5-24-1982

Strengthening Relationships Between Liberal Arts and Professional Studies

The College at Brockport, College Senate

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Resolution #36 1981-1982

strengthening Relationships Between Liberal Arts and Professional Studies

Routing #40 81-82

TO: President John E. Van de Wetering
FROM: The Faculty Senate
RE: I. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the fitness of)
     III. Other (Notice, Request, Report, etc.)

SUBJECT: Strengthening Relationships Between Liberal Arts and Professional Studies

(see attached)

Signed: President, Faculty Senate
Date Sent: 5/26/82

TO: The Faculty Senate
FROM: President John E. Van de Wetering
RE: I. Decision and Action Taken on Formal Resolution
    a. Accepted. Effective Date 6/1/82
    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: Vice Presidents:

Others:

Distribution Date: 6/2/82

Signed: President of the College

Date Received by the Senate:
STATE UNIVERSITY OF NEW YORK
College at Brockport

Faculty Senate Meeting: 5/24/82

Strengthening Relationships Between
Liberal Arts and Professional Studies

BE IT RESOLVED that the items below are to be considered as guidelines for discussion by the Faculty-at-Large, including program curricular committees, the Faculty Senate and the faculty in general meetings.

A. Designation of courses and programs ought to be made by each curricular unit on the basis of the distinctions established in this document.

B. Curricular units should engage in dialogues with one another about the appropriate interunit cooperation in developing and modifying programs.

C. All faculty should seek to make their students more aware of the value inherent in both liberal and professional studies.

D. Both liberal and professional studies requirements should be integrated with general education requirements to avoid unproductive repetition.

E. The Undergraduate Curriculum Committee and the Office of Academic Advisement should study the issue of the "unit rule" and report back to the Faculty Senate by the beginning of the Spring-semester, 1983.

Attachment
Preface

This report is in response to a request made on February 1, 1982 by the President of the Faculty Senate that the Undergraduate Curriculum Committee suggest ways of strengthening relationships between liberal and professional studies. This request was prompted by the passage of the Extension of the Mission Statement, which announced that the "College should gradually strengthen the relationships in all programs among the liberal arts disciplines and the professional studies." As the basis of this report, the Committee examined the Extension of the Mission Statement, the curriculum as it exists, and appropriate SUNY statements including the one of November 23, 1965, which stated that the "liberal arts are defined as academic disciplines taught with no regard to specialized preparation for a vocation and falling within the behavioral and social sciences, the humanities, and the natural sciences and mathematics." The following report, which is in three parts - COMPARISONS AND CONTRASTS, MODELS OF INTEGRATION, AND RECOMMENDATIONS, is meant to give the Faculty Senate, the Undergraduate Curriculum Committee, and the various curricular and administrative units of the College encouragement and guidance in the development of cooperative proposals and endeavors.

I. COMPARISONS AND CONTRASTS

Strengthening the relationships between liberal and professional studies should not be as difficult as it appears to some, for there is much that is shared by these areas: 1. theory; 2. practice and application; 3. academic rigor; 4. the need for academic honesty; 5. knowledge and skills useful in academic disciplines other than the ones focused upon in particular courses or programs; 6. skills and values useful in a variety of life activities including work, play, family life, etc. For example, the concepts of mathematics are used in courses in the natural sciences, the social sciences, the social professions, and the thought processes are used in the humanities and the fine arts as well. The skills developed in analyzing a poem in a literature course are equally useful in understanding legal texts, novels, and political discourse. Similarly, the sensitivities to the human condition which are essential for nursing and social work are also applicable to the broadest understanding of contemporary issues and social problems.

The assertion that we share much should evoke little surprise from members of this academic community, for it is consistent with the way in which we have built our curriculum. Unlike other campuses, we have chosen to offer most of our professional programs within the Bachelor of Science degree structure; hence, all our
students are required to complete the general education program and (with a single program excepted) to complete at least seventy-five hours of liberal studies course work for their degrees. To phrase it another way, we offer professional studies majors within a liberal studies degree, and although this structure will (must, given the various pressures and needs) create tensions, it is more preferred model of collegiate education than alternatives developed elsewhere.

To say this is not to deny that there are important and significant distinctions which characterize the two areas. For explication, we offer the following:

**Liberal Studies**

- The contents of the courses and programs are determined by what faculties consider to be the contents and needs of the academic disciplines.
- The skills taught are determined by what faculties consider necessary for effective study, use, and development of the academic discipline.

**Professional Studies**

- The contents of the courses and programs are determined by what faculties consider to be essential for the professional in the field.
- The skills taught are determined by what faculties consider essential for successful practice in the profession.

With the above in mind, we judge that the labeling of a course or program as "liberal studies" or "professional studies" should, principally, be the responsibility of those who know the most about the particular discipline or field: the faculty responsible for that discipline or field. Our suggestions then, are not meant as an attempt to usurp the responsibilities of those who rightly have them. Rather, they are an attempt to encourage the various units to recognize and profit as much as possible from that which they share.

**II. MODELS OF INTEGRATION**

Some Programs at Brockport Which Illustrate Various Marriages of Liberal and Professional Studies. The appendices are the work of various members of the Committee and demonstrate that the members have learned to accept that they are not of one mind.

**A. The Liberal Studies Major and Certification or Licensure Programs**

Among these the most obvious are the elementary and secondary education programs, the liberal and professional parts of which are often divided between units. (See Appendix A.)

**B. Interdisciplinary Models**

Among these examples are the Recreation and Leisure major. (See Appendix B.)
C. Cognate Studies in Disciplines other than the Major:

Of the many models (the major in Business and the program in Nursing being prime examples) perhaps most applicable for most curricular units' consideration would be the Contractual Liberal Arts Major. (See Appendix C.)

D. Liberal Studies as Part of the Professional Course or Program:

Liberal studies can be made an integral part of a professional oriented program, as in the Social Work major. (See Appendix D.)

E. Interunit Cooperation in Developing or Offering Support Courses:

(See Appendix E.)
Appendix A

Liberal Arts Major and Programs for Certification and Licensure - Some Models for Relationship

1. The content and substance of a liberal arts academic discipline is directly the focus of a professional position for which certification or licensure is normal. The paradigm case is the relationship of teaching certification to a liberal arts subject matter which is taught in the schools. In short, the liberal arts discipline is learned in a liberal arts major and the certification/licensure program then teaches approaches to organizing subject matter for instruction (curriculum) and instructional strategies appropriate to the subject matter to be taught.

2. The content and substance of some parts of liberal arts academic discipline are selected to become a facet of particular importance to professional certification or licensure examinations. Some examples would be: a pre-law student’s program would include selected courses such as logic and ethics; an athletic trainer’s program would include courses in anatomy, physiology, kinesiology, and psychology of sport.

3. Selected courses in liberal arts academic disciplines are identified by external accrediting bodies which also perform certification or licensuring functions. One example would be nursing and its requirements for courses such as chemistry, statistics, microbiology and nutrition.
Appendix B

THE INTEGRATED CORE

One model of strengthening the relationship between the liberal arts and professional studies is provided by the integrated core for majors. For example, Recreation and Leisure, which is a major that leads to the Bachelor of Professional Studies degree, is structured with 15 liberal arts hours at its core, nine of which explore the history, politics, and the cultural patterns of leisure and are offered under the prefixes of the Departments of History, Political Science, and Anthropology respectively.
The Contractual Liberal Arts Major provides students the opportunity to design an individual program within an approved and registered major and may be considered a model for the integration of liberal arts and professional courses within a liberal arts program. By combining appropriate coursework from two or more academic disciplines, the student and faculty advisor create a specialized major designed to meet the needs of those students whose interests and education objectives are not met by the published major programs.

While each CLAM is usually considered unique, upon close examination two primary formats are evident. The first is a CLAM developed to meet special objectives that may be opted by numbers of students. Examples of these are the Special Needs CLAM and the CLAM in the Sciences and Mathematics which is designed to offer a unique opportunity for the preparation of teachers at the elementary and secondary levels. In the above, students are encouraged (but are not necessarily limited) to select courses from a wide range of designated disciplines.

The second format enables each student to develop a unique program with courses of choice selected by advisement from the total offerings of the College and with no commonality. Titles of such CLAM’s include: “Marriage Counseling” (SOC), “Marketing Management in Professional Sport” (BUS), “Gerontology” (HLS), “Urban Studies” (GCR), and “Public Administration” (GCR).

The Contractual Liberal Arts major enables the student to select a maximum of nine hours of non-liberal arts courses for the major which under the “Unit Rule” are considered liberal arts for purposes of meeting graduation requirements.

MARRIAGE COUNSELING

<table>
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<td>Introduction to Sociology</td>
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<td>Sex, Marriage, Family</td>
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<td>EDC 401 (B)</td>
<td>Self in Society</td>
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<td>EDC 101 (A)</td>
<td>Introduction to Self Awareness</td>
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<td>HLS 314 (A)</td>
<td>The Family Life</td>
<td>SOC 320 (A)</td>
<td>Human Relations in Small Groups</td>
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<td>PHL 306 (A)</td>
<td>Human Sexuality</td>
<td>WMS 101 (A)</td>
<td>Women and Self</td>
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<td>SOC 220 (A)</td>
<td>Introduction to Social Psychology</td>
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### PUBLIC ADMINISTRATION

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<td>ENL 306 (B)</td>
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<td>American Political Systems</td>
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<td>HST 350 (A)</td>
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<td>BUS 365 (A)</td>
<td>Principles of Management</td>
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Appendix D

PROFESSIONAL DISCIPLINE MODEL

Preface

Professional education programs recognize the basic need of students to acquire a liberal education which provides an exposure to their cultural heritage, an opportunity to develop conceptual and basic competency skills, as well as the attainment of value commitments suitable for living in a democratic community.

Model

Professional programs of study are situated in institutions of higher learning in order to achieve an appropriate mix of liberal and vocational education according to the standards of both the institution and the professional discipline. This provides students in these programs the full breadth of a curriculum in which they are engaged with essential facts, concepts, and values of all major areas of knowledge as well within the special focus of a professional discipline.

In a professional major, at the undergraduate level, students build upon the foundations of liberal arts by developing the knowledge, skills, and modes of inquiry required to attain a beginning level of mastery of a given content area of professional studies. Courses within these major areas of study reflect a blend of theoretical and applied learning. The curriculum designs of these academic disciplines are organized around principles that are to provide continuity, sequence, integration and developmental learning according to the purposes and standards of the respective professional disciplines. In this approach the professional student is provided with an exposure to knowledge, skills and values that should serve the short- and long-range goals of contributing the benefits of a liberal education and vocational preparation to the society.

The Social Work Program is used here as an example of a professional program in which liberal arts courses from designated areas of study are required as pre-requisites (15 credits) and co-requisites (6 credits), and the required social work courses (35 credits) reflect a blend of theoretical and applied learning. Following is a brief overview of the Social Work curriculum:

Beyond what is required by the College in general education and breadth component courses, applicants to the Social Work Program must have completed five liberal arts courses from among the following areas of study: Literature, Languages, Philosophy and Related Disciplines, Biology and Related Areas, Psychology, African Studies and Related Areas, History and Related Areas, and Sociology and Related Areas. Two other liberal arts courses, SOC 200 Social Statistics, or its equivalent, and SOC 310 Methods of Sociological Research, must be completed before graduation.
Appendix D Continued

The Social Work required courses are listed below:

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<th>Course Code</th>
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<tr>
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<td>Human Behavior Social Environment II</td>
<td>(A) 3</td>
<td></td>
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<td>SWO 321</td>
<td>Cultural Diversity</td>
<td>(A) 3</td>
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<td>SWO 311</td>
<td>Social Policy/Service Systems</td>
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<td>Social Policy/Analysis</td>
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<td>Social Work Methods I</td>
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<td>Field Instruction I*</td>
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<td>Field Instruction Seminar I*</td>
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<tr>
<td>SWO 457</td>
<td>Field Instruction Seminar II</td>
<td>(B) 1</td>
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</table>

Total: 39 hours

*Field instruction and seminar may be taken on a one-semester 10 and 2 credit block plan as well.

Note: Under the Unit Rule the (B) courses are computed as (A) courses for Social Work majors.

Students may also select social work elective courses from areas of special emphasis, such as child welfare, gerontology, mental retardation, physically handicapped, school social work, rural social work, etc.

In the liberal arts courses (A) there is a stronger emphasis on comparative theories of the subject matter. The methods courses stress general theories of methodology for specific application in social work, the internship components are primarily an opportunity to apply and integrate theory in a practice setting.

Claude F. Wieand
February 23, 1982
Appendix E

Interunit Cooperation in Developing or Offering Support Courses:

Some liberal studies units have made significant efforts to offer support courses for students in professional programs, preprofessional programs, liberal studies programs designed to prepare graduates for professional employment, and even liberal studies programs not related to particular professional fields. The examples below are just that—examples, not a comprehensive catalogue.

A. The Department of Philosophy offers five courses designed to support and enhance the studies of students in professionally oriented disciplines:

1. PFL 321 Medical Ethics (for students in health science).
2. PFL 331 Bioethics (for biology majors). (This course is team-taught by members of the Biology and Philosophy Departments.)
3. PFL 332 Death and Dying (for students in health science).
4. PHL 340 Philosophy of Law (for students in criminal justice).
5. PHL 342 Value Issues in Contemporary Business (for majors in business).

Some of these courses, it might be added, appeal to students other than the ones "targeted" specifically: pre-med and pre-law students, philosophy majors, etc.

B. Each semester the Department of English offers sections of ENG 307 Business Writing, the contents of the course having at least in part been determined through consultation between members of the English and Business faculties. (The course is not required, but business advisers encourage students who need such a course to take it.)

The English Department also offers, at the request of Computer Science and other faculties, ENL 306 Technical Writing.

In addition, the Department has reshaped the Minor in English so that it can be made a compatible complement for majors in both professional and liberal studies. See page 3.

C. The Fine Arts Division (all four units) has produced an impressive illustration of interunit cooperation in the Arts for Children major. Students in this major get both depth and breadth in one of the arts: art, dance, music, or theatre. In addition they are required to take at least one course in each of three other arts plus ENL 482 Children's Literature or SPH 321 Oral Interpretation of Literature. Finally, the interdisciplinary nature of the program is emphasized by requiring all students to begin the program with FA 280 Arts for Children and conclude it with FA 481 Seminar in Arts for Children. Thus, this liberal studies program, with obvious professional orientation, meets the ends of good education: depth and breadth in a discipline, investigation into related disciplines, and instruction in uses and ends of such study.
CONCLUSIONS:

Rather than conclusions, beginnings would be more appropriate:

1. Perhaps teachers in liberal studies programs can explore with their colleagues in professional studies particular complementary offerings:
   a. A history of social legislation, offered by the Department of History, for the social work major;
   b. a course in the administration of social programs, offered by the Department of Social Work, for political science or history majors;
   c. a course in anatomy, offered by the Biology Department, for students in the arts (art and/or dance); etc.

2. Perhaps faculties of professional programs can explore ways to encourage or require students in their programs to continue some liberal studies during the last semesters of their programs:
   a. literature or arts requirements for the major in recreation and leisure;
   b. science courses for business majors interested in working in technological businesses;
   c. ethnic studies for majors in criminal justice; etc.

3. Or perhaps units may wish to explore professionally oriented liberal studies majors as illustrated by the Arts for Children major.
Appendix E Continued

WAYS TO MINOR IN ENGLISH (effective Fall 1981)

The requirements for a minor in English are 18 hours, 15 of which must be liberal arts (designated by an A in the catalog and schedules), with the following distribution:

Two of the following literature surveys:

- ENL 202 British Literature I
- ENL 203 British Literature II
- ENL 204 American Literature I
- ENL 205 American Literature II

One of the following courses (which emphasize writing):

- ENL 305 Advanced Composition
- ENL 306 Technical Writing
- ENL 307 Business Writing
- ENL 308 Intro. to Journalism
- ENL 372 Critical Approaches to Literature

Two electives numbered 300-499 6 hrs.

One elective numbered 190-499 3 hrs.

EXAMPLES OF HOW STUDENTS CAN SHAPE THE MINOR TO INDIVIDUAL NEEDS AND INTERESTS:

FOR THE MAJOR IN BUSINESS (also for the student planning on pursuing a Master's in Business Administration):

- Two of the literature surveys (ENL 202, 203, 204, 205) 6 hrs.
- ENL 307 Business Writing 3 hrs.
- ENL 190 Intro. to Grammar or ENL 461 English Grammar 3 hrs.
- ENL 306 Technical Writing or Intro. to Journalism 3 hrs.
- ENL 210 Creative Writing or Advanced Journalism or an elective in literature or film 3 hrs.

FOR THE NON-ENGLISH MAJOR INTERESTED IN CREATIVE WRITING:

- Two of the literature surveys (ENL 202, 203, 204, 205) 6 hrs.
- ENL 372 Critical Approaches to Literature 3 hrs.
- ENL 210 Creative Writing 3 hrs.
- ENL 301 Fiction Workshop or ENL 302 Poetry Workshop 3 hrs.

An elective in the kind of media or literature you are most interested in (novel, poetry, film, satire, etc.) or another writing course

FOR THE THEATRE MAJOR:

- Two of the literature surveys (ENL 202, 203, 204, 205) 6 hrs.
- ENL 372 Critical Approaches to Literature 3 hrs.
- ENL 313 and/or ENL 314 Shakespeare I and/or II 3-6 hrs.
- ENL 331 Modern American Drama 3 hrs.
- ENL 349 Art of the Film or another course in drama (ENL 342, 413, or 424) or literature 3 hrs.
Appendix E Continued

FOR THE PRE-LAW STUDENT NOT MAJORING IN ENGLISH:
Two of the literature surveys (ENL 202, 203, 204, 205) 6 hrs.
ENL 305 Advanced Composition 3 hrs.
ENL 190 Intro. to Grammar or ENL 481 English Grammar 3 hrs.
An upper division literature course (for work in intense, close reading) 3 hrs.
An elective in business writing, creative writing, journalism, technical writing, or criticism 3 hrs.

Many other variations are possible — with emphases like children’s literature, film, American literature, British literature, literature by and about women, Black literature, linguistics and grammar, poetry, the novel, modes of literature, popular literature, "the classics," etc. Come to the Department of English in Neff Hall for referral to an adviser.