

**Faculty Council of Community Colleges**

**Resolution in Response to the Green Paper on General Education Revision,**

**dated March 11, 2019**

**ASA3:2018-2019**

**Passed Unanimously on Saturday, March 30, 2019**

**Whereas** the Provost established the SUNY General Education Working Group (GEWG) on November 17, 2017;

Whereas the charge of the GEWG states:

The General Education working group will:

1. Conduct an environmental scan which includes, but is not limited to, studying and analyzing national trends, higher education systems, regional accrediting bodies, and SUNY campus models of General Education. The group will assess the current program in light of the results of the scan and the societal need for an educated populace. A white paper will be produced by April 1, 2018 and shared with appropriate governance and other bodies.
2. Conduct an analysis of feedback generated from groups reviewing the white paper. A report suggesting potential framework(s) for revising SUNY General Education for the 21st-century student will be delivered to appropriate governance and other bodies for consideration by September 15, 2018;

**Whereas** the SUNY GEWG has submitted a “green paper,” entitled “Green Paper on General Education Revision,” dated March 11, 2019, to the Faculty Council of Community Colleges for consideration;

 **Whereas** the GEWG report confirms that

a general education curriculum can empower our students to constructively engage not only in their chosen disciplines and careers but also to participate thoughtfully in their lives, their communities and in a 21st century world, if the curriculum is intentionally designed to help students meet these goals;

**Whereas** the current SUNY General Education requirements were established in 1999 and have not been subsequently reviewed or updated to reflect 21st century needs;

 **Whereas** SUNY requires all campus programs be reviewed every 5 to 7 years;

 **Whereas** theMiddle States Commission on Higher Education (MSCHE) considers general education to be a program;

**Whereas** the MSCHE Accreditation Standard III states:

An accredited institution possesses and demonstrates the following attributes or activities at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

**Whereas** the current SUNY general education requirements lack a unifying principle;

 **Whereas** the SUNY general education requirements are not entirely consistent with MSCHE requirements for general education;

 **Whereas** SUNY general education, seamless transfer, and assessment are interrelated;

 **Whereas** one of the major objectives of the SUNY general education and assessment programs has been to promote seamless transfer;

 **Whereas** the SUNY general education and assessment framework should encourage campus-based innovation in curriculum as appropriate to the mission of the college and the individual program degrees;

 **Therefore, be it resolved** that the Faculty Council of Community Colleges (FCCC) appreciates the faculty governance-driven process that produced the “Green Paper on General Education Revision” and thanks the GEWG for its deliberative work on an important system-wide curriculum issue;

 **Be it further resolved** that the FCCC endorses the GEWG rationale for revising SUNY general education and agrees with the “Green Paper” that “given the lack of alignment between Middle States and SUNY’s general education requirements, the national conversation surrounding higher education in general, the general education reform movement, and that fact that the SUNY general education framework has been in place for 20 years despite the SUNY requirement that all programs should be reviewed every five to seven years,” that a provost’s advisory committee should be convened to establish a system-wide faculty-driven process for reviewing and revising the framework of SUNY general education.

 **Be it further resolved** that the FCCC recommends that the SUNY Chancellor and the SUNY Provost work with the SUNY Board of Trustees to adopt a general education policy that allows for innovation, review and revision without undue bureaucratic obstruction yet enforces current SUNY board policy that reinforces SUNY students’ ability to seamlessly transfer among SUNY institutions;

 **Be it further resolved** that the FCCC recommends that the SUNY general education policy support campus-based, faculty and faculty-governance driven development of innovative and academically rigorous general education programs while being consistent with MSCHE general education requirements, including the study of values, ethics and diverse perspectives;

 **Be it further resolved** that the FCCC recommends the yet-to-be formed provost’s advisory committee must have appropriate FCCC and UFS representation and should be charged to do the following:

* Develop a broad SUNY general education program mission statement that is rooted in preparing and empowering students to meet the changing demands of a 21st-century global citizen but also allows for campuses to be innovative in developing their own program mission statements that can align with campus-specific goals as well as the broader SUNY general education mission. The SUNY general education mission statement should be approved by the FCCC and the UFS prior to its implementation;
* Develop a review process of the SUNY general education framework that is approved by the FCCC and the UFS prior to its implementation. The review process should allow for comprehensive and timely participation of faculty and faculty-governance bodies across the campuses in a conversation about SUNY general education categories and their related learning outcomes, and the review process should pay particular and immediate attention to
	+ a cross-discipline discussion about the scientific reasoning requirement and its relationship to a natural sciences general education category;
	+ the development of more culturally sensitive language in the titles of knowledge and skills areas and their related learning outcomes, with urgent reconsideration of the “Other World Civilizations” and “Foreign Language” category titles;
	+ an immediate reconsideration of the designation of the Information Management category as an infused competency and a reconsideration of the accompanying learning outcomes;
* Limit the number of content categories to ten, and maintain the seven-category requirement for all SUNY students;
* Maintain the SUNY 30-credit general education requirement for the baccalaureate degree in 7 of 10 areas, but the credit requirement for the AA and AS degrees should be reduced to 21 credits in 7 of 10 areas.
* Stipulate that a student may use a general education course to fulfill a maximum of two SUNY general education categories
* Develop a sustainable plan for cyclic review and assessment of the SUNY general education program that is approved by the FCCC and UFS prior to its implementation;

**Be it further resolved** that the FCCC recommends that A.A.S. and A.O.S. degrees continue to be exempt from the SUNY general education requirement as they design their programs to be consistent with MSCHE standards.

 **Be it further resolved** that the FCCC recommends that SUNY System Administration encourage campus creativity and innovation by supporting statewide and regional conferences, incentive grants, communities of practice conversations, open-access publications, and additional resources for facilitating the work of general education curriculum design and implementation.