

4-29-1991

Revise Cognitive Skills Requirement of General Education Program

The College at Brockport, College Senate

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Resolution # 32 1990-91

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on 5/6/91
(Date)

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

SUBJECT: Resolution to Revise the Cognitive Skills
Requirement of the General Education Program



Signed Thomas J. Keller Date Sent 5-8-91
(For the 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 91
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: See attached list -
Call Faculty Senate for full resolution

Distribution Date 7/13/91 Signed: [Signature]
(President of the College)

**RESOLUTION TO REVISE THE COGNITIVE SKILLS
REQUIREMENT OF THE GENERAL EDUCATION PROGRAM**
adopted on May 6, 1991 as Resolution #32 (1990-91)

The set of eight recommendations below represents a substantial revision to the Cognitive Skills Requirement of the General Education Program. These recommendations, taken as a whole, revise cognitive skills instruction at the lower division; create an upper-division writing requirement for all students, including junior-level Community College transfer students; and develop a support system for writing skills instruction at all levels.

The complete set of recommendations was endorsed by the General Education Coordinating Committee on 3/28/91, was endorsed by the Faculty Senate Standing Committee on Undergraduate Curriculum on 4/19/91, and was forwarded to the Faculty Senate by its Executive Committee on 4/22/91. The Faculty Senate considered, perfected and adopted *ad seriatim* the eight recommendations of the proposal at its meetings of 4/29/91 and 5/6/91.

RECOMMENDATION 1: revision of the credit-bearing status of ENL 101, ENL 102 and QNT 110.

ENL 101, ENL 102 and QNT 110 shall be designated as remedial courses. Credit for these courses shall apply toward graduation but shall not reduce the College graduation requirement of 120 credits of college-level work.

Placement of students into ENL 101 shall be done by the International Student Advisor in consultation with the Director of Composition.

Entering students with freshman status (new freshmen and transfer students with fewer than 24 hours of transfer credit) shall be placed into ENL 102 or ENL 112, or shall be given credit for having fulfilled the General Education Communication Skills Requirement, by the Director of Composition. Placement decisions shall be made on the basis of the student's secondary school transcript and shall be adjusted to include appropriate transfer credit according to criteria developed by the Director of Composition. The student's placement into ENL 102 or ENL 112 shall be confirmed by pretests administered in the first class meetings of ENL 102 and ENL 112.

Entering students with freshman status shall be placed into QNT 110 or QNT 111, or shall be given credit for having fulfilled the General Education Quantitative Skills Requirement, by the Director of Developmental Mathematics. Quantitative Skills Placement decisions shall be made on the basis of the student's secondary school transcript and shall be adjusted to include appropriate transfer credit according to criteria developed by the Director of Developmental

Mathematics. The student's placement into QNT 110 or QNT 111 shall be confirmed by pretests administered in the first class meetings of QNT 110 and QNT 111.

The Directors of Composition and Developmental Mathematics shall obtain approval of their placement criteria and pretesting instruments from the General Education Coordinating Committee (GECC). The GECC shall report the nature of these criteria and instruments to the Faculty Senate.

The Dean of General Education shall implement the conditions of this recommendation by the Fall, 1992 term.

RECOMMENDATION 2: development and implementation of the use of information literacy skills modules for entering students.

The Director of Composition, Director of Developmental Mathematics and Dean of General Education shall develop short information literacy skills modules which introduce the student to the use of word processing software, simple spread sheets and mathematics software, and the Library's computerized card catalog.

The Dean of General Education shall develop and implement a plan whereby entering freshmen and transfer students are introduced to these skills modules during Freshman Orientation and transfer student Summer Orientation and Registration (SOAR).

The Dean of General Education shall obtain approval of the information literacy skills modules and the plan for implementation of their use from the General Education Coordinating Committee. The GECC shall report the nature of the modules and the implementation plan to the Faculty Senate prior to the end of the Spring, 1993 term.

Implementation of the plan and use of the modules shall begin at or before the beginning of the Fall, 1993 term.

RECOMMENDATION 3: revision of the Cognitive Skills Requirement of courses in the Breadth Component.

With the exception of Fine Arts Performance courses (P), each General Education Breadth Component course is expected to reinforce or provide instruction in **at least one** of the traditional cognitive skills.

Fine Arts Performance courses (P) play a distinctly different role in the development of the student's breadth of experience and are exempt from the need to reinforce development of the traditionally recognized cognitive skills.

Fine Arts courses lacking a substantial performance requirement (F) shall reinforce instruction in writing.

Humanities courses (H) shall reinforce or provide instruction in writing, oral expression or formal logic.

Natural Science courses (N or L) shall reinforce or provide instruction in writing or the quantitative skills.

Social Science Courses (S) shall reinforce or provide instruction in writing, the quantitative skills or formal logic.

The General Education Coordinating Committee may approve Breadth Component designations for courses which combine types of cognitive skills support in an imaginative and pedagogically sound manner.

Courses bearing a Breadth Component designation shall continue to meet all other objectives of the General Education Program.

Enrollment limits for General Education Breadth Component courses shall be established by the academic department offering the course, and are subject to the approval of the dean of the school in which the department resides and the Dean of General Education.

The Dean of General Education shall implement the conditions of this recommendation by the Fall, 1991 term.

RECOMMENDATION 4: creation of an Applied Writing Component within the academic major to provide instruction in and experience with the writing conventions appropriate to the discipline.

Each academic department shall develop, in collaboration with the Director of Composition, an Applied Writing Component within the courses of its academic major or majors before the beginning of the Fall, 1993 term.

Each undergraduate student who matriculates in or after the Fall, 1993 term shall be required to complete an academic major which includes an Applied Writing Component to qualify for a baccalaureate degree from the SUNY College at Brockport.

Guidelines for the Applied Writing Component of each academic department are as follows:

- (1) The Applied Writing Component shall consist of one course required by the academic major or shall consist of activities in a series of courses required by the academic major. Each course of an academic major's Applied Writing Component shall be designated by the General Education code "D".
- (2) The courses of the Applied Writing Component shall use and extend the basic information literacy skills introduced in the lower-division courses of the General Education Program, as appropriate.

(3) The courses of the Applied Writing Component shall provide instruction in the writing conventions of the discipline.

(4) The courses of the Applied Writing Component shall require completion of writing assignments specific to the discipline.

(5) The courses of the Applied Writing Component shall have enrollment limits that allow the instructors of the courses to evaluate rough drafts and to re-evaluate revised drafts of writing assignments submitted by the students. The enrollment limits of these courses shall be established by the academic major departments in consultation with the deans of their schools and the Dean of General Education.

(6) The courses of the Applied Writing Component shall have as a strictly enforced prerequisite **demonstration of writing competency.**

In the 1991-92 academic year, the Director of Composition shall ask each academic department to specify the types of writing which should be required of a baccalaureate student in its discipline, the types of writing which are currently being required in the courses of its major program, and the types of writing support which would be required by the department. The Director of Composition shall use this survey information to design faculty development activities and to plan for the provision of support by the Center for Academic Improvement.

During the 1992-93 academic year, the Dean of General Education shall call for departmental proposals for the design and implementation of the Applied Writing Component. The Dean shall review each proposal and recommend approval to the General Education Coordinating Committee. The GECC shall act for the Faculty Senate to approve each proposal. The GECC shall report its actions to the Faculty Senate by the end of the 1992-93 academic year.

In the 1993-94 academic year, each academic department shall begin to offer the course or courses which include the Applied Writing Component.

RECOMMENDATION 5: Revision of the Cognitive Skills Requirement of Contemporary Issues courses.

The Faculty Senate rescinds Faculty Senate Resolution #10 (1987-88) with its adoption of this recommendation. Policies governing the content of and mode of instruction in Contemporary Issues courses shall revert to those described in Faculty Senate Resolution #20 (1978-79). In particular, Contemporary Issues courses "shall be taught in such a way as to afford a maximum opportunity for student participation."

The writing component of Contemporary Issues courses shall not be removed until the Applied Writing Component in the discipline takes effect in the Fall, 1993 term.

Enrollment limits for Contemporary Issues courses shall be established by the academic departments offering the courses in consultation with the deans of their schools and the Dean of General Education.

RECOMMENDATION 6: allocation of resources to faculty development in the teaching of Applied Writing within an academic major.

The Dean of General Education shall provide resources for faculty development in the teaching of applied writing skills within an academic major during the 1992-93 and 1993-94 academic years. Faculty development resources would include: released-time to develop courses or course components, released-time for pilot-teaching of courses or course components, released-time to attend local applied writing skills teaching workshops, travel reimbursement to attend conferences, and travel reimbursement to visit other colleges which have implemented Applied Writing programs.

RECOMMENDATION 7: assessment of writing skills of each "rising junior" and junior-level transfer student.

The Director of Composition shall plan, and the Dean of General Education shall implement, by the Fall, 1993 term, a writing competency assessment program for all "rising juniors" and all junior-level transfer students.

Each undergraduate student who matriculates in or after the Fall, 1993 term shall be required to demonstrate writing competency before he/she is allowed to enroll in Applied Writing courses (D) in any discipline. The Dean of General Education shall certify to the registrar those students who have passed the writing competency assessment. The registrar shall enter a grade of "P" after the entry, "Writing Competency," on the student's permanent transcript.

Students who fail to demonstrate writing competency may not enroll in the Applied Writing courses of their academic majors, or of any other academic major. Instead, they shall be required to complete "individualized plans of developmental activities" ranging from "voluntary use of the Center for Academic Improvement" to "required enrollment in ENL 112, College Composition." They shall also be required to demonstrate writing competency after they have completed their developmental activities and before they are allowed to enroll in Applied Writing courses.

The Director of Composition shall report the implementation plan, the assessment instruments, and the criteria



for a passing mark to the General Education Coordinating Committee. The GECC shall report the nature of the plan, the assessment instruments, and assessment criteria to the Faculty Senate for its approval prior to the end of the Spring, 1992 term.

RECOMMENDATION 8: development of a writing skills remediation/development support program.

The Dean of General Education shall develop, staff and provide resources for a writing skills remediation/development support program to operate within the Center for Academic Improvement. The mission of this program shall be threefold: to provide writing skills remediation to students in ENL 112, and Breadth Component courses; to provide remedial support to junior-level students who have failed to demonstrate writing competency; and to assist in development of the advanced writing skills of students enrolled in Applied Writing courses.

The Dean of General Education shall inform the General Education Coordinating Committee; the Faculty Senate; faculty teaching Cognitive Skills courses, Breadth Component courses, and Applied Writing courses; and the faculty at-large of the types of writing support available within the Center for Academic Improvement.

The Dean of General Education shall implement the conditions of this recommendation before the beginning of the Fall, 1993 term.