April 19, 2019 *Via Email* *provost@suny.edu*

Tod A. Laursen, Ph.D.

Provost and Senior Vice Chancellor

The State University of New York

State University Plaza

Albany, New York 12246

**RE: SUNY Green Paper on General Education Revision**

Dear Dr. Laursen:

Thank you for inviting us to respond to the March 11 SUNY Green Paper on General Education Revision. I have met with our three faculty governance leaders. Together, we have reviewed the document as well as the March 30 response of the Faculty Council of Community Colleges.

Here at Suffolk, the faculty and the administration are committed to a holistic curriculum which values an approach to academic study that bridges the liberal arts and sciences and provides an education which trains the hands, inspires the heart, and challenges the mind of every learner.

Acknowledging the importance of assessment for self-reflection, improvement, and accreditation, we have already aligned our institutional educational goals with Middle States. The desire of SUNY to now align general education with Middle States requirements is a further affirmation of what we have already done.

We affirm the committee members for their desire to emphasize curricular development and innovation at the campus level and to reaffirm the core principle of transferability from the community college to the baccalaureate institution.

We affirm the modifications to Board policy needing immediate attention, the updating of information management competencies, and the renaming of the *Other World Civilizations* category.

Likewise, we concur with the recommendations that require longer-term consideration. In particular, we support Option A of the draft document which provides for a reduction of general education to 21 credits. Considering the heft of our local requirements, this may, in some programs provide us additional credits for our student success course, for applied learning or research experiences, and for elective opportunities. We continue to value the opportunities which SUNY provides as a curricular resource fostering innovation, the use of open educational resources, and grant opportunities related to developmental education redesign, online education, and guided pathways training.

On behalf, then, of the academic leaders of the College and of our faculty governance leadership, I am very grateful for the opportunity to offer feedback on this matter. Please contact me if any clarification is needed. As you begin to consider next steps, please allow me to recommend both our faculty and academic administrators to the teams of professional you will gather to provide flesh to the option that is chosen.

Sincerely,



Paul M. Beaudin, PhD

Vice President for Academic Affairs