

**SUNY Broome Community College**  
**General Education Committee Minutes**

**12/8/22**

**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, Dec 8, 2022 3-4:30 pm Via Zoom

Vision: LEARNING TODAY, TRANSFORMING TOMORROW

Voting Members Present: K. Moyer, L. Heron, A. Glenn, H. Bartlett, B. Dawe (late)

Non-Voting Present: D. Schmidt, J. Anderson, K. Weber, T. Nguyen, C. Martey-Ochola, L. Martindale, D. Berchtold, J. Miller, K. McKenna, K. Doherty, R. Lofthouse

- I. Call to order: 3:01pm
- II. Minutes from Nov 17, 2022  
Motion to approve: H. Bartlett, 2<sup>nd</sup> A. Glenn. Vote 4, 0, 2 (absent)
- III. New Course Proposals—none
- IV. Course Revisions
  - a. CRJ 125  
Criminal Law—Critical Thinking competency. Not a Gen Ed course, just the competency.
  - b. CRJ 103  
Already meets Info Literacy, but now asking to make it official—have updated the SLOs for this competency. Not a Gen Ed course, just the competency.
  - c. CRJ 111  
Intro to Criminal Justice—adding Critical Thinking designation along with DEISJ. Not a Gen Ed course, just the competency.  
  
Doesn't have the additional SLO in order to meet the ILO  
They will meet the ILO in another course—for example through taking one of the History courses that meets the ILO or BUS 215. So students won't hit that additional SLO in this course, but within the program they will get it elsewhere.

- d. CRJ 246  
Victimology—revised the SLOs to meet the Social Science Gen Ed. This is a new designation as a Gen Ed.  
  
There was a brief discussion of how the Gen Ed competencies and assessment work.
- e. ENG 107  
Reviewed and revised to meet the new SLOs for Communication and added an element to meet the oral communication portion as well. Traditionally this course has transferred very well within and without of the SUNY system. The changes were approved by Division council.
- f. EGR 150  
Incorporated the language for the Critical Thinking SLOs. It was already done in the course, but now it is explicit with the SLOs to meet the competency. This is not a Natural Science Gen Ed, but it is now adding the competency.
- g. CHM/BHM 127  
Kitchen Chem. Added the new Nat Sci SLOs and revised old SLOs as well to make the more measurable. Already a Gen Ed for Natural Science.
- h. CHM/CUL 128  
Brewing and fermentation—Added the Natural Science SLOs and revised old SLOs as well to make the more measurable. This course is not currently a Gen Ed, this is a new proposal.

ENG 107 and CHM/BHM 127 will be electronically voted on next week, the others will be voted on at our first meeting in spring semester.

- i. Vote on PSY 210 and ECE/ART 145  
Motion to Vote to Approve both courses: H. Bartlett, 2<sup>nd</sup> B. Dawe Vote: 5, 0, 1 (absent)
- j. Email from Hall Groat II (see below)  
Questions why there are separate forms for Curriculum Committee and Gen Ed. He suggested that the forms could be combined to include the information for both committees.  
  
Curriculum Committee has dealt with complaints that their form is too long and combining the 2 sets of forms would make it even longer. So historically things like this come up and then afterwards the reason for the changes will no longer be valid.  
  
This would have made sense to do a year ago, but not now since by the time the changes have been made they will no longer be needed.

k. Next semester's meetings (Zoom / In person?)

A point was made that Zoom makes it more convenient for guests so that they can leave or do other things during the meeting until they are needed for their part.

It was agreed to stay with Zoom meetings for next semester.

l. Bi-laws annual review

No other changes were noted—nothing else needs to be changed.

We will discuss and vote at first meeting in spring on the suggested changes to how members are selected. Between now and then, continue to talk to people on campus about this topic. STEM is fine with it as they already vote and didn't realize other divisions didn't do that as well.

V. Call for New Business

Do competencies need to come through our committee?

K. Weber—not a Gen Ed, but the committee is vetting it has having this component as part of the classes

If a course has shifted and changed their topics, after the committee has approved the course, do the revisions need to come through the committee

In Curriculum Committee the idea is that the faculty are the experts in their fields, so if they say that the topics fit and meet the SLOs, then Curriculum Committee trust the faculty.

The Math department worked through the gaps between high school classes and what was being taught in the courses here. The changes were designed to make them a better fit to what was needed in the courses.

The Gen Ed committee decided that topic shifts doesn't really need to be approved as long as the SLOs are still meeting and the courses still meet the spirit of Gen Ed. We don't need to approve exactly how they do this by examining the revisions to all the topic covered in the course.

Can courses double dip and have designations for 2 categories.

Yes, according to the SUNY Gen Ed framework, they can as long as they are meeting all of the required SLOs for both designations.

Infusing math in AAS programs so that students don't have to a math course. Do those course with the individual Mathematics (can Quantitive Reasoning) courses need to come through our committee? Will we need to look at Programs??

C. Martey-Ochola—previously there was a prerequisite that took care of the Gen Ed. Requirement. Now there are some students who come in that don't need the prerequisite, so can the students meet the Gen Ed requirements though other courses that have some of the Math SLOs within a none math course? (Physics was the example—not claiming to be a Math Ged Ed, but will hit these specific SLOs)

It is a new world with the AAS and AOS programs needing to meet Gen Ed requirements, so we have to review the courses that will be used to meet the requirements even if the courses aren't actually designated as Gen Ed. As a committee we need to approve and keep track of these courses for proper assessment of the General Education Program.

Critical Thinking question—PSY 110 was going to add Critical Thinking but wound up not doing it because it was discussed and was decided it was too hard to ask first semester to students to meet the Critical Thinking requirements in the first year, first semester. Now there are 100 level Criminal Justice courses asking for this same thing to be done. Shouldn't we treat everyone equally—if no to PSY 110, then shouldn't it be no to other 100 level classes?

Clarified what happened with PSY—not really a no, but was reconsidered

If a 100 course can handle and meet the requirements, then can we really say no to the course?

There is another issue with course changes happening within silos. With the math and physics example, the math department was part of the discussion with physics to make it work.

Recommendation of what the process will look like going forward since this is new territory?

The Gen Ed committee needs to set the process.

Question about infusion in AAS programs—what happens when these students decide to transfer—they will be missing the courses? Will this wind up significantly hurting these students later on?

May wind up being taken care of with prior learning course credits.

All the more reason that we need to have a very clear record of what SLOs are being met where in all programs.

First spring meeting will most likely be 2/2

VI. VI. Adjournment: 4:24pm

Email from Hall Groat II:

Thanks very much for considering, Myriam.

After spending several hours this morning completing ten Curriculum Committee "course adjustment" and Gen Ed forms, I clearly see that the C.C. forms request more comprehensive course information. It like seems the main difference is that the Gen Ed Committee needs information regarding the course assessment schedule and Gen

Ed subject designations, which could in fact assist the CC in evaluating new courses and course adjustments.

It probably would be easier just to merge the required Gen Ed form into the CC form, and simply have a check box at the top that chairs check off designating if the form is for the Gen Ed or CC committee. I'm thinking "writing emphasis" adjustments could even be merged into this.

A single form would help cut down on the workload of Deans, Chairs and department faculty that help the chairs. It's clear that with the college's new section management, fiscal consolidation 501c3 business strategy, along with an increasing number of students that require our individualized attention (a student-centered curriculum), that striving to enable more time to be allocated to the students themselves may be required to retain students and slow down the inevitable consolidation process due to dwindling enrollment.

My wife spent 30 years at IBM, and during her final few years, it got to the point where "data," "analysis," "excel forms," etc., overshadowed the original objective of enhancing societal "THINK."

All Best,  
Hall