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Guidelines for Distinctions Between Liberal Arts and Non-Liberal Arts Courses

The College at Brockport, College Senate

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Routing #17 80-81

Resolution #15
1980-1981

Guidelines for Distinctions
Between Liberal Arts and
Non-Liberal Arts Courses

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on 3/9/81
(Date)

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

SUBJECT:

Guidelines for Distinctions Between Liberal Arts
Non-Liberal Arts Courses

(See Attached)



Signed: Lynn H. Parsons Date Sent 3/10/81
(For the Senate)

Lynn H. Parsons, President, Faculty Senate

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date 4
- 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 - 4-8-81
(b) Comment:

DISTRIBUTION: Vice Presidents: Sauglas

Others as identified:

Distribution Date: 4/10/81

Signed: Albert Brown
(President of the College)

Date Received by the Senate: _____

STATE UNIVERSITY COLLEGE
Brockport, New York

Faculty Senate Meeting: 3/9/81

GUIDELINES FOR DISTINCTIONS BETWEEN LIBERAL ARTS AND NON-LIBERAL ARTS COURSES

Although distinctions between liberal arts and non-liberal arts courses can be somewhat arbitrary and/or vague, collegiality among those involved in such distinctions necessitates attempts to share assumptions in making such distinctions. Therefore the following:

CATEGORY	LIBERAL ARTS COURSES	NON-LIBERAL ARTS COURSES
Locus of value	in the subject or skill	in certification or confirmation of the student as a practitioner or professional in the subject or skill
Subjects taught	arts and sciences	arts and sciences as they are directly applied to businesses, industries, professions, trades, crafts, performing arts and sports, <u>etc.</u>
Skills taught	not limited to a specific profession but possibly of use in several	even if of general use, directed toward uses in professions, jobs, trades, <u>etc.</u>
End or objective	intellectual development	application of intellectual development in the performance of skills