



Stony Brook University

## General Education Advisory Committee (GEAC)

- Jointly developed by the Undergraduate Council of the University Senate and the Office of the Provost.
- Charged by Provost Lejuez in October 2022 with
  - providing ongoing advice about implementation, evaluation, and assessment of Stony Brook University's general education curriculum.
  - evaluating the extent to which the general education curriculum achieves its stated purpose for students, including outcomes for student learning, degree progress, and post-graduation outcomes, as well as impact on department, school and university operations.

Committee constitution:

***Twelve faculty members appointed by the University Senate for 3-year terms, with the possibility of reappointment***

- **Three** faculty members from the **College of Arts & Sciences**, to represent arts & humanities, natural and physical sciences, and social and behavioral sciences
- **Two** faculty members to represent **the Undergraduate Council**
- **Seven** faculty members, **one from every other College/School that awards undergraduate degrees** (Business, Communication & Journalism, Engineering & Applied Sciences, Health Professions, Marine & Atmospheric Sciences, Nursing, and Social Welfare)

***Five administrators appointed by the Provost with expertise in***

- student learning assessment
- institutional research
- curriculum
- learning and teaching
- undergraduate education

## Committee membership 2025-26 Academic Year

**Chair:** Hanna Nekvasil, Department of Geosciences

**Deputy Chair:** Kara Desanna (Asst. Provost APCM)

### Undergraduate Council representatives:

**Hanna Nekvasil**

**Madeline Turan**

### College of Arts & Sciences faculty representatives:

**Madeline Turan** Arts & Humanities

**Maurice Kernan** Natural and Physical Sciences

**Alexis Anagnostopoulos** Social and Behavioral Sciences

### Faculty representatives from other Colleges/Schools :

**Christine Pitocco** Business

**Brenda Hoffman** Communication & Journalism

**Kevin McDonnell** Engineering & Applied Sciences

**Deborah Zelizer** Health Professions

**Katherine Aubrecht** Chemistry/Marine & Atmospheric  
Sciences

**Kenneth Faulkner** Nursing

**Suzanne Velazquez** Social Welfare

### Administrators:

**Braden Hosch** Vice President for  
Educational and Institutional  
Effectiveness

**Kara Desanna** Assistant Provost for  
Academic Program and Curriculum  
Management

**Catherine Scott** Director of Educational  
Effectiveness

**Rose Tirotta-Esposito** CELT Director and  
Asst Provost of Educational  
Transformation

**Deborah Serling** Asst Dean for Advising  
Policy

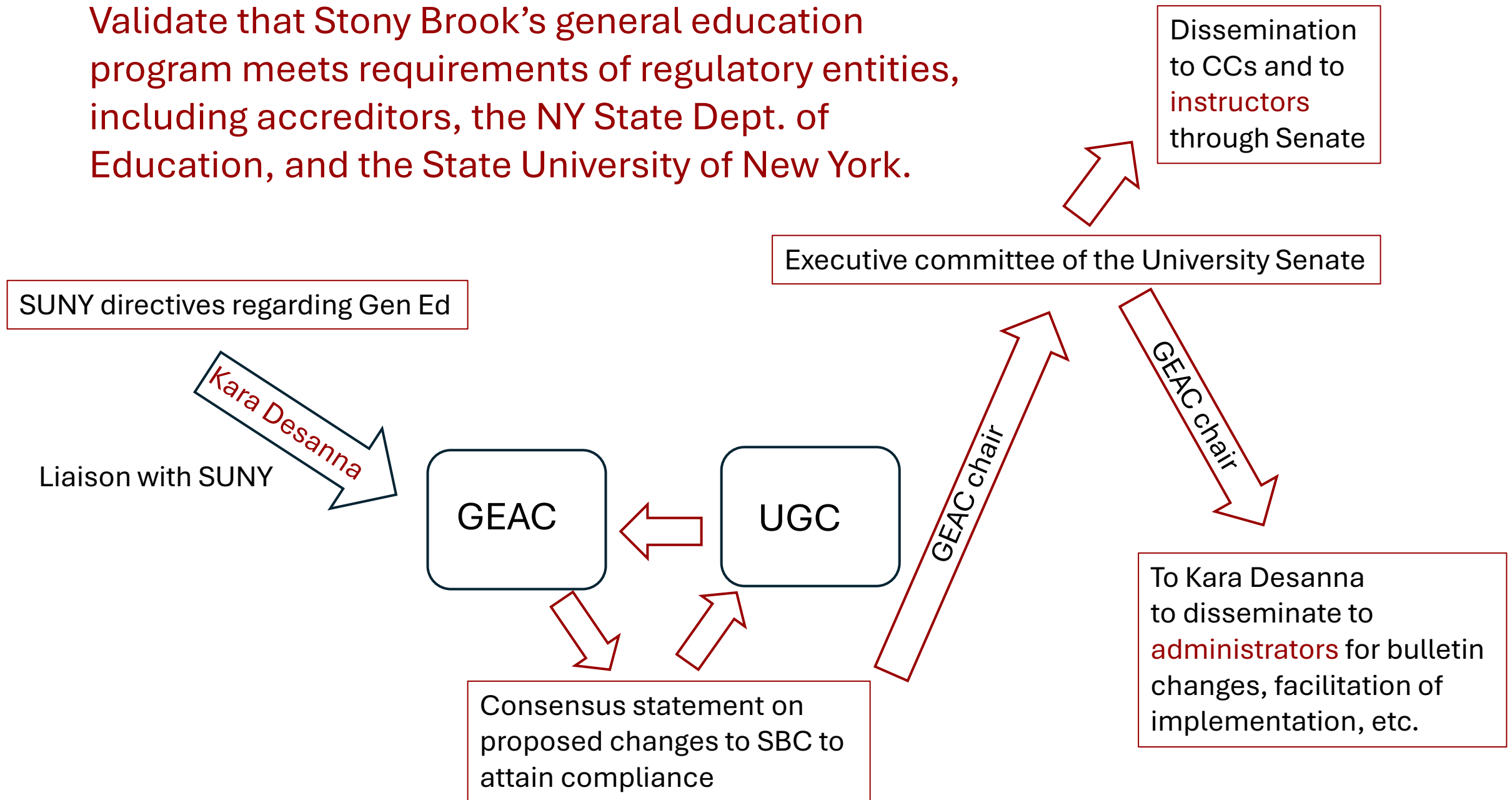
Assisted by:

**Nancy Strein** Academic Affairs  
Coordinator

## Responsibilities:

- Validate that Stony Brook's general education program meets requirements of regulatory entities, including accreditors, the NY State Dept. of Education, and the State University of New York.
- Recommend policies, structures, and mechanisms to ensure the general education curriculum fulfills its stated purpose, learning objectives, and external requirements; this includes making recommendations to the Assessment Council about parameters for the assessment of general education learning outcomes
- Review reports and make recommendations about the sufficiency of available courses in each area of general education
- Consider periodically (no less than every five years) the purpose and scope of Stony Brook's general education curriculum in terms of relevance and impact on students and departments

Validate that Stony Brook's general education program meets requirements of regulatory entities, including accreditors, the NY State Dept. of Education, and the State University of New York.



Effective Fall 2023, **SUNY** began requiring students to complete 30 credits across 7 categories:

The GEAC dovetailed the Student Learning Objectives dictated by SUNY to those of the **SBC** categories

**Four Knowledge and Skill (K&S) Areas**

Communication – Written and Oral	SPK+WRT
Diversity: Equity, Inclusion, and Social Justice	DIV
Mathematics (and Quantitative Reasoning)	QPS
Natural Sciences (and Scientific Reasoning)	SNW

**At least three additional K&S Areas chosen from:**

Humanities	HUM
Social Sciences	SBS
The Arts	ARTS
US History and Civic Engagement	USA
World History and Global Awareness	GLO
World Languages	LANG

and to complete three additional Core Competencies that do not count towards the 30-credit minimum:

**Core Competencies**

Critical Thinking and Reasoning	Mapped to WRT102
Information Literacy	ESI
Civic Discourse	USA

Efforts were made to minimize loss of courses already certified in an SBC category, while being compliant with the new requirements.

**Instructors should look at the new SLOs and ensure that their course is in compliance. CELT is there to help if needed!**

## Updating the TECH category

### ***Findings:***

- not required by SUNY or MSCHE (although the latter do expect technological competency, but it can be discipline-based).
- The GEAC+UGC consensus is Understanding Technology remains an important educational goal for the well-educated student.
- Current course offerings under this category provide a breadth that should be maintained, if possible, with the ability to add new courses from many disciplines.

### ***Changes:***

A new description for the TECH category was accepted by the GEAC and UGC, and the SLO's simplified to a single objective.

## Clarifying the EXP+ contract

### ***Findings:***

- In order to successfully attain the EXP+ SLOs, students and advisors must have a plan that includes a clear statement about the learning that is to take place and the knowledge that will result from it.
- The EXP+ plan has not been an explicit requirement and has been nominally satisfied in some departments
  - by a contract developed and signed by the supervising faculty and student
  - the course syllabus that lays out the SLOs and indicates how they will be met and assessed

### ***Changes:***

The GEAC and the UGC have agreed that until further discussion of the Pursue Deeper Understanding category takes place, departments may use the course syllabus as a contract, if the learning outcomes are clearly laid out and a means of assessment of attainment of the SLOs is included.



## **Incorporating AI language into the SUNY Information Literacy core competency (effective Fall 26).**

### ***Findings:***

- The GEAC and UGC mapped SUNY's Information Literacy core competency to SBC's Evaluate and Synthesize Researched Information (ESI).
- The ESI SLO's can be readily modified to ensure that AI is addressed.

### ***Changes:***

The GEAC and the UGC have accepted the following SLOs for ESI that meet the SUNY Information Literacy requirements. This broadens AI to emerging technologies.

- Locate information effectively using discipline-appropriate tools.
- Evaluate information from a variety of sources with an awareness of authority, validity, bias, and origin.
- Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination, whether from traditional sources **or emerging technologies**.

**Civic Discourse core competency (SUNY):** students will demonstrate the discourse skills necessary to participate in civic life, including:

- the deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints
- the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.

(SUNY) U.S. History and Civic Engagement		SBC-USA Understand the Political, Economic, Social, and Cultural History of the United States	
<b>SUNY SLOs</b>  Demonstrate understanding of United States’ society and/or history, including the diversity of individuals and communities that make up the nation  Understand the role of individual participation in US communities and government  Apply historical and contemporary evidence to draw, support, or verify conclusions  <i>All SLOs required</i>	<b>Current (“new”) SBC USA SLOs</b>  Describe aspects of US society and/or history, including the diversity of individuals and communities that make up the nation.  Explain the role of individual participation in US communities and government  Apply historical and contemporary evidence to draw, support, or verify conclusions  <i>All SLOs required</i>	<b>Proposed SBC USA SLOs Modification</b>  Describe aspects of US society and/or history, including the diversity of individuals and communities that make up the nation.  Explain the role of individual participation in US communities and government.  Apply historical and contemporary evidence to draw, support, or verify conclusions.  <b>Demonstrate the skills necessary to participate in civic life, including the exchange of ideas through reasoned inquiry and the ethical practice of civic discourse.</b>  <i>All SLOs required</i>	