

**SUNY Broome Community College
General Education Committee Minutes
10/22/20**

College Vision: **Learning today, transforming tomorrow.**

SUNY Broome Mission: SUNY Broome Community College supports all members of the learning community by creating access to inclusive, diverse educational experiences. Success is achieved through the provision of innovative academics, transformative student support, and meaningful civic and community engagement.

Institutional Values: **INQUIRY, RESPECT, INTEGRITY, TRUST, EQUITY**
Thursday, October 22nd, 2020 3-4:30 pm
Via Zoom

Vision: LEARNING TODAY, TRANSFORMING TOMORROW

Voting members present: C. Church, B. Dawe, K. Moyer, S. Ohl, C. Tokos (excused: H. Bartlett)

Non-Voting: S. Shepard, E. Brand, D. Berchtold, K. McLain

I. Call to order 3:02pm

II. Minutes from 10/08/20. Motion to Approve: C. Tokos, 2nd K. Moyer Vote: 5, 0, 1

III. Vote on Course Deactivations:

- a. PSY214.
- b. PSY217
- c. PSY223
- d. PSY227

B. Dawe & K. Moyer reviewed why the courses are being deactivated.

S. Ohl motioned to vote to deactivate, C. Tokos 2nd, Vote : 5, 0, 0

IV. New Course:

- a. LIT275

E. Brand reviewed the course for the committee: Same as all other Lit courses, just includes a travel component to London. Same SLO as all the other 34 Lit courses that were revised and came through before, so what is not okay with this one?

B. Dawe: We never saw the other SLO for the other courses because they went through the Ad Hoc committee.

B. Dawe: The Gen Ed committee has a question about how would the Eng Dept would assess the word "share" in this course?

E. Brand: Since it is a W course, writing is shared through peer review and also through journal entries. As part of a W course, sharing writing is key. This is done both in written form and oral. We assess what the students have shared. This is how literary criticism is done.

M. Seel: it is producing a text--they have "shared" their work because it is a collaborative effort

- S. Shepard: how we teach writing is through collaboration. There is always sharing of the journals and conversations and those help develop ideas that wind up in final papers.
- E. Brand: the drafting process, peer review, all add to show that they have shared
- D. Berchtold: so the 'sharing' is part of the process?
- S. Shepard: voices are combined within the essay, so it is a process of sharing
- E. Brand read the outcome out loud and explained what it means to the department
- M. Seel: lit classes are all discussion and collaboration and the writing is part of that process and the written paper is also part of the 'sharing'
- K. Moyer shared how the writing of the rubric encapsulates the idea of "sharing"
- C. Church offered the suggestion of making the journals, and a specific number of peers that they share with, a part of the assessment. She shared that she teaches a W course and had very little guidance for the W course.
- E. Brand offered to send C. Church information from WINC committee
- There was a discussion about W courses and C. Church expressed interest in joining a committee about W courses.
- B. Dawe stated that the Gen Ed committee now understood the "sharing" piece. She then discussed the SLO issue and how it doesn't map to an ILO—if there was a subject specific SLO then the committee could map the courses to an ILO.
- E. Brand: Literary interpretation is about cultural understanding—you can't make sense of the literature without the discussion of the culture. You can't discuss it without the cultural component. That is why the courses are Humanities Gen Ed. If someone wants to have a course content outcome, that is fine, but what we are interested in is the literary interpretation, and that involves the culture of the time any piece was written
- S. Shepard: Culture is the specific reason we take students to London
- B. Dawe: IF there was a specific SLO that mentioned the topic of the course, it would be clearer to see. But maybe we need to look at things more broadly
- E. Brand : literature grows from a culture—it is a cultural product and so by its nature it includes a culture component
- The discussion wrapped up and the English Department members left.

V. New Business

- a. Dr. Kim McLain, update from Institutional Effectiveness & Enrollment Planning
- Middle States: continuing to revise the draft document, bringing in suggestions from the Steering Committee.
- John Connelly from Sussex Community College is our Team chair and will be meeting virtually with a group on Nov 19th to get a sense of the campus and will provide suggestions as to how to improve the document.
- Soon there will be faculty/staff forums to discuss the draft, and the process, and get feedback.
- K. McLain has meet with almost all BPS and LA programs to work on their ILO maps. Once they are done, K. McLain can pull the assessment data and bring it to the committee to see how well the Gen Ed Program is meeting the ILOs and to discuss what we can do to help the campus improve. ILO 6 is one of the holes, but there has been a lot of movement to put the tool kit into courses to meet the ILO—if it's not already, there is a plan to add it in the spring.

B. Dawe asked for clarification about what to do with courses where Chairs state courses map to ILOs, but they don't have assessments that measure the ILO.

B. Dawe: Our Gen Ed list should be the ONLY list out there and any mention of Gen Ed should now be linked to our Gen Ed list of courses

MUS 185 is a one credit course that is a Gen Ed, is there any type of credit requirements for Gen Eds? Do they have to be 3 credits?

D. Berchtold: You could meet the categories with a 1 credit course, but the student would still need to take another Gen Ed course in order to meet the number of Gen Ed credits required for the degree program.

b. Update on changes to ILO map since last meeting

c. Mapping Gen Ed courses to ILO's

K. McLain suggested that since she is working on the ILO maps with programs, we don't have to continue our mapping.

V. Call for New Business

We will vote on Lit 275 next meeting.

VI. Adjournment 4:37pm

Respectfully submitted by Karyn Moyer