



# **LIBERAL EDUCATION CURRICULUM GUIDELINES**

June 2021



SUNY OLD WESTBURY

# TABLE OF CONTENTS

---

TABLE OF CONTENTS .....	1
PREFACE .....	3
SUMMARY OF LIBERAL EDUCATION CURRICULAR REQUIREMENTS .....	5
LEARNING OUTCOMES BY ATTRIBUTE .....	6
• OLD WESTBURY LOCAL REQUIREMENT .....	6
○ DIVERSITY AND SOCIAL JUSTICE .....	
• GENERAL EDUCATION DOMAINS AND LOCAL PROFICIENCIES .....	7
○ MATHEMATICS AND MATH PROFICIENCY .....	7
○ BASIC COMMUNICATION AND WRITING PROFICIENCY .....	8
○ CREATIVITY AND THE ARTS .....	9
○ WESTERN TRADITION .....	9
○ AMERICAN EXPERIENCE .....	10
○ MAJOR CULTURES .....	10
○ FOREIGN LANGUAGES .....	11
○ NATURAL SCIENCES .....	12
○ HUMANITIES .....	13
○ SOCIAL SCIENCES .....	13
• COMPETENCIES .....	14
○ CRITICAL THINKING .....	14
○ INFORMATION MANAGEMENT .....	14
APPENDIX A: LIST OF APPROVED COURSES BY ATTRIBUTE .....	16
APPENDIX B: ALPHANUMERIC LIST OF APPROVED COURSES WITH ATTRIBUTES. ....	28
APPENDIX C: LIBERAL EDUCATION CURRICULUM WORKSHEET. ....	41



## PREFACE

---

The Old Westbury Liberal Education Curriculum lays a strong educational foundation that fosters intercultural understanding, a passion for life-long learning and a commitment to building a more just, peaceful and sustainable world. It provides a coherent intellectual experience that cultivates the capacity to think critically and creatively, communicate clearly, solve complex problems and apply knowledge in real-world settings, while promoting the civic activism, intercultural competency, ethical judgment and personal integrity necessary for career advancement and social responsibility.

The Old Westbury Liberal Education Curriculum encourages students to be engaged and informed citizens, knowledgeable about themselves and the complex cross-cultural interactions that increasingly define our globally interconnected world.



## SUMMARY OF LIBERAL EDUCATION CURRICULAR REQUIREMENTS

The core of academic study at Old Westbury is a Liberal Education Curriculum. It is designed to provide students with a broad, multidisciplinary education that serves as a foundation for further study, career preparation, and participation in our increasingly complex society. Old Westbury's Liberal Education Curriculum maintains the College's commitment to Diversity, interdisciplinary education, and critical inquiry, and incorporates SUNY-wide General Education requirements.

**Diversity.** All students will complete a course in the College's mission-defined "Diversity/Social Justice" domain. Students entering in their first year will complete this requirement through a two-semester sequence, *FY1000 Ethics of Engagement* and *CL2000 Community Learning*. Transfer students may select from a list of approved Diversity courses.

**College Proficiencies.** Beyond the SUNY General Education domain learning outcomes, Old Westbury requires students to fulfill local College proficiencies in Mathematics and English.

- **Mathematics proficiency** may be satisfied by earning a grade of C or higher in *MA1020 College Algebra*, *MA2000 Applied Statistics*, *MA2050 Quantitative Decision-making*, *MA2080 Precalculus for Business and Economics*, or *MA2090 Precalculus*. Students may also satisfy the mathematics proficiency requirement by transfer of an equivalent course to the above, by earning a score of 3 or higher on the Calculus AB, Calculus BC, or Statistics AP exams, or by earning a score of 85 or higher on the Algebra II/Trigonometry Regent's exam. *Mathematics proficiency requirements can also be met by a satisfactory score on a placement examination evaluated by the Mathematics Department.*
- As a demonstration of **proficiency in writing**, students must achieve a grade of C or higher in both the *EL 1000 English Composition I* course (the GE Basic Communication course) and an *EL 2200-2299* course in *Argumentation/Literary Perspectives*. Writing proficiency requirements can be met by transfer of courses with a grade of C or higher that are equivalent to EL1000 and EL 2200-2299 or by a satisfactory score on a writing placement examination evaluated by the English Department. Students who earn a 3 or higher on the AP English exam are exempt from taking *EL 1000 English Composition I*.

**SUNY General Education.** Students will complete a course in each of the following domains: Mathematics, Basic Communication, Creativity and the Arts, Western Tradition, American Experience, Major Cultures, Foreign Language, Natural Science, Humanities and Social Science. In some cases, an individual course may satisfy more than one domain, but all students must complete a minimum of 30 GE credits, as mandated by the SUNY Board of Trustees. The curriculum incorporates competencies in Critical Thinking and Information Management. *Effective Spring 2015, students transferring into Old Westbury with an AA or AS degree from a SUNY or CUNY institution are deemed to have met Old Westbury's General Education requirements.*

# LEARNING OUTCOMES BY ATTRIBUTE

---

## OLD WESTBURY LOCAL REQUIREMENT

### DIVERSITY

These courses expose students to various forms of diversity and their connections to issues of social justice. Courses will provide opportunities to challenge assumptions about race, cultural/ethnic identity, religious background, gender, social class, sexual orientation, age and disability.

#### **Learning Outcomes:**

Courses in this domain will meet **one or more** of the following learning outcomes:

1. Students will demonstrate:

- knowledge of a group of people who have experienced discrimination on the basis of at least one of the following: race, cultural/ethnic identity, religious background, gender, social class, sexual orientation, age and disability;
- an ability to compare forms of discrimination experienced by different groups.

**OR**

2. Students will demonstrate an understanding of:

- the processes by which inequalities are created and maintained in **one or more** of the following areas:
  - political
  - economic
  - cultural
  - psychological;
- ways in which people can work to challenge inequalities and promote social justice.

**OR**

3. Students will demonstrate:

- a recognition of the multiplicity of voices and world views;
- an ability to analyze critically their own assumptions and values within a larger socio-historical context.

## **GENERAL EDUCATION DOMAINS AND LOCAL PROFICIENCIES**

### **MATHEMATICS AND MATH PROFICIENCY**

Mathematics encompasses logic and reasoning skills that provide the tools for making decisions, interpreting observations, explaining natural phenomena, and solving problems. Students will acquire competence in the following quantitative reasoning skills: arithmetic, algebra, geometry, data analysis, and quantitative reasoning.

#### **Learning Outcomes:**

Students will:

- demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.
- demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.
- demonstrate the ability to employ quantitative methods, such as arithmetic, algebra, geometry, or statistics to solve problems.
- demonstrate the ability to estimate and check mathematical results for reasonableness.
- demonstrate the ability to recognize the limits of mathematical and statistical methods.

**Mathematics proficiency** may be satisfied by earning a grade of C or higher in *MA1020 College Algebra*, *MA2000 Applied Statistics*, *MA2050 Quantitative Decision-making*, *MA2080 Precalculus for Business and Economics*, or *MA2090 Precalculus*. Students may also satisfy the mathematics proficiency requirement by transfer of an equivalent course to the above, by earning a score of 3 or higher on the Calculus AB, Calculus BC, or Statistics AP exams, or by earning a score of 85 or higher on the Algebra II/Trigonometry Regent's exam.



## BASIC COMMUNICATION AND WRITING PROFICIENCY

English Composition I and II are sequential courses which prepare students for advanced writing and thinking--tasks needed both in their academic studies and careers. These courses train students to write correct, concise, clear prose. They teach students to develop, organize, and support their ideas with evidence. These courses also include instruction in using the computer to write as well as oral communication.

In English Composition I, students will:

- learn academic essay writing through a rhetorical progression from narrative to argumentation.
- show adequate skills in handling:
  - statement of thesis;
  - paragraph coherence and paragraph-to-paragraph development;
  - revision and editing;
  - selection and use of evidence from experience, reading, and other media;
  - evaluation of evidence and arguments;
  - recognizing good and poor argumentation;
  - simple quotation, citation, and documentation;
  - grammar review and exposition;
  - oral presentation skills

In English Composition II, students will:

- show developed skills in review and elaboration of:
  - grammar topics;
  - essay structure, thesis, development and analysis;
  - revision and editing; oral presentation
- show adequate skills in:
  - literary analysis and textual evidence in essays;
  - use of factual and interpretive secondary sources in essays;
  - summary, paraphrase, quotation, citation of sources, and the lists of Works Cited;
  - research process: conducting research, evaluating sources, understanding and avoiding plagiarism;
  - approaches to argument avoiding fallacious reasoning
- gain familiarity with selected literary texts and secondary sources focusing on a topic in literature (an area, genre, or problem) defined in the course title.

As a demonstration of **proficiency in writing**, students must achieve a grade of C or higher in both the *EL 1000 English Composition I* course (the GE Basic Communication course) and an *EL 2200-2299* course in *Argumentation/Literary Perspectives*. Writing proficiency requirements can be met by transfer of courses with a grade of C or higher that are equivalent to EL1000 and EL 2200-2299 or by a satisfactory score on a writing placement examination evaluated by the English Department. Students who earn a 3 or higher on the AP English exam are exempt from taking *EL 1000 English Composition I*.

## CREATIVITY AND THE ARTS

The arts provide us with essential human experiences of beauty and pleasure and the quest for truth. Students will be exposed to the laws and logic of artistic endeavor and offered the opportunity to discover their own humanistic values and creative energies.

### Learning Outcomes:

Students will:

- demonstrate appreciation of at least one art form from among the following: painting, drawing, graphic arts, photography, sculpture, dance, theatre, creative arts, writing, along with an understanding of the creative process.

*Additionally, any one or more of the learning outcomes below:*

- describe the distinctive media, conventions, and/or techniques of at least one art form.
- distinguish between subjective and objective responses to a work or art, and be able to articulate an informed opinion about such responses based on argument and evidence.
- discuss and/or present evidence of active participation in the creative process.

## THE WESTERN TRADITION

This domain offers students an intellectual and critical foundation in the history and development of Western Civilization.

### Learning Outcomes:

Students will:

- demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- relate the development of Western civilization to that of other regions of the world.

## **THE AMERICAN EXPERIENCE**

This domain will examine the development of political and economic institutions and cultural and intellectual traditions. It is a story based on the pasts of many peoples which chronicles how the interaction and conflicts between diverse forces have created a unique society.

### **Learning Outcomes:**

Students will demonstrate:

- knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;
- knowledge of common institutions in American society and how they have affected different groups; and
- an understanding of America's evolving relationship with the rest of the world.

## **MAJOR CULTURES**

In a diverse and increasingly interdependent world, an international perspective is crucial for citizens who participate in the global society. The study of cultures other than one's own not only promotes an understanding of the values and attitudes of that culture, but enables students to examine their own society and belief systems. This domain offers courses that study non-western civilizations or courses broadly covering world history.

### **Learning Outcomes:**

*One or more of the learning outcomes below, as relevant to the discipline:*

Students will:

- demonstrate knowledge of key figures, events, and institutions in at least one part of the world's major civilizations.
- demonstrate understanding of the importance of texts and other cultural artifacts as sources of evidence for the values and assumptions of other cultures, showing familiarity with the principles of at least one disciplinary methodology for interpreting this evidence.
- demonstrate the knowledge of the historical factors that have contributed to the development of institutions and values of today's world.
- describe the impact on world civilization of such factors as commerce, exploitation, war and diffusion of ideologies that have created interrelationships between societies.

## **FOREIGN LANGUAGES**

Foreign Language literacy is critical in the increasingly multi-cultural and multi-national American and global society. In this domain, students will be introduced to a Foreign Language.

### **Learning Outcomes:**

Students will demonstrate:

- basic proficiency in the understanding and use of a foreign language
- basic grammar and reading skills
- an ability to express basic needs in oral communication
- some familiarity with the distinctive features of cultures associated with the target language

Students fluent in a foreign language may satisfy Old Westbury's foreign language requirement by providing documentation of completion of secondary education abroad in a language other than English to the Academic Advising Center. If possible, students should submit documentation via a certified translation such as provided by the World Education Services or other accredited academic translation services. In some instances, it may be necessary to provide documentation from the secondary school that the language of instruction was not English.

## **NATURAL SCIENCES**

Familiarity with science is essential in our highly technological society. This domain consists of laboratory science courses. Students will explore the observations, principles and models in one or more scientific disciplines. Course content will foster a basic understanding of the observations, principles and theories of a scientific discipline and will develop skills in reasoning and problem solving. Through laboratory work students will learn techniques of measurement, data collection and representation and will develop skills in hypothesis formation and testing and the interpretation of data.

### **Learning Outcomes:**

Students will:

- gain familiarity with the vocabulary, unifying principles and tools of one or more of the sciences (biology, physics, chemistry or earth science).
- become familiar with conventional laboratory techniques, record their observations and measurements and draw reasoned conclusions from laboratory experiments.
- improve critical thinking skills by making hypotheses and drawing conclusions based on laboratory experiments.
- improve writing skills by writing weekly laboratory reports.
- improve quantitative skills by working problems, interpreting quantitative data and creating graphical displays of scientific data.
- develop an appreciation for scientific principles and processes at work in their environment.
- understand the relationship between mathematics, science and technology.
- develop an appreciation for the historical setting in which scientific progress has been made.
- understand the way science influences and is influenced by forces in society.

## HUMANITIES

Knowledge of the conventions and methods of at least one of the following Humanities: literature, philosophy, religion, history, linguistics and the scholarly study of the arts.

### Learning Outcomes:

Students will:

- demonstrate knowledge of the conventions and methods of at least one of the following Humanities, literature, philosophy, religion, history, and linguistics.

*And any one or more of the learning outcomes below:*

- demonstrate an understanding of the way in which at least one of the disciplines listed above illuminates fundamental issues and problems common to humankind.
- demonstrate an understanding of the way in which specific expressions of fundamental human problems are framed within a specific cultural context and manifest particular aspects of that context.
- demonstrate an understanding of the ways in which media and forms of expression shape the meaning of what is expressed.

## SOCIAL SCIENCE

The study of social institutions and behavior using methodologies which involve quantitative and qualitative methods.

### Learning Outcomes:

Students will demonstrate:

- understanding of the methods social scientists use to explore social phenomena, appropriate to the discipline and the level of the course, including:
  - observation,
  - hypothesis development,
  - measurement and data collection,
  - experimentation,
  - evaluation of evidence, and
  - employment of mathematical and interpretive analysis; and
- knowledge of major concepts, models and issues of at least one discipline in the social sciences.

## **COMPETENCIES**

Critical Thinking and Information Management are competencies which are infused into the curriculum of Old Westbury's Liberal Education Curriculum. Multiple courses, across the LEC domains and in all majors, work to reinforce these competencies.

### **CRITICAL THINKING**

#### **Learning Outcomes:**

Students will:

- identify, analyze, and evaluate arguments in their own and other's work
- develop well-reasoned arguments based on evidence

In the context of problem-solving situations or written assignments, students may learn to:

- identify the target argument(s) and clearly distinguish it from any extraneous elements such as expressions of opinion and descriptions of events.
- carefully articulate the argument's conclusion, clearly distinguish it from its premises and identify most relevant definitions and/or hidden assumptions.
- clearly and correctly assess whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true.
- clearly and correctly assess the reasonableness of the premises, including the credibility of their sources (e.g., observation, testimony, measurement, experiment, etc.), independent of whether the premises support the conclusion.
- develop a clearly articulated argument, using evidence and/or systematic logical reasoning in support of a conclusion or point of view.
- identify relevant qualifications or objections or alternative points of view and prioritize evidence and/or reasons in support of the conclusion.
- describe the broader relevance, significance or context of the issue and/or apply the reasoning to a novel problem.

### **INFORMATION MANAGEMENT**

#### **Learning Outcomes:**

Students will:

- perform basic operations using a personal computer
- understand and use basic research techniques
- locate, evaluate and synthesize information from a variety of sources
- understand and use library resources for research