Resolution #7 1994-95

TO: President John E. Van de Wetering

FROM: The Faculty Senate  Meeting on February 13, 1995 (Date)

RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)
For your information

SUBJECT: Revision of Faculty Senate Resolution #32 (1990-91)
(Version 12.5.94)

Signed George M. Wiener  Date Sent February 24, 1995
(For the Senate)

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted Effective Date
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II, III.
   a. Received and acknowledged
   b. Comment:

DISTRIBUTION: All Attached

Distribution Date 4/1/95  Signed: President of the College
Proposed revision of Faculty Senate Resolution #32 (1990-91) (Version 12/5/94)

Moved: That Faculty Senate Resolution #32 (1990-91), Recommendations 4 through 8 be rescinded and replaced with the following RECOMMENDATIONS 4 through 6:

RECOMMENDATION 4: creation of an Applied Writing Component within academic majors and programs to provide instruction in and experience with the writing conventions appropriate to the discipline.

1. Each department and program that offers an academic major will produce a plan that:
   a. defines the writing conventions of the discipline.
   b. describes how the department or program develops and enhances, within the upper division courses of the major or program, student mastery of the conventions and forms of writing appropriate to the discipline.
   c. describes procedures for assessing student performance as writers in the discipline.
   d. describes any faculty development or support needed to facilitate implementation.

2. Each department and program will update this writing plan as part of Academic Program Review.

3. Each department and program will report on the implementation and effectiveness of this writing plan in its Annual Report.

4. The General Education Committee will periodically review the writing plans of the departments and programs and will report its findings to the Faculty Senate.

5. The writing plan will be submitted to the appropriate dean by the end of Fall semester, 1995. Writing plans will be implemented in Fall, 1996.


1. The Faculty Senate rescinds Faculty Senate Resolutions #9 and #10 (1987-88) with its adoption of this recommendation. Policies governing the content and mode of instruction in Contemporary Issues Courses shall revert to those described in Faculty Senate Resolution #20 (1978-79). In particular, Contemporary Issues courses shall be taught in a way as to afford a maximum opportunity for student participation.

2. The writing component of Contemporary Issues Courses shall not be removed until the Applied Writing Component in the discipline takes effect.

3. Enrollment limits for Contemporary Issues Courses shall be established by academic departments in consultation with the appropriate deans and the Vice President for Academic Affairs.

4. The General Education Committee shall revise writing requirements in Contemporary Issues Courses and make recommendations for revision to the Faculty Senate by the end of the Fall, 1995 semester.

RECOMMENDATION 6: allocation of resources to faculty development in the teaching of Applied Writing skills within an academic major or program.

The Vice president for Academic Affairs shall provide resources for faculty development in the teaching of writing skills within an academic major or program.
I. RESOLUTION #32
(1990-91)
Recommendations 4-8.
"J" course legislation

(Recommendations 4-8 would be rescinded under proposed legislation and replaced with new Recommendations 4-6)

RECOMMENDATION 4: creation of an Applied Writing Component within the academic major to provide instruction in and experience with the writing conventions appropriate to the discipline.

Each academic department shall develop, in collaboration with the Director of Composition, an Applied Writing Component within the courses of its academic major or majors before the beginning of the Fall, 1993 term.

Each undergraduate student who matriculates in or after the Fall, 1993 term shall be required to complete an academic major which includes an Applied Writing Component to qualify for a baccalaureate degree from the SUNY College at Brockport.

Guidelines for the Applied Writing Component of each academic department are as follows:

(1) The Applied Writing Component shall consist of one course required by the academic major or shall consist of activities in a series of courses required by the academic major. Each course of an academic major's Applied Writing Component shall be designated by the General Education code "B".

(2) The courses of the Applied Writing Component shall use and extend the basic information literacy skills introduced in the lower-division courses of the General Education Program, as appropriate.

(3) The courses of the Applied Writing Component shall provide instruction in the writing conventions of the discipline.

(4) The courses of the Applied Writing Component shall require completion of writing assignments specific to the discipline.

(5) The courses of the Applied Writing Component shall have enrollment limits that allow the instructors of the courses to evaluate rough drafts and to re-evaluate revised drafts of writing assignments submitted by the students. The enrollment limits of these courses shall be established by the academic major departments in consultation with the deans of their schools and the Dean of General Education.

(6) The courses of the Applied Writing Component shall have as a strictly enforced prerequisite demonstration of writing competency.
In the 1993-94 academic year, the Director of Composition shall ask each academic department to specify the types of writing which should be required of a baccalaureate student in its discipline, the types of writing which are currently being required in the courses of its major program, and the types of writing support which would be required by the department. The Director of Composition shall use this survey information to design faculty development activities and to plan for the provision of support by the Center for Academic Improvement.

During the 1992-93 academic year, the Dean of General Education shall call for departmental proposals for the design and implementation of the Applied Writing Component. The Dean shall review each proposal and recommend approval to the General Education Coordinating Committee. The GECC shall act for the Faculty Senate to approve each proposal. The GECC shall report its actions to the Faculty Senate by the end of the 1992-93 academic year.

In the 1993-94 academic year, each academic department shall begin to offer the course or courses which include the Applied Writing Component.


The Faculty Senate rescinds Faculty Senate Resolution #10 (1987-88) with its adoption of this recommendation. Policies governing the content of and mode of instruction in Contemporary Issues courses shall revert to those described in Faculty Senate Resolution #20 (1978-79). In particular, Contemporary Issues courses "shall be taught in such a way as to afford a maximum opportunity for student participation."

The writing component of Contemporary Issues courses shall not be removed until the Applied Writing Component in the discipline takes effect in the Fall, 1993 term.

Enrollment limits for Contemporary Issues courses shall be established by the academic departments offering the courses in consultation with the deans of their schools and the Dean of General Education.

RECOMMENDATION 6: Allocation of resources to faculty development in the teaching of Applied Writing within an academic major.

The Dean of General Education shall provide resources for faculty development in the teaching of applied writing skills within an academic major during the 1992-93 and 1993-94 academic years. Faculty development resources would include: released-time to develop courses or course components, released-time for pilot-teaching of courses or course components, released-time to attend local applied writing skills teaching workshops, travel reimbursement to attend conferences, and travel reimbursement to visit other colleges which have implemented Applied Writing programs.
RECOMMENDATION 7: assessment of writing skills of each "rising junior" and all junior-level transfer student.

The Director of Composition shall plan, and the Dean of General Education shall implement, by the Fall, 1993 term, a writing competency assessment program for all "rising juniors" and all junior-level transfer students.

Each undergraduate student who matriculates in or after the Fall, 1993 term shall be required to demonstrate writing competency before he/she is allowed to enroll in Applied Writing courses (D) in any discipline. The Dean of General Education shall certify to the registrar those students who have passed the writing competency assessment. The registrar shall enter a grade of "P" after the entry, "Writing Competency," on the student's permanent transcript.

Students who fail to demonstrate writing competency may not enroll in the Applied Writing courses of their academic majors, or of any other academic major. Instead, they shall be required to complete "individualized plans of developmental activities" ranging from "voluntary use of the Center for Academic Improvement" to "required enrollment in ENL 112, College Composition." They shall also be required to demonstrate writing competency after they have completed their developmental activities and before they are allowed to enroll in Applied Writing courses.

The Director of Composition shall report the implementation plan, the assessment instruments, and the criteria for a passing mark to the General Education Coordinating Committee. The GECC shall report the nature of the plan, the assessment instruments, and assessment criteria to the Faculty Senate for its approval prior to the end of the Spring, 1992 term.

RECOMMENDATION 8: development of a writing skills remediation/development support program.

The Dean of General Education shall develop, staff and provide resources for a writing skills remediation/development support program to operate within the Center for Academic Improvement. The mission of this program shall be threefold: to provide writing skills remediation to students in ENL 112, and Breadth Component courses; to provide remedial support to junior-level students who have failed to demonstrate writing competency; and to assist in development of the advanced writing skills of students enrolled in Applied Writing courses.

The Dean of General Education shall inform the General Education Coordinating Committee; the Faculty Senate; faculty teaching Cognitive Skills courses, Breadth Component courses, and Applied Writing courses; and the faculty at-large of the types of writing support available within the Center for Academic Improvement.

The Dean of General Education shall implement the conditions of this recommendation before the beginning of the Fall, 1993 term.
D. Contemporary Issues Component: 3 credits

1. Courses in this component shall focus explicitly on major issues or problems of contemporary significance. Such courses shall provide the historical and theoretical background necessary for informed judgments. They shall work toward enhancing students' abilities to identify relevant elements of enduring human significance, to understand various and perhaps conflicting views on the subject and their different value premises, and to formulate and articulate in a rational manner their own positions on controversial matters.

2. Courses in this component shall normally be taken in the Junior or Senior year and bear upper level credit. This will serve to extend the general education function into the final two years of the undergraduate experience.

3. Courses in this component shall be taught in such a way as to afford a maximum opportunity for student participation.
I. RESOLUTION #32
(1990-91)
Recommendations 4-8.
"J" course legislation
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Guidelines for the Applied Writing Component of each academic department are as follows:

1. The Applied Writing Component shall consist of one course required by the academic major or shall consist of activities in a series of courses required by the academic major. Each course of an academic major's Applied Writing Component shall be designated by the General Education code "D".

2. The courses of the Applied Writing Component shall use and extend the basic information literacy skills introduced in the lower-division courses of the General Education Program, as appropriate.

3. The courses of the Applied Writing Component shall provide instruction in the writing conventions of the discipline.

4. The courses of the Applied Writing Component shall require completion of writing assignments specific to the discipline.

5. The courses of the Applied Writing Component shall have enrollment limits that allow the instructors of the courses to evaluate rough drafts and to re-evaluate revised drafts of writing assignments submitted by the students. The enrollment limits of these courses shall be established by the academic major departments in consultation with the deans of their schools and the Dean of General Education.

6. The courses of the Applied Writing Component shall have a strictly enforced prerequisite demonstration of writing competency.

IN THE 1992-93 ACADEMIC YEAR THE DIRECTOR OF COMPOSITION shall ask each academic department to specify the types of writing which should be required of a baccalaureate student in its discipline, the types of writing which are currently being required in the courses of its major program, and the types of writing support which would be required by the department. The Director of Composition shall use this survey information to design faculty development activities and to plan for the provision of support by the Center for Academic Improvement.

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Each undergraduate student who matriculates in or after the Fall, 1993 term shall be required to demonstrate writing competency before he/she is allowed to enroll in Applied Writing courses (2) in any discipline. The Dean of General Education shall certify to the registrar those students who have passed the writing competency assessment. The registrar shall enter a grade of "P" after the entry, "Writing Competency," on the student's permanent transcript.

Students who fail to demonstrate writing competency may not enroll in the Applied Writing courses of their academic majors, or of any other academic major. Instead, they shall be required to complete "individualized plans of developmental activities" ranging from "voluntary use of the Center for Academic Improvement" to "required enrollment in EML 112, College Composition." They shall also be required to demonstrate writing competency after they have completed their development activities and before they are allowed to enroll in Applied Writing courses.

The Director of Composition shall report the implementation plan, the assessment instruments, and the criteria for a passing mark to the General Education Coordinating Committee. The GECC shall report the nature of the plan, the assessment instruments, and assessment criteria to the Faculty Senate for its approval prior to the end of the Spring, 1993 term.

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The Dean of General Education shall inform the General Education Coordinating Committee, the Faculty Senate, faculty teaching Cognitive Skills courses, Breadth Component courses, and Applied Writing courses; and the faculty at-large of the types of writing support available within the Center for Academic Improvement.

The Dean of General Education shall implement the conditions of this recommendation before the beginning of the Fall, 1993 term.