



State University of New York College of
Environmental Science and Forestry
Committee on Curriculum

Agenda for March 30, 2021 Meeting
11:00 am

Voting members present: Eddie Bevilacqua, Robin Hoffman, Shijie Liu, Greg McGee, Sharon Moran
(for Silje Kristiansen), Ruth Owens, Wendong Tao, Fran Webster

Non-voting members present: Daniel Collins, Tondelaya George, Beth Minard, Jaime Mirowsky,
Mary Sherif, David Sonnenfeld, Erin Tochelli, Mary Triano

1. Call to Order (Bevilacqua) 11:01

 2. Announcements (Bevilacqua)
 - a. Approval of minutes 3/2/2021 **Approved by ascension**
 - b. Proposals submitted for CoC completeness review:
Visual Resources Certificate (new)
 - c. Proposals posted for comment:
Curriculum Proposal, B.S. Env. Resources Engineering (minor revision)
Course Proposal ERE 555, RADAR Remote Sensing (new)
Course Proposal ERE 556, UAV Photogrammetry and Remote Sensing (new)
Course Proposal ERE 565, i-Tree Tools Practicum (new)
Course Proposal ERE 480, Fate and Transport of Contaminants (major revision)
Course Proposal ERE 580, Fate and Transport of Contaminants (new)
Public Health Minor (new)
Course Proposal EFB 350, Microbial Consortia (new)
Course Proposal EFB 370, Population Ecology Management (new)
Course Proposal EFB 482, Ornithology (major revision)
Curriculum Proposal, Environmental Health (minor revision)
 - d. Administrative Approvals:
Environmental Biology Minor (Approved 3/2/2021)
Course Proposal SRE 479 & SRE 679 Life Cycle Assessment (Approved 3/15/2021)
Curriculum Proposal Conservation Biology (Pending associated course approvals)
Course Proposal APM 395, Probability and Stats for Engineers (Approved 3/25/2021)
Course Proposal APM 595, Probability and Stats for Engineers (Approved 3/25/2021)
Course Proposal ERE 445, Hydro Modeling (Approved 3/25/2021)
Course Proposal ERE 645, Hydro Modeling (Approved 3/25/2021)
Course Proposal ERE 465, Environmental Systems Engineering (Approved 3/25/2021)
Course Proposal ERE 665, Environmental Systems Engineering (Approved 3/25/2021)
Course Proposal ERE 485, Fundamentals of Engineering Preparation (Approved 3/25/2021)
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3. Action Items

- a. Course Proposal SRE 496, Special Topics in Sustainable Energy Management (new)
No discussion. **Approved 7-0-1**
 - b. Course Proposal FCH 380, Analytical Chemistry I (major revision)
 - What was the limitation on assessing the separate skills in lab/lecture? The lecture is very theoretical (math intensive), the lab is very hands-on. We want to be able to assess whether a student can demonstrate those skills and understand the theory and when they are combined it was difficult to tie those grading components together.
 - Section 3.3 SLO includes “should be able to use basic stats”, but there is no stats prereq. Material is taught in class.
 - Question on what identifying error means in the same SLO. This refers to measurement error and lab error. **Approved 7-0-1**
 - c. Course Proposal FCH 382, Analytical Chemistry Lab I (new)
The discussion for this course was connected to the discussion of FCH 380. **Approved 7-0-1**
 - d. Course Proposal FCH 502, Research Ethics (new)
No discussion **Approved 7-0-1**
 - e. Course Deactivation EST 625, Wetland Management Policy.
 - The course is not being replaced by an EST course, but classes in other departments, such as SRM and EFB. **Approved 8-0-0**
 - f. Course Deactivation EST 626, Concepts and Principles of Sustainable Development.
No discussion. **Approved 8-0-0**
 - g. Course Proposal EST 612, Environmental Policy & Governance (minor revision)
 - Would there be interest in these classes being residential? The students who are residential have not had issues with this in the past. It has been taught mostly online for the past several years. **Approved 8-0-0**
 - h. Course Proposal EST 635, Public Participation and Environmental Decision Making (minor revision)
 - In SLO 3.3 “Understand” replace with active verb. **Approved 8-0-0**
 - i. Course Proposal EST 640, Environmental Thought and Ethics (minor revision)
No discussion. **Approved 8-0-0**
 - j. Course Proposal EST 474, Advanced Interpretation and Env. Education (new)
 - What is the difference between the undergraduate and graduate levels? SLOs along with grads taking a leadership role in the field aspects of the course. 674, prepare research, reflect critically, create content for course.
 - Question about the contact hours. Class meets once a week for 3 hours of lecture, but sometimes it is a field lab. Does that meet the required hours? The field experiences act as practicum hours. There is content happening during the field time. Is it more of a flipped course? That is part of the intentionality of the course design. **Approved 8-0-0**
 - k. Course Proposal EST 674, Advanced Interpretation and Env. Education (new)
 - 3.2.1 Advanced not beginning **Approved 8-0-0**
 - l. Course Proposal EST 606, Public Perception & Communication of Risk, Science and Env. (minor revision)
No discussion. **Approved 8-0-0**
4. Old Business
 5. New Business

- a. Call for Comments: Revised SUNY Policy on the Award of Academic Credit by Evaluation
- Would we be evaluating professional experience to apply towards specific credits in degree programs? It seems like it would be for open electives, but it's not clear that these experiences couldn't be applied to program requirements.
 - An institution could allow for a program requirement to be fulfilled by petition and the course instructor could assess whether or not they have the knowledge required to waive the course.
 - The policy isn't changing how institutions are awarding credit, necessarily. We don't have these exams in place now, and if we wanted to allow for it, it would have to go through CoC approval processes. It couldn't be on a case-by-case basis, we would have to have departments create those processes.
 - There is no clarifying statement that this only applies to undergraduates and there is concern that a graduate student could try to bring in 30 credits on the policy, which would be a substantial amount.
 - We discussed how the credits would be applied if a course is waived. There were questions on what that means in a reduction of total earned credits at the institution. The policy is not to simply recognize you may have certain skills and knowledge and waive courses, but also is meant to apply credit towards your degree.
 - Would matriculated students be able to game this system? They currently need to sign-up for summer credit for internships, but would they be able to use this policy to argue not to do that? That's not really what this policy is saying, but there are certainly implications on lowering long-term tuition income for a student using this. Exams typically have a fee associated with them, but it is much lower.
 - We are not obligated to allow students to be assessed that way. This guidance document says we have the option, as a campus, to decide.
- b. Call for Comments: General Education Advisory Committee Report with Proposed Revisions to SUNY GE Policy
- How will we evaluate our courses to fit into the new criteria?
 - For the gen eds, reducing categories from 10 to 8, and requirement is to fulfill just 6 of the 8. There is also an addition of competencies, which we don't yet know how to assess.
 - Course descriptions may need to be adapted to include what competencies are covered by individual courses.
 - How much of a class needs to address a competency area (e.g. critical thinking) to be considered as having fulfilled the area? How do we know we've met that? Do they need multiple classes in each of these competencies?
 - It feels incomplete. There is not sufficient guidance.

Next Meetings:

Wednesday, April 21, 2021 9:30-11

Tuesday, April 27, 2021 11-12:30