Resolution #27 2013-2014
College Senate

Supersedes Res #: ____________

TO: Dr. John R. Halstead, College President
FROM: The College Senate: 4/21/2014
RE: Contemporary Issues SLO 1 Rewording (53_13-14GE)
SUBJ: 
Signed: Dawn Jones
(Date: 4/28/14)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dawn Jones, College Senate President
FROM: John R. Halstead, College President
RE: Decision and Action Taken on Formal Resolution (circle choice)

I. Accepted - Implementation Effective Date**: Fall 2014

II, III. Response to Recommendation or Other/FYI

Signed: 
(Date: 4/28/14)

(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.

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RES 27.docx
DATE
INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, i.e. **Use a course number and/or title, indicate if for GED code, etc.**
   - Contemporary Issues SLO 1 Rewording

2. BRIEF DESCRIPTION OF PROPOSAL:
   - Reword the first Contemporary Issues SLO to emphasize the integration of knowledge across Knowledge Areas.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? _x__ NO ___ YES
   - Explain YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.
   - Contemporary Issues SLOS have not yet been assessed.

5. HOW WILL THIS AFFECT TRANSFER STUDENTS:
   - It will clarify for them and their professors the purpose of the I-course.

6. ANTICIPATED EFFECTIVE DATE:
   - Fall 2014

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.
   - First Submission
   - Updated on
   - Updated on
   - Updated on
   - 03/11/14

8. SUBMITTED BY: (contact person)
   - Name: Anne Macpherson
   - Department: History (for GE Committee)
   - Phone: X5683
   - Email: amacpherc@brockport.edu

9. COMMITTEES: **(Senate office use only)**
   - Standing Committee: Forwarded To: Dates Forwarded
     - __ Executive Committee: Standing Committee: 03/11/14
     - __ Enrollment Planning & Policies: Executive Committee: 03/31/14
     - __ Faculty & Professional Staff Policies: Senate: 04/7/14, 04/21/14
     - __ General Education & Curriculum Policies: Passed GED's go to Vice Provost
     - __ Graduate Curriculum & Policies: College President: 04/29/14
     - __ Student Policies:
     - __ Undergraduate Curriculum & Policies: OTHER
     - REJECTED -WITHDRAWN

NOTES:
The current title and SLOS for the Contemporary Issues course stem from Senate #4 of 1999-2000.

The April/May 2012 GE PPR report noted: “The Contemporary Issues course appears to have been designed as a culminating experience for the General Education program offering students an opportunity at the 300 or 400 level to consolidate the knowledge and skills developed throughout their other General Education courses…To some extent, Brockport faculty report “drift” from this original intention noting that first and second year students are allowed to take the courses when space is available and other courses are full, the writing and other skill components have been minimized, and the courses too often serve the goals of the major rather than of General Education… If the original intention is to be achieved, the purpose and delivery of the courses will need to be revisited… Despite the varying topics, faculty teaching sections of Contemporary Issues can be responsible for reinforcing the General Education skills and perspectives through an interdisciplinary approach…”

This proposal involves two modest changes that seek to begin to address the problems identified in the GE PPR report.

Rationale for Rewording SLO 1

The rewording of the first SLO is intended to signal to faculty instructors that the primary purpose of an I course is to have students practice thinking across boundaries between Knowledge Areas in order to synthesize knowledge and ways of knowing, and that the particular issue chosen by the instructor is the vehicle for accomplishing this type of learning. The GE Committee frequently sees I course proposals that do not show clear faculty awareness of the primary importance of synthesizing knowledge and ways of knowing across Knowledge areas for a broad and diverse student population.

In the chart below some SLOs are in italics – this is to indicate that they are local Brockport SLOs that were originally passed by our Senate and can be revised by our Senate. SLO 1 falls into this category.

Existing SLOs

Contemporary Issues (I): All I courses are 300 or 400 level.
• Students will 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: Fine Arts, Humanities, Natural Sciences and Social Sciences.

• Students will recognize and articulate relationships between different Knowledge Areas.

• Students will locate, evaluate, and synthesize information from a variety of sources. (This is a SUNY-wide SLO in the Information Management competency area.)

• Students will demonstrate an ability to develop and defend well-reasoned arguments. (This is a SUNY-wide SLO in the Critical Thinking competency area.)

• Students will 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. Note: A major research paper is defined as 3000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).

Changes to SLO1

• In order to integrate knowledge from at least two Knowledge Areas, students will analyze a major issue of contemporary and enduring human significance. This course is intended to build on students’ learning in the lower division Knowledge Area courses. It gives students an opportunity to practice critical analysis, synthesizing knowledge and applying skills in new contexts. The Knowledge Areas are: Fine Arts, Humanities, Natural Sciences, and Social Sciences.

• Students will recognize and articulate relationships between different Knowledge Areas.

• Students will locate, evaluate, and synthesize information from a variety of sources. (This is a SUNY-wide SLO in the Information Management competency area.)

• Students will demonstrate an ability to develop and defend well-reasoned arguments. (This is a SUNY-wide SLO in the Critical Thinking competency area.)

• Students will 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. Note: A major research paper is defined as 3000 words or an equivalent amount in several shorter assignments (Senate Resolution #04, 1999-2000).