Resolution #04
1999-2000
FACULTY SENATE

SUNY BROCKPORT
Faculty Senate
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(716) 395-2586 (Fax): 395-2246

TO: Dr. Paul Yu, College President
FROM: The Faculty Senate Meeting on: December 13, 1999
RE: X.I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the Fitness of)
    III. Other, For your Information (Notice, Request, Report, etc.)

SUBJ: General Education Proposal

Signed: Thomas Benner
Date Sent: 12/10/00
(Thomas Benner, Faculty Senate President)

TO: The Faculty Senate
FROM: Dr. Paul Yu, College President
RE: I. Decision and Action Taken on Formal Resolution

   a. Accepted. Effective Date: 2/1/00
   b. Deferred for discussion with the Faculty Senate on 1/1
   c. Unacceptable for the reasons contained in the attached explanation

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

DISTRIBUTION: Administrative Group - Attachment is
The Brockport Curriculum - Course, Planning Committee
A copy is sent or through the office of the President or Faculty Senate.

Distribution Date: 2/13/00 Signed: Paul Y.
(President of the College)
THE BROCKPORT CURRICULUM

GOALS OF GENERAL EDUCATION

• To encourage and foster student learning as a foundation for academic, personal, and professional success.
• To develop students' skills in communication, mathematics, information literacy, and critical thinking.
• To introduce students to the fundamental methodologies of a variety of disciplines.
• To provide students with a knowledge base fundamental to a liberal education.
• To develop informed, tolerant, and open-minded citizens of a culturally diverse society and globally interdependent communities.

GENERAL EDUCATION PEDAGOGY

The pedagogy of the general education curriculum will engage students in theoretical, practical, and applied learning through classroom, laboratory, and field experience.

STUDENT LEARNING OUTCOMES

Student learning outcomes identified by letter and number are from the core list of outcomes found in Appendix 3. Instructors are encouraged to consult the list of outcomes when designing their courses and identify outcomes they will cover beyond those required for the particular course. Core learning outcomes may be included in upper level courses. Students are required to satisfy each of the learning outcomes.

CLASS SIZE

Class sizes must be established to permit effective fulfillment of the writing requirements and reinforcement of the designated skills.

I. SKILLS

A. Academic Planning Seminar

The Academic Planning Seminar introduces students to the academic expectations and opportunities of college life through regular contact with a mentor/advisor.

Student Learning Outcomes

Students will:
1. demonstrate understanding of how the total college curriculum can contribute to student success
2. construct academic programs appropriate to their needs
3. explore career options
4. learn to utilize selected campus resources and facilities

Assessment

In-class assessment based on successful completion of a series of specific assignments.

Pre-requisites and Waivers

None

B. Quantitative Skills

MTH 112 College Mathematics

Student learning outcomes

Students will:
1. show competence in the following quantitative and reasoning skills: arithmetic; algebra; geometry; data analysis; quantitative reasoning.
2. develop the view that mathematics is an evolving discipline that helps quantify solutions to problems from every discipline.
3. use linear and non-linear functions.
4. use classical and modern geometry concepts as tools for problem solving and for
describing growth patterns and symmetries.
5. analyze data and use probability to make inferences.
6. use discrete mathematical algorithms to solve finite problems.
7. use computer technology to enhance mathematical thinking and understanding.
8. develop convincing mathematical arguments by synthesizing information
   provided in written, tabular, and graphic form.
9. develop, use, and evaluate mathematical models in a variety of situations to solve
    real-world problems.

Assessment
A minimum grade of C is required. Students will also take a competency test at the
eend of the semester. They must pass the competency test to pass the course.

Prerequisites
Students who have not completed a Regents program or its equivalent in math may
have to complete a developmental math course before registering for MTH 112.

Waivers and Alternatives
Students who have demonstrated college-level competency in mathematics as
determined by the Coordinator of Developmental Mathematics may be waived from
MTH 112.

Math Test
All students, including transfers and those receiving waivers from MTH 112, must pass
a math competency test as a graduation requirement.

C. Communication skills

7 credits total

Student Learning Outcomes

a. ENL 112 College Composition

3 credits

Student Learning Outcomes

Students will

C1 produce coherent texts within common college-level written forms
C2 demonstrate the ability to revise and improve texts
3 incorporate and organize material appropriately from personal experience and
from a variety of external sources
4 document material from primary and secondary sources using appropriate
formats
5 perform basic text-editing functions of word processing

Assessment
Course-based assessment of student learning outcomes. A minimum grade of C is
required.

Pre-requisites
Students identified by the Composition Coordinator as needing practice in expository
writing skills must take ENL 101 English for Foreign Students or ENL 102
Fundamentals of College Composition as preparation for ENL 112.

Waivers for ENL 112
Students who have demonstrated college-level competency in writing as determined by
the Composition Coordinator may be waived from ENL 112.

Writing Test
1 credit

All students, including transfers and those receiving waivers of ENL 112, are required
to pass a writing test in their Junior or Senior year as a graduation requirement.

Waivers for Writing Test

Students who reach a defined standard on a recognized external writing test (e.g.,
GMAT, NYS Teachers' Exam) will be waived from the Brockport writing test.
b. CMC 111 Oral Communication and Information Literacy 3 credits

Notes: All instructors teaching CMC 111 will be trained by a CMC 111 course coordinator. They should also draw on the expertise of library personnel for information literacy instruction.

Student Learning Outcomes

Students will:

C4 show proficiency in oral discourse in a variety of contexts.
C5 evaluate oral presentations according to established criteria.
IL2 demonstrate understanding of and use basic research techniques.
IL3 locate, evaluate, and synthesize information from a variety of sources.
IL4 identify, analyze, and evaluate arguments as they occur in their own and others’ work.

C5 research, organize and develop information and arguments for, at a minimum, two informative speeches, two persuasive speeches, and a paper based on extensive research, all of which will demonstrate information literacy.

Assessment

Course-based assessment of student learning outcomes and course objectives. A minimum grade of C is required for successful completion of CMC 111.

Waivers

Transfer students successfully completing a course with student learning outcomes equivalent to those of CMC 111, employing criteria and standards developed by the CMC 111 course coordinator, may be waived from CMC 111.

D. Computer Skills 1 credit

Student Learning Outcomes

Students will:

IL1 perform the basic operations of personal computer use
IL2 perform basic text-editing functions of word processing
IL3 use e-mail to send and receive information
IL4 demonstrate competence in Internet navigation and network skills

Assessment

All students must pass a Computer Skills test as a graduation requirement. They may take the test at any time.

Pre-requisites

First-year students will be enrolled in a one-credit course to prepare them to take the test. They may take the test at any time.

Waivers

None.

Beyond Basic Skills

Students will be required to complete a unit in advanced computer skills appropriate to their major.

II. KNOWLEDGE

A. FINE ARTS AND PERFORMANCE 6 credits

In all knowledge courses students will:

C3 write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback.
IL4 identify, analyze, and evaluate arguments as they appear in their own and each others’ work.
All courses must include these two learning outcomes. Courses will be grouped so students will satisfy all the required student learning outcomes listed below by successfully completing two courses.

Students must complete two courses from different disciplines, one of which includes performance. Within the two courses they will

FA1 demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein
FA2 demonstrate competence in the analytical tools used to interpret that form
FA3 actively participate in artistic activities specifically related to one or more artistic form

Note: In addition, Fine Arts courses may but are not required to address the student learning outcomes for western civilization (WS1, WS2). (see Appendix 3) and one or more of

W1 demonstrate knowledge of scholarship on women within a relevant knowledge area
RE1 analyze social conflicts, prejudices, and/or intolerance arising from such issues as racism, ethnic hatred, religious intolerance, etc.
ST1 demonstrate understanding of the connections between science, technology, and/or the environment and society, and the associated benefits, costs, and risks.
WH1 demonstrate knowledge of either a broad outline of world history or the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization AND
WH2 compare the perspective of at least one non-Western, third world or developing society with their own

Assessment
All instructors must assess the relevant student learning outcomes.

Pre-requisites and Waivers
There must be no pre-requisites. Transfer students who have completed equivalent courses may be waived at the discretion of the Assistant Vice President for Academic Affairs.

B. HUMANITIES

in all knowledge courses students will

C3 write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback.

IL4 identify, analyze, and evaluate arguments as they appear in their own and each other's work

All courses must include these two learning outcomes. Courses will be grouped so students will satisfy all the required student learning outcomes listed below by successfully completing two courses.

Students must complete two courses from different disciplines. Within the two courses they will:

H1 demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas in the general education curriculum
H2 demonstrate competence in analyzing texts in the humanities
WC1 demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society and culture of Western civilization
WC2 relate the development of Western civilization to that of other regions of the world

Note: Humanities courses may but are not required to address one or more of the following learning outcomes:
W1 demonstrate knowledge of scholarship on women within a relevant knowledge area
RE1 analyze social conflicts, prejudices, and/or intolerance arising from such issues as racism, ethnic hatred, religious intolerance, etc.
ST1 demonstrate understanding of the connections between science, technology, and/or the environment and society, and the associated benefits, costs, and risks.
WH1 demonstrate knowledge of either a broad outline of world history or the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization AND
WH2 compare the perspective of at least one non-Western, third world or developing society with their own

Assessment
All instructors must assess the relevant student learning outcomes.

Pre-requisites and Waivers
There must be no pre-requisites. Transfer students who have completed equivalent courses may be waived at the discretion of the Assistant Vice President for Academic Affairs.

C. NATURAL SCIENCES 7 credits
In all knowledge courses students will:

C3 write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revisions or multiple opportunities for feedback.

IL4 identify, analyze, and evaluate arguments as they appear in their own and each others' work

All courses must include these two learning outcomes. Courses will be grouped so students will satisfy all the required student learning outcomes listed below by successfully completing two courses.

Students must complete two courses from different disciplines, one of which includes a laboratory experience. Within the two courses they will

S1 demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis

S2 explore nature and natural phenomena in the context of a science discipline dealing with at least one of the following: matter, motion, and energy; the behavior of materials and interaction between substances; the formulation, evolution, and behavior of celestial objects; the formation and evolution of Earth's environment; biophysical and biochemical principles of life; the relationship of living things to each other and their environment.

S3 show competence in at least two of the mathematical skills identified in MTH 112.

S4 demonstrate application of scientific data, concepts, and models in one of the natural sciences

S5 acquire and analyze scientific data through laboratory experiences in one of the natural sciences

Note: Natural Sciences courses may but are not required to address one or more of the following learning outcomes:

W1 demonstrate knowledge of scholarship on women within a relevant knowledge area
RE1 analyze social conflicts, prejudices, and/or intolerance arising from such issues as racism, ethnic hatred, religious intolerance, etc.
ST1 demonstrate understanding of the connections between science, technology, and/or the environment and society, and the associated benefits, costs, and risks.
WH1 demonstrate knowledge of either a broad outline of world history or the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization AND

WH2 compare the perspective of at least one non-western, third world or developing society with their own.

Assessment
All instructors must assess the relevant student learning outcomes.

Pre-requisites and Waivers
There must be no pre-requisites. Transfer students who have completed equivalent courses may be waived at the discretion of the Assistant Vice President for Academic Affairs.

D. SOCIAL SCIENCES

In all knowledge courses students will:

C3 write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback.

IL4 identify, analyze, and evaluate arguments as they appear in their own and each others’ work.

All courses must include these two learning outcomes. Courses will be grouped so students will satisfy all the required student learning outcomes listed below by successfully completing two courses.

Students must complete two courses from different disciplines. Within the two courses they will:

AH1 demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society

AH2 demonstrate knowledge of common institutions in American society and how they have affected different groups

AH3 demonstrate understanding of America’s evolving relationship with the rest of the world

SS1 demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis

SS2 demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences

Note In addition, Social Science courses may but are not required to include one or more of the following:

W1 demonstrate knowledge of scholarship on women within a relevant knowledge area

BE1 analyze social conflicts, prejudices, and/or intolerance arising from such issues as racism, ethnic hatred, religious intolerance, etc.

ST1 demonstrate understanding of the connections between science, technology, and/or the environment and society, and the associated benefits, costs, and risks.

WH1 demonstrate knowledge of either a broad outline of world history or the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization AND

WH2 compare the perspective of at least one non-western, third world or developing society with their own.

Assessment
All instructors must assess the relevant student learning outcomes.
Pre-requisites and Waivers

There must be no pre-requisites. Transfer students who have completed equivalent courses may be waived at the discretion of the Assistant Vice President for Academic Affairs.

II. FOREIGN LANGUAGE

Student Learning Outcomes

Students will demonstrate:

FL1 a basic proficiency in the understanding and use of a foreign language
FL2 knowledge of the distinctive features of culture(s) associated with the language they are studying

Assessment

In-course assessment of student learning outcomes.

Pre-requisites

3 years of high-school study of the foreign language.

Waivers

High school foreign language instruction in the State of New York has been organized by the Regents of the State into a program of study culminating in evaluations known as Checkpoints A, B and C.

College level proficiency is defined as meeting the objectives of Checkpoint C in high school as described by Modern Language for Communication: The New York State Syllabus, or by such evaluative measures as CLEP, AP, the successful completion of an intermediate college level sequence of a foreign language, the successful completion of an elementary sequence of an elementary college level sequence of an additional foreign language not previously studied by the student who has already completed Checkpoint B, etc.

Successful completion of the Regents Examination (Checkpoint B) is not equivalent to college-level proficiency.

Students who have successfully completed two semesters of an intermediate level sequence of college study of a foreign language may meet the second year of the General Education foreign language requirement through successful completion of any approved program of overseas study in which the language of instruction is the same language in which the student did the initial year of college study, and which is of a minimum duration of five weeks.

III. REQUIREMENTS FOR ALL BROCKPORT STUDENTS INCLUDING TRANSFERS

A. CONTEMPORARY ISSUES

NOTE: Courses must be upper division. Instructors are encouraged to address one or more of the learning outcomes in IIIB below. They are also encouraged to include at least one of the student learning outcomes listed in Appendix 3 in addition to the ones listed below, and to propose courses that fulfill the upper level writing requirement (see IIIC below).

Student Learning Outcomes

Students will:

1. analyze a major issue with contemporary and enduring human significance, bringing in perspectives that have an important bearing on the issue(s), from more than one of the following knowledge areas: arts, humanities, natural sciences and social sciences
2. recognize and articulate relationships between different knowledge areas
3. locate, evaluate and synthesize information from a variety of sources
4. develop and defend well-reasoned arguments
5. write a major research paper with at least one opportunity for feedback and revision or demonstrate mastery of the course issue(s) in some equivalent manner as determined by the instructor.
Assessment
In-course assessment of student learning outcomes.

Pre-requisites
Junior status or above. Successful completion of all general education knowledge requirements.

Waivers
There must be no pre-requisites. Transfer students who have completed equivalent courses may be waived at the discretion of the Assistant Vice President for Academic Affairs.

B. REQUIRED STUDENT LEARNING OUTCOMES FOR ALL STUDENTS
These student learning outcomes may be incorporated individually or in combination into any course in general education or the majors. All courses addressing these outcomes must include at least one other core student learning outcome in the knowledge area (see Appendix 3). Each of the outcomes listed below must be addressed in depth. Students must fulfill all of them before graduation.

Students will:
- **WT** demonstrate knowledge of scholarship on women within a relevant knowledge area.
- **RE1** analyze social conflicts, prejudices, and/or intolerance arising from such issues as racism, ethnic hatred, religious intolerance, etc.
- **ST1** demonstrate understanding of the connections between science, technology, and/or the environment and society, and the associated benefits, costs, and risks.
- **WH1** demonstrate knowledge of either a broad outline of world history or the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization AND
- **WH2** compare the perspective of at least one non-western, third world or developing society with their own.

Assessment
In-course assessment of student learning outcomes.

Waivers
Transfer students who have completed courses with equivalent student learning outcomes may be waived at the discretion of the Assistant Vice President for Academic Affairs.

C. UPPER LEVEL WRITING
Students are required to take two upper division courses specifically designated (UW) as addressing the following student learning outcome:

- **UW1** produce well-organized college-level Standard Written English texts, based on feedback and revision as appropriate to the major or discipline.
APPENDIX A
Committee members
Stu Appelle (Associate Dean, Letters & Sciences); Tom Bonner (President, Faculty Senate);
Melissa Brown (Psychology); Georges Dicker (Philosophy); Nancy Eder (Developmental Math
Coordinator); Tim Flanagan (Vice President, Academic Affairs, Co-Chair); Michael Fox (Director,
General Education); Jeanne Grinnan (Composition Coordinator); Craig Lending (Biology); Jenny
Lloyd (History/Women’s Studies, Co-Chair); Mike Maggiotto (Dean, Letters & Sciences); Jose
Mallekal (Earth Sciences); Elaine Miller (Foreign Languages & Literatures); Card Sample
(Health Science); Paul Smith (student)

APPENDIX B
Instructors will incorporate writing assignments into their course syllabi as called for by the
particular discipline or student learning outcome.
A short paper is defined as 2000 words or the equivalent in several shorter assignments, and a
major research paper as 3000 words or more.
Forms of writing assignments might include one or more of the following:

- Describe: give an account of; tell about; give a word picture of
- Compare: bring out points of similarity and difference; show how (two) things are
  alike and different
- Contrast/Distinguish: show only the differences between (two) things; bring out the points of
  difference
- Explain: make clear; interpret
- Discuss: talk over; consider from various points of view; present different sides
  of; concentrate on the most primary or important features
- Evaluate: talk over the advantages or limitations; give the good and bad points;
  provide an opinion regarding the value of
- Justify: show good reasons for; give evidence; present facts to support an
  opinion
- Summarize: give the main points briefly; reduce information on the subject without
  changing it
- Criticize: state your opinion of the correctness or merits of a subject
- Illustrate: use a word picture, diagram, chart, or one or more examples
- Instruct: state specific directions about how a task is performed
- Present: describe, illustrate, and/or explain as if an audience is unfamiliar with
  a concept
- Trace: follow the course or give a description of progress; provide a series of
  important steps in the evolution of some phenomenon
- Argue: state and document reasons for
APPENDIX 3
CORE STUDENT LEARNING OUTCOMES

SKILLS
C1 produce coherent texts within common college-level forms
C2 demonstrate the ability to revise and improve texts
C3 write a short paper reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision
C4 show proficiency in oral discourse in a variety of contexts
C5 evaluate oral presentations according to established criteria

IL1 perform the basic operations of personal computer use
IL2 demonstrate understanding of and use basic research techniques
IL3 locate, evaluate, and synthesize information from a variety of sources
IL4 identify, analyze, and evaluate arguments as they occur in their own and others' work

QS1 show competence in the following quantitative and reasoning skills: arithmetic; algebra; geometry; data analysis; quantitative reasoning

UW1 produce coherent and logically arranged college-level Standard Written English texts in a variety of forms, and based on feedback and revision.

KNOWLEDGE
AH1 demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.
AH2 demonstrate knowledge of common institutions in American society and how they have affected different groups.
AH3 demonstrate understanding of America's relationship with the rest of the world.

FA1 demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein
FA2 demonstrate competence in the analytical tools used to interpret an artistic form
FA3 actively participate in artistic activities specifically related to one or more artistic forms

FL1 demonstrate a basic proficiency in the understanding and use of a foreign language
FL2 demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying

H1 demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas in the general education curriculum.
H2 demonstrate competence in analyzing texts in the humanities.

IE1 analyze social conflicts, prejudices, and/or intolerance arising from such issues as racism, ethnic hatred, religious intolerance, etc.

S1 demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.
S2 explore nature and natural phenomena in the context of a science discipline dealing with at least one of the following: matter, motion and energy; the behavior of materials and interaction between substances: the formation, evolution, and behavior of celestial objects; the formation and evolution of Earth's environment; biophysical
biochemical principles of life; the relationship of living things to each other and their environment.

S3 show competence in at least two of the mathematical skills listed for MTH 112.

S4 demonstrate application of scientific data, concepts, and models in one of the natural sciences.

S5 acquire and analyze scientific data through laboratory experiences.

S6 demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

S7 demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences.

S8 demonstrate understanding of the connections between science, technology, and/or the environment and society, and the associated benefits, costs, and risks.

W1 demonstrate knowledge of scholarship on women within a relevant knowledge area

WC1 demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc. of Western civilization.

WC2 relate the development of Western civilization to that of other regions of the world

WH1 demonstrate knowledge of either a broad outline of world history or the distinctive features of the history, institutions, economy, society, culture, etc. of one non-Western civilization.

WH2 compare the perspective of at least one non-Western, third world or developing society with their own.