the course grade on oral presentations, including required student critiques. There is additional detailed guidance for requirements for O courses with video or online presentations.</p>
<p>P requirement - Pluralism in the United States Students in all P courses will demonstrate an understanding of</p> <ol style="list-style-type: none"> 1. United States society by paying substantive attention to three or more of the groups in the table below. 	<p>Diversity: Equity, Inclusion, and Social Justice</p> <p>Students will</p> <ul style="list-style-type: none"> • describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;

2. How these groups have affected and been affected by basic institutions of American society, such as commerce, family, legal and political structures, or religion, and by issues involving inequality.

Required groups/identities (at least 2):	Additional groups/identities:
African Americans	Disability status
Arab Americans	Gender and gender identity
Asian Americans	Immigrant status/issues
European Americans	Language and language identity
Jewish Americans	Religious/spiritual identities
Latin@ Americans	Sexual orientations
Native Americans	Socioeconomic status/class
Pacific Islander Americans	

In addition, students who have not scored 85 or above on the New York State Regents examination in United States history (or its equivalent) must take a P course where they also will demonstrate knowledge of:

1. An historical narrative of the United States and its institutions over a period of at least a century, including connections to prior and subsequent periods, with this narrative including several themes that have shaped the development of American society, such as the struggle for democracy, citizenship, racial and gender inequality, religious freedom, and civil rights; the conflicts that have erupted over these issues; and the consensus, if any, that has been reached on each of them.
2. How the history of the United States relates to the history of at least two other regions of the world, as a means of understanding America's evolving relationship with the rest of the world.

- 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.

Additional BU Guidance:

In addition to the required SLOs, we encourage instructors to explore other aspects of diversity in their courses, including categories identified in our “Pluralism” requirement, such as Disability status, Gender and gender identity, Immigrant status/issues, Language and language identity, Religious/spiritual identities, and Sexual orientations.

The task force recommends that our guidance to instructors state that “race, class, and gender” will be broadly construed.

Instructors are encouraged to include U.S.-based topics in their courses.

U.S. History

Students who have not satisfied our U.S. History requirement prior to matriculation take a specialized “USD” course that covers Binghamton’s U.S. History learning outcomes as well as the “Diversity: Equity, Inclusion and Social Justice” learning outcomes. We recommend continuing the U.S. History requirement for students who have not scored above an 84 of the Regents exam in U.S. History (or the equivalent) by adding Binghamton’s U.S. History learning outcomes (in the left column) to the new D learning outcomes so that students can continue to use one specialized USD course to meet both sets of learning outcomes.

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<p>M requirement - Mathematics/Reasoning Students in M courses will demonstrate competence in an area such as calculus, symbolic logic, the logic of computers, the logic of deductive and inductive reasoning, or probability and statistical inference.</p>	<p>M - Mathematics (and Quantitative Reasoning) Students will demonstrate mathematical skills and quantitative reasoning, including the ability to</p> <ul style="list-style-type: none"> - 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.
<p>L requirement - Laboratory Science Students in L courses will demonstrate</p> <ol style="list-style-type: none"> 1. Understanding of the methods scientists use to explore natural phenomena, including the formulation and testing of hypotheses and the collection, analysis and interpretation of data. 2. Knowledge of concepts and models in one of the sciences. 	<p>L - Laboratory Science (SUNY Natural Sciences (and Scientific Reasoning)) Students will demonstrate scientific reasoning applied to the natural world, including</p> <ul style="list-style-type: none"> • 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 sciences. <p>SUNY Guidance N.B.: Campuses may approve liberal arts and sciences courses outside the natural sciences (e.g., in social sciences) in lieu of the Natural Sciences required category, as long as the student learning outcomes include demonstrating scientific reasoning applied to the respective disciplinary area(s). In such cases, the campus shall ensure that transcripts clearly indicate that required Scientific Reasoning has been satisfied outside the Natural Sciences (e.g., in Social Sciences).</p> <p>BU Guidance include a minimum of 10 laboratory meetings, exercises, field studies, or practica.</p>



	Knowledge and Skills Areas (required by Binghamton)
<p>A requirement - Aesthetics Students in A courses will demonstrate an understanding of the creative process and the role of imagination and aesthetic judgment in at least one principal form of artistic expression in such fields as art, art history, cinema, creative writing, dance, graphic design, music, and theater.</p>	<p>A – Aesthetics (SUNY The Arts) Students will</p> <ul style="list-style-type: none"> • demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein. <p>SUNY Guidance Standard scholarly histories of the arts are approvable in both the Humanities and Arts categories.</p> <p>BU Guidance: Performance and studio oriented and scholarly/historical offerings in the expressive arts are approvable for this category. Performance and studio-oriented courses should engage students in the creative process directly while also fostering broader understanding of the principal form of artistic expression (e.g., appreciation, theory, history, and/or aesthetic principles).</p>
<p>H requirement - Humanities Students in H courses will demonstrate an understanding of human experience through the study of literature or philosophy.</p>	<p>H - Humanities Students will</p> <ul style="list-style-type: none"> • demonstrate knowledge of the conventions and methods of at least one of the humanities; and • recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts. <p>SUNY Guidance Standard scholarly histories of the arts are approvable in both the Humanities and Arts categories.</p>

<p>N requirement - Social Sciences Students in N courses will demonstrate</p> <ol style="list-style-type: none"> 1. Knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology. 2. An understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks. 	<p>N - Social Sciences Students will</p> <ul style="list-style-type: none"> • describe major concepts and theories of at least one discipline in the social sciences; and • demonstrate an understanding of the methods social scientists use to explore social phenomena. <p>SUNY Guidance Campuses are encouraged to approve courses that include a comprehensive introduction to a social science discipline. For inter- or multi-disciplinary courses (e.g., women’s studies or the social science portions of integrated curricula), or courses that otherwise fall outside the envelope of traditional social science disciplines, course descriptions and syllabi shall demonstrate clearly:</p> <ul style="list-style-type: none"> • that they teach understanding of social science methodologies; • which discipline(s) in the social sciences they draw on for concepts and theories; and • that the majority of the text(s) used fall clearly within the social sciences.
<p>Foreign Language Requirement Students who satisfy the Foreign Language requirement will demonstrate:</p> <ol style="list-style-type: none"> 1. Basic proficiency in the understanding and use of a foreign language. 2. Knowledge of the distinctive features of cultures(s) associated with the languages they are studying. 	<p>WL - World Languages Students will</p> <ul style="list-style-type: none"> • 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. <p>BU General Guidance Foreign Language skills are ensured by requiring that students pass either an approved FL3 (third-semester college-level) course in one foreign language or an approved FL2 (second-semester college-level) course in two foreign languages, or satisfactorily complete some other significant activity that requires second-level foreign language proficiency as a prerequisite, such as study abroad in a non-English environment or an internship serving people who can communicate only in a language other than English.</p>
<p>G requirement - Global Interdependencies Students in G courses will demonstrate knowledge of how two or more distinctive world regions have influenced and interacted with one another and how such interactions have been informed by their respective cultures or civilizations.</p>	<p>G requirement - Global Interdependencies (no SUNY equivalent) Students in G courses will demonstrate knowledge of how two or more distinctive world regions have influenced and interacted with one another and how such interactions have been informed by their respective cultures or civilizations.</p> <p>BU Guidance G courses may focus on distinctive cultural regions, at least one of which must be non-Western. A "cultural region" is a portion of Earth's surface that has common cultural elements</p>

	<p>(http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf, accessed 3/14/19).</p>
<p>S requirement - Wellness Students in S courses will demonstrate knowledge of such topics as diet and nutrition, physical development, substance abuse, human sexuality, stress and stress reduction techniques, relaxation methods, or the characteristics that define physical, mental or emotional fitness/wellness</p> <p>Y requirement - Physical Activity Students in Y courses will demonstrate one or more of the following attributes: neuromuscular coordination, muscular strength and muscular endurance, cardio-respiratory endurance, or flexibility.</p>	<p>S Y B – Wellness, Physical Activity, Both (no SUNY equivalent) Students in S courses will demonstrate knowledge of such topics as diet and nutrition, physical development, substance abuse, human sexuality, stress and stress reduction techniques, relaxation methods, or the characteristics that define physical, mental or emotional fitness/wellness</p> <p>Students in Y courses will demonstrate one or more of the following attributes: neuromuscular coordination, muscular strength and muscular endurance, cardio-respiratory endurance, or flexibility.</p>
	<p>Core Competencies</p>
	<p>Critical Thinking and Reasoning Students will</p> <ul style="list-style-type: none"> • 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.
	<p>Information Literacy Students will</p> <ul style="list-style-type: none"> • locate information effectively using tools appropriate to their need and discipline; • evaluate information with an awareness of authority, validity, and bias; and • demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.