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Academic Planning Seminar, A Proposal from the General Education Committee

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Resolution #27, 1982-83

Academic Planning Seminar,
A Proposal from the General
Education Committee

TO: President John E. Van de Wetering

FROM: The Faculty Senate

Meeting on 4/18/83
(Date)

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

SUBJECT: Academic Planning Seminar, A Proposal from the General Education
Committee

(see attached)



Signed Bill W. Reed Date Sent 4/25/83
(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 Fall 83
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: Staff

Others:

Distribution Date: _____

Signed: [Signature]
(President of the College)

Date Received by the Senate: _____

ACADEMIC PLANNING SEMINAR

A PROPOSAL FROM THE GENERAL EDUCATION COMMITTEE

Background:

The recommendations offered here represent just one part of the overall GEP evaluation with which the Committee is presently involved. To date, input regarding the future of GEP 100 has been obtained from the following sources:

- (1) Open faculty forums were held November 19, 1982 and December 7, 1982 to obtain information from interested faculty.
- (2) All faculty have been encouraged via campus-wide flyers to correspond with members of the Sub-Group and express their thoughts about GEP 100. To date, approximately 25-30 letters have been received, read and discussed.
- (3) Survey data from previous semesters specific to GEP 100 were analyzed and discussed.
- (4) The Committee carefully reviewed appropriate documents (e.g., Faculty Senate Resolution #20 which created GEP 100, Revised College Mission Statement, etc.) before arriving at the recommendations listed below.
- (5) Committee members met a total of nine times to discuss the GEP including GEP 100.
- (6) The proposal presented here is intended to replace the current DLE requirement.

The Proposal:

- 1) All matriculated first semester freshmen and transfer students with 24 or fewer credits will be required to enroll in a section of GEP 100. The Director of General Education will be authorized to waive this requirement for students for whom more appropriate advisement arrangements are made. Once enrolled, students may not drop the course without the written permission of the Director.
- 2) The title of GEP 100 will be Academic Planning Seminar.

Comment: The Committee recommends this change in title to better reflect the course's new and sharper focus (see #3) and to disassociate it from its previous problems.

3) The goals of GEP 100 are as follows:

- a) To help integrate students into the college experience and to facilitate their success.
- b) To help students understand how the total college curriculum, including liberal arts and professional programs, can assist them in defining and achieving their personal and career goals.
- c) To extend the college's concern for individual students' needs by providing appropriate assistance through regular contact with a mentor/advisor.
- d) To provide a supportive peer group for entering students.
- e) To help students utilize the resources and facilities available at Brockport.
- f) To provide students with accurate, systematic advisement so that they can construct academic programs appropriate to their needs and interests.

Comment: The Committee believes that one of the problems of GEP 100 has been its failure to adopt a set of specific, achievable goals to which students can clearly relate. It goes without saying that both instructors and students alike need to recognize the value of a course before they can fully embrace and support it. The statements listed above offer realistic, workable goals which can easily be translated into tangible and useful learned outcomes.

4) GEP 100 will carry one academic credit and will be graded on an S/U basis.

Comment: This recommendation may be arguable if one regards GEP 100 as any other academic course offering. That is to say, the content and the skills to be learned may not be readily apparent. However, the GECC believes that GEP 100 is a qualitatively different kind of experience than most other courses. The content and skills-to-be-learned become evident if one conceptualizes the course as a laboratory-type, decision-making experience. The skills-to-be-learned derive from the methodological approaches which should guide the teaching of the course. Students can learn how to make good decisions with respect to academic planning and career selection; they can learn how to clarify their values; and, they can acquire those knowledges and understandings which are basic to good decision-making in these critical areas. In short, GEP 100

can be structured in such a way that achievable outcomes are possible and subject to verification. Specific demands that might be placed on the student include but are certainly not limited to the following:

- regular class attendance
- interaction with the instructor on a one-to-one advisement basis
- active participation in class discussion
- career analysis and academic program planning written assignments

The instructor's role in GEP 100 should not be a professorial one in the conventional sense, but rather the GECC views the instructor as a mentor/advisor interested more in the student's personal and professional growth than in the dissemination of information per se.

- 5) The instructor of the Academic Planning Seminar shall be his/her students' advisor of record until they declare a major and receive an advisor in that department or program.