



State University of New York College of  
**Environmental Science and Forestry**  
Academic Affairs Committee

Minutes for February 27, 2024 Meeting 11 AM  
217 Bray Hall

or

Zoom:

<https://syracuseuniversity.zoom.us/j/97417812544?pwd=QXJQSGtSSUIVaWd6cFVYczVINIVoQT09>

Meeting ID: 974 1781 2544

Passcode: 928047

Voting members present: Avik Chatterjee, Eddie Bevilacqua, Brandon Murphy, Ruth Owens, Jamie Shinn, Tim Morin, Jess Fenn, Ann Moore

1. Call to Order 11:02
2. Approval of Minutes- Approved
3. Updates from Academic Administration
  - Middle States visit is tomorrow. Groups have been invited to meet with the visiting team
  - Interim person will be announced Friday.
4. Updates from the Chair
5. Action Items
  - a. [Curriculum Revision, B.S. in Construction Management](#)
    - i. Program is accredited
    - ii. LAS doesn't have enough credits. Should be focused on lower division, non-technical. 456 and CME 404 should be removed.
    - iii. For the BS program, is there concern about removing calc-based courses? There are many existing programs on our campus that do not require calc
    - iv. For the workplace, consider what class/ info the students need and the connection with the company. Many professionals work their way up with no background.  
**Approved**
  - b. [Course Revision, CME 106 Engineering Materials for Sustainable Construction](#)
    - i. Changing level from 306. Consider current SLOs as 100-level, intro class to the major.
    - ii. "Students will be able to" for SLOs **Approved**
  - c. [Course Revision, CME 142 Intro to Construction Management: Light Construction](#)
    - i. Changing from 342 to 142, added words to the title to be more specific. **Approved**
  - d. [Course Revision, CME 488 Professional Construction Project Mgmt Presentation Seminar](#)
    - i. Changing credits from 2 to 1. **Approved**
  - e. [New Course Proposal, CME 490 Certified Associate Constructor Exam Preparation](#)

- i. An opportunity class for students to prepare for the constructor exam. Elective class. **Approved**
  - f. [Curriculum Revision, B.S. Environmental Education and Interpretation](#)
    - i. Removing the core requirement for EE&I majors, EFB 202, will provide students with more options, allowing them to earn additional credit on open electives, thereby increasing their chances of career success and focusing on gaining career experience during the summer. **Approved**
  - g. [Course Revision, ECH 322 Fluid Mechanics](#)
    - i. Response from committee question on math prerequisites: This course is an elementary fluid mechanics course. It is not unusual for this course to have only MAT or APM courses till partial differentiation as prerequisites and not a differential equations course. Some programs such as U Buffalo have similar prerequisites but make Differential Equations as a co-requisite.
    - ii. 2.13 and 2.14 are identical. Catalog description is not descriptive. Possibly that is a better representation in 2.14. Note that there is not an additional instructor needed. **Tabled**
  - h. [Revision to Academic Minor, Renewable Energy](#)
    - i. Updated lists/requirements. **Approved**
- 6. Old Business
  - a. Academic Recovery and Suspension Policy
    - i. Clearing up some language with recommendations from the Registrar.
    - ii. Summer courses do not change the status because we do not review again after summer grades are submitted.
  - b. Math Placement Policy
    - i. Recommends that students take the math placement, but there is no incentive for them to complete it.
    - ii. Currently, when students end up in the wrong math class, they will drop/withdraw/fail or switch their course after the first exam. This forces them to purchase a new math text program and is stressful/confusing.
    - iii. Since they can still switch their math class, regardless of placement, we have very little we can do to hold them to their correct class.
    - iv. Student Affairs sends out the placement exam as part of their welcome checklist.
    - v. Currently not tied to an SUID so there is no reason it can't be sent earlier.
    - vi. What we need from the Math program is appropriate placement regardless of the student's program of study.
    - vii. Are there opportunities for students to take the exam during orientation? Should we only allow students who have taken the exam to be placed in a math?
    - viii. The current math exam is not immediately scored, so there could be a problem with delay if we wait until orientation.
    - ix. There are operational issues with outreach to students in the summer who have not completed the exam. We don't have the people power to do that.

- x. Can we add an incentive like a raffle for a gift card to the bookstore?
- xi. Maybe we can send the information/link to students as soon as they put in their deposit. We might also be able to ask for Math Placement exams to be made available during Accepted Student Receptions.

## 7. New Business

- Microcredentials-
  - i. Generally skills focused. A series of courses (for credit or not for credit). We need to establish a way to approve microcredentials that mirrors our curriculum approval.
  - ii. We have money from the SUNY transformational fund to develop these.
  - iii. These are badges through the system, documented through SIRIS.