Resolution #2

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on: October 28, 1996

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

SUBJ: The Freshman Seminar: Guidelines for a Fall 1997 Pilot Project

Signed: Anne H. Peterson
(Faculty Senate President)

Date Sent: 11/1/1996

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date: 9/1/97
   b. Deferred for discussion with the Faculty Senate on __/__/97
   c. Unacceptable for the reasons contained in the attached explanation

II, III.
   a. Received and acknowledged
   b. Comment: This will be eliminated

DISTRIBUTION:

Distribution Date: 11/18/96 Signed: [Signature]
(President of the College)
THE FRESHMAN SEMINAR
GUIDELINES FOR A FALL 1997 PILOT PROJECT

The General Education proposal prepared last year recommended a required Freshman Seminar for all of our new students in place of the current GEP 100 requirement. Considerations of staffing and resources and the short time available before the Fall 1997 schedule is due suggest that we undertake a pilot or experimental effort in this area before moving to consider an formal change in GE requirements.

Therefore the General Education Committee recommends that faculty identify a number of courses, existing or new, to be taught as Freshman Seminars in the Fall of 1997 with the understanding that participation is voluntary and will function as a part of a normal teaching load.

The following provisions will govern this pilot effort:

1) The Freshman Seminar will be a 3-4 credit academic course, which will fulfill the current GEP 100 requirement for participating students. Such courses may be drawn from a variety of sources:
   a) A seminar version of an existing Breadth Component course.
   b) A seminar version of an existing first year course in a particular discipline.
   c) A newly created seminar course focusing on a subject matter of the instructor’s choosing.

2) The seminar should provide new students with an opportunity for establishing a close relationship with a particular faculty member and a sense of academic community during their first semester on campus. Toward that end the Freshman Seminar will be limited to an enrollment of 20 students per section. It should provide a highly participatory classroom experience for first semester Freshmen. Therefore instructional techniques should emphasize active student involvement such as discussion, reports, projects, and collaborative group activities.

3) The seminar will provide opportunity to help students develop appropriate expectations about the quantity and quality of academic work required within higher education. It will also offer opportunity to make use of academic resources available at Brockport. Accordingly the Freshman Seminar will address such matters as appropriate study skills, note-taking, and time management. It will also introduce students to, and encourage their use of, basic academic resources (library, e-mail, and the World Wide Web) in the context of the course content.

4) The Freshman Seminar will also provide opportunity for students to become familiar with college requirements and the range of academic alternatives available to students at
Brockport (major and minor programs as well as study abroad, internships, service learning, and career exploration opportunities). The course instructor will serve as the students’ academic advisor during the first semester and will assist them in planning for the second semester. Thereafter, students will be transferred to a different academic advisor from the teaching faculty, either in a major field or to a generalist advisor.

5) These additional functions will no doubt require some modest adjustment in course content. But the Freshman Seminar is intended to be a serious, rigorous, and demanding academic experience. Its small size provides opportunity for practicing critical academic skills with an emphasis on writing and oral presentation. Substantial written work and opportunities for active participation will play a major role in all Freshman Seminars.

6) Faculty teaching in the Freshman Seminar program are encouraged to make use of upper class students as mentors and participants in the class.

7) As much as possible students who do not declare a major will be placed in a Freshman Seminar during summer registration. Students not involved in the Freshman Seminar program will be placed in an APS section as called for under the current General Education requirements.

8) The General Education Committee will invite, review and approve proposals for Freshman Seminars and will construct a modest form on which to submit proposals in time for Fall 1997 implementation.

Revised and accepted by the Faculty Senate on October 28, 1996.