

Report of the General Education Advisory Committee (GEAC) Academic year 2024-2025.

Prepared by *Hanna Nekvasil*, Chair Reviewed by *Kara Desanna*, Deputy Chair

August 28, 2025

Background

In October of the Fall 2022 semester, Provost Lejuez proposed that a joint committee of faculty and administrators be assembled that would provide ongoing advice about implementation, evaluation, and assessment of Stony Brook University's general education curriculum (the SBC). This committee would further examine 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. The finalized structure of the committee was formulated and charged on October 4, 2022 by Provost Lejuez.

Committee membership 2024-25 Academic Year

Chair: Hanna Nekvasil, Department of Geosciences **Deputy Chair:** Kara DeSanna

- **Undergraduate Council representatives:** Hanna Nekvasil
- **College of Arts & Sciences faculty representatives:**
 - Madeline Turan *Arts & Humanities*
 - John Peter Gergen *Natural and Physical Sciences*
 - Alexis Anagnostopoulos *Social and Behavioral Sciences*
- **Faculty representatives from other Colleges/Schools that awards undergraduate degrees:**
 - 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*
- **Undergraduate Representative:**
 - Linda Shi

Assisted by: Nancy Strein *Academic Affairs Coordinator*

Overview of committee actions 2024-2025

During the academic year 2024-25, the GEAC met monthly and focused on three primary tasks:

- 1.) Updating the TECH category.
- 2.) Clarifying the EXP+ contract
- 3.) Incorporating AI language into the ESI SLOs (effective Fall 26).

Details

1.) Updating the TECH category.

Findings:

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

Changes:

The new description for the TECH category accepted by the GEAC and UGC:

“Educated people must be able to think critically about technology and assess the relationship between technology and societal needs. Even a single course about one technology can teach people how to go about understanding other technologies and give them the confidence to do so.”

The student learning objectives are summarized by a single objective.

“Students will demonstrate the ability to engage with and evaluate a technology.”

2.) Clarifying the EXP+ contract.

Findings:

Apply Knowledge and Skills beyond the Classroom (Experiential Learning, EXP+) is a category of Pursue Deeper Understanding in which the student applies knowledge and skills acquired within the classroom in real-world settings and in which insights and skills developed through real-world experience enhance academic success and professional development. Successful attainment of the SLOs requires that the student: (i) demonstrate interpersonal competency (e.g. teamwork, communication, collaboration, etc.), including relationships with faculty advisor(s), on-site supervisor(s)/ mentor(s), team members and/or the broader community that is impacted by the project, (ii) apply knowledge and skills gained through coursework to a real-world situation, (iii) appraise the personal, academic, and/or professional effects before, during, and after the applied learning

experience through deep and sustained reflection, and (iv) apply feedback on performance promptly and productively.

In order to successfully attain the 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. It must lay out not only the direct planned actions but the means through which recognition of progress and accomplishment will be made and reflection on the outcomes of decisions and actions taken, weighing the outcomes against past learning and future implications.

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. Other departments have used the course syllabus to lay out the SLOs and indicate how they will be met.

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, as long as the learning outcomes are clearly laid out and a means of assessment of attainment of the SLOs is included.

3.) Incorporating AI language into the ESI SLOs (effective Fall 26).

Findings:

Information literacy is a SUNY-defined core competency. Previously the GEAC, with concurrence from the UGC, mapped SUNY's core competency requirement of Information Literacy to SBC's Evaluate and Synthesize Researched Information (ESI) in the Prepare for Life-long Learning category. The SLOs can be slightly 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.

GOALS for 2025-2026 Academic year:

- Consider how best to benchmark Civic Discourse in our curriculum.
- Reconsider justification for CER.

- Review the need for Humanities and Fine Arts (HFA+), Social and Behavioral Sciences (SBS+), Science, Technology, Engineering, and Mathematics (STEM+), STAS
- Begin discussion of credits and multiple certifications.