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Computer Literacy Program Implementation

The College at Brockport, College Senate

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Resolution #15, 1982-83

Computer Literacy Program
Implementation

TO: President John E. Van de Wetering

FROM: The Faculty Senate

Meeting on 1/31/83
(Date)

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

SUBJECT: Computer Literacy Program Implementation

(see attached)



Signed Billy W. Reed Date Sent 2/7/83
(For the Senate)
..... Bill W. Reed, President, Faculty Senate

TO: The Faculty Senate ✓

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date Sept 1984
- 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: Douglas, Studer, Waler, Smith

Others: Watts, Kelly

Distribution Date: 2/16/83

Signed: [Signature]
(President of the College)

Date Received by the Senate: _____

TO: Dr. John Van de Wetering, President
FROM: Special Committee on Computer Literacy
DATE: December 9, 1982
RE: Computer Literacy Requirement

The Special Committee on Computer Literacy was charged to you to "develop a definition of Computer Literacy that is appropriate to the SUNY College at Brockport..." (memo of September 29, 1982 from Provost Donald Douglas to President John Van de Wetering). The definition was forwarded to you on October 28, 1982. Further, the Committee was charged with the task of "including recommendations on guidelines for implementation of whatever curricular elements or graduation requirements seem appropriate." Those guidelines have been developed and are attached.

The Committee strongly recommends that the College begin a Computer Literacy development project for all faculty and staff. In order for the College to graduate computer literate students it is imperative that the faculty be computer literate and receive strong institutional support for curricular development. True computer literacy will be achieved when the necessary competencies are more fully integrated into individual disciplines rather than embodied primarily in special programs.

Morris Beers (Chair)
Mark Anderson
Sachio Ashida
Thomas Bonner
Robert Cassie
William Hullfish
Aziz Ibrahim
Frederic Powell
Theron Rockhill
John Spitzer
Robert Strayer

MB/rr
Enc.

December 9, 1982

COMPUTER LITERACY PROGRAM IMPLEMENTATION

1. COMPUTER LITERACY REQUIREMENT

The College at Brockport has established a computer literacy requirement for all undergraduate students matriculated at the College:

Students will be required to complete successfully at least one course which has been approved as fulfilling the Computer Literacy Requirement.

Approved courses may be breadth component courses, contemporary issues courses, elective courses, or courses within an academic discipline which include an appropriate level of functional competency for the major in that discipline.

2. APPROVAL OF COURSES

Courses approved as meeting the computer literacy requirement will be designated by an "X" suffix in the course schedule, in the college catalog, and on a student transcript. Any number of courses may be submitted to the approving committee in a manner prescribed by that committee.

Each approved course must incorporate an instructional unit (or units) of at least three (3) weeks duration in which:

- (1) some "hands-on" experience is required (Objective 10), and
- (2) a minimum number of the "College at Brockport Objectives of Computer Literacy" are fulfilled.

For Fall 1983: Any three (3) of the first nine objectives are defined as minimal requirements for an approved course.

For Fall 1986: Any seven (7) of the first nine objectives are defined as minimal requirements for an approved course.

Departments are encouraged to build "X" courses into their major. The approving committee may approve a sequence of required courses, within a major, which collectively are judged to have an "X" designation.

3. WAIVER

Freshmen students who enter with some experience with computers and a strong background in computer literacy may be waived from further course work by passing the Computer Literacy Examination.

Entering transfer students may waive the Computer Literacy Requirement by one of the following three methods:

1. Transferring credit for at least one approved college level computer science course.
2. Passing the Computer Literacy Competency Examination.
3. Submitting course outlines to the Director of General Education for evaluation.

4. DISCUSSION

It should be noted that the implementation of the computer literacy requirement need not add to the number of required courses which a student takes. No additional courses need to be taken in the process of fulfilling the requirement. The Committee recommends that by 1986, academic major programs attempt to include "X" designated courses as part of their requirements for completing the major. Where this is not feasible, students may still obtain the necessary "X" designated courses through breadth, contemporary issues, or elective courses.

5. OBJECTIVES ON COMPUTER LITERACY

In order to further clarify the definition of Computer Literacy at Brockport, the Committee suggests the following desirable objectives which may be achieved through a variety of ways.

- Objective 1: Students will understand the conceptual and mechanical basis of computers. Students will recognize that the computer is a device for storing and manipulating information in the form of a program.
- Objective 2: Students will understand the process of computing as a means of problem solving. The computer does not solve the problem, but rather, assembles raw data into a usable format called information. It serves as a model system that moves simple to very complex.
- Objective 3: Students will understand the history of computers. This aspect of computers provides a clear model for students to understand the relationships between pure and applied scientific research and technology. Students will recognize the computer as a stage in the evolution of technology and appreciate that such a recognition tends to diminish the "future shock" syndrome.
- Objective 4: Students will understand the broadest applications of computers. Students will be introduced to the emerging applications and implications of computer technology in the humanities, fine arts, social sciences and natural sciences.

- Objective 5: Students will understand the effects of computer technology on the structure of the economy. It is important for students to deal with the questions of technological unemployment, altered standards of living and the rise of multi-national corporations that, in large part, grow out of the increasing dominance of computers and other high technology.
- Objective 6: Students will understand the potential abuses of information generated by computers. The invasion of privacy, uncontrolled access to data and the manipulations of public opinion and the associated ethical, legal and political issues are essential connections that students must make to fully appreciate the role of computers in society.
- Objective 7: Students will understand the limitations of computers and be aware of the contexts in which their use is appropriate. Students will need to recognize that there are implicit human values and judgments in software that might distort their perception of a problem or a solution.
- Objective 8: Students will understand the ways in which computers might alter decision-making. Computer technology may contribute to a confusion of responsibility in so far that it, rather than human programmers, is seen as sources of decisions. Further, this technology may contribute to circumstances where the general public relinquishes its role in decision-making to so-called "experts".
- Objective 9: Students will understand the life-style consequences of computer technology. There are many specific practical implications of computer technology and while it is not desirable to examine all conceivable consequences, students should confront some of the more significant implications for their work, leisure and home life.
- Objective 10: Students will learn to use computers. This objective does not aim to produce computer programmers. Yet, a hands-on experience is necessary.