

5-9-1994

## General Education Recommendations

The College at Brockport, College Senate

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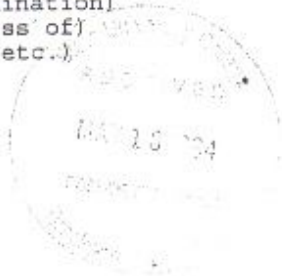
Resolution # 26 1993-94

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on May 9, 1994  
(Date)

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

SUBJECT: General Education Recommendations



Signed *David J. Jewell* Date Sent May 11, 1994  
(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 Sept 94
- 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: *All list (cover page only)*  
*Call Faculty Senate for Resolution*

Distribution Date *5/13/94* Signed: *[Signature]*  
(President of the College)

GENERAL EDUCATION COMMITTEE

Whereas the syllabi for many General Education Breadth Component courses were found not to be in compliance with the Course Registration Forms and the General Education Breadth Component Course Registration Forms,

And whereas the current General Education Breadth Component Course Registration Forms do not include the provisions of Recommendation 3 of Faculty Senate Resolution #32 (1990-1991),

And whereas the course enrollments in Breadth Component courses are often not in compliance with article 10 of the "Breadth Component Policies and Guidelines" (9/83),

Be It Hereby Resolved:

Recommendation #1

That syllabi for Breadth Component courses contain the information on the attached "Guidelines for Syllabi of Breadth Component Courses." Please note that these guidelines remind faculty that they are responsible for making sure the course as offered is in line with the course as originally registered and approved as a Breadth Component course. Syllabi should be filed with the department and the General Education Office in Academic Affairs.

Recommendation #2

That a copy of the complete General Education Registration packet on the course (Course Registration Form, General Education Breadth Component Form, and current syllabi) be kept on file in the department as well as in the General Education Office.

Recommendation #3

That the General Education Course Registration Form needs to be revised to include "Recommendation 3: revision of the Cognitive Skills Requirement of courses in the Breadth Component" of Faculty Senate Resolution #32 (1990-1991).

Recommendation #4

That the enrollment limit for Breadth Component courses needs to be addressed by the Faculty Senate. Current enrollments obviously contradict policy.

Passed by Faculty Senate 5/9/94

## Comments

The Course Review Group of the General Education Committee, in reviewing 75 fall semester, 1993, course syllabi submitted to Assistant Vice President for Academic Affairs Michael Fox, discovered "severe discrepancies" between the courses described on the registration forms and the courses described on the syllabi.

The Course Review Group also discovered that the course syllabi were very often inconsistent, incomplete, and lacking in specific information about the courses.

The Group discovered as well that the General Education Course Registration Form does not ask for the details mandated in Resolution #32 (1990-1991), Recommendation 3, which reads, in part:

"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 courses lacking a substantial performance requirement (P) 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 or the quantitative skills....

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."

Article 10 of the Breadth Component Policies and Guidelines reads:

"In order to enhance our beginning students' intellectual interaction with the faculty of the college, the GECC has adopted the following guidelines:

'Normally sections of Breadth Component courses shall be limited to 40 students. Any course expected to exceed 40 should include regularly scheduled, weekly, faculty-led, small group meetings (lab, discussion, studio, recitation) no larger than 25. Proposed instructional formats which depart from these guidelines will require approval by the General Education Committee.'"

GUIDELINE FOR SYLLABI OF BREADTH COMPONENT COURSES

The following is from the document, Academic Standards and Regulations, sent out by Barbara Sirvis in August of 1993 to all faculty.

All syllabi must be on file by the first day of class. At a minimum, syllabi should contain:

- \* professor's office location, office hours, and campus telephone number.
- \* course objectives, requirements, textbook(s), and reading schedule.
- \* basis for evaluating student's performance (including weightings, if any, and procedures if class and/or oral participation are included in grading)
- \* examination dates
- \* attendance policy
- \* THE DISABILITY STATEMENT

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In addition, syllabi for Breadth Component courses should contain the following AS THEY APPEAR IN THE GENERAL EDUCATION BREADTH COMPONENT COURSE REGISTRATION PACKET:\*\*

- \* Course Number, Official Course Title and number of Credit Hours.
- \* Course Description
- \* Course Objectives
- \* Course Outline
- \* Methods of Assessing Student Performance including the extent to which writing skills (form and content) will affect the course grade.
- \* Materials
- \* Description of required written, oral, formal logic or quantitative skills assignments. There should be TWO opportunities for demonstrating control of the conventions of specific writing situations. Include type(s) of assignments (in-class essays, research paper, lab reports, etc.) as well as instruction in the types of writing appropriate to the discipline. The instruction should include professional or student models of the writing skill level expected in all assignments and essay examinations, as well as strong and weak examples.
- \* If class size exceeds 40 students, a description of discussion, studio or recitation groups (not to exceed 25 students)
- \*\* A copy of the complete General Education Course Registration Packet for a course can be obtained from the department (as obtained by Michael Fox). All information in the syllabus must be consistent with the information in the Course Registration Form.

TOTAL P.82