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College Senate Resolutions

5-2020

ENG 2X Imagining Women's Lives in American Literature (GED code H,W)

The College at Brockport, College Senate

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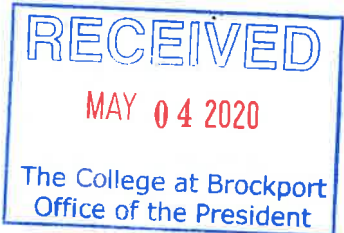
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350 New Campus Drive
Brockport, New York 14420
585-395-2586 * 585-395-2006 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution 2019-20 #40 College Senate

Supersedes Res #: _____



TO: Dr. Heidi Macpherson, College President

FROM: The College Senate:

- RE: → I. Formal Resolution (*Act of Determination*)
 II. Recommendation (*Urging the Fitness of*)
 III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: *ENG 24X Imagining Women's Lives in American Literature* (#31_19-20GE)

Implementation Effective Date**: Fall 2020

*yes
m courses
5/19*

Signed: JAZ7 Date: 5 / 1 / 2020
(Dr. James Zollweg, 2019-2020 College Senate President)

Signed: *[Signature]* Date: 5 / 18 / 2020
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

****Implementation of resolution requires final approval from SUNY- State Education Department.**

YES NO

will be added to dashboard. by my office

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. James Zollweg, College Senate President

FROM: Dr. Heidi Macpherson, College President

RE: → I. Decision and Action Taken on Formal Resolution (circle choice)

- a. Accepted
- b. Deferred for discussion with the Faculty Senate on ___/___/___
- c. Unacceptable for the reasons contained in the attached explanation.
- d. Comments:

Signed: *[Signature]* Date: 5 / 16 / 2020
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS: January 31

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

See https://brockport.edu/support/college_senate/proposals.html for full details. Complete this cover page. Email it along with all relevant files (individual .docx or .pdf files) to senate@brockport.edu. Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

Routing Number <i>Routing # assigned by Senate Office</i>	31_19-2020
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	

Title of Proposal in Title Style

ENG 24X Imagining Women's Lives in American Literature (GED code H, W)

Brief Description of Proposal

Explores ways writing by and about women exposes structural inequality while fostering resistance and social change. With units on courtship and marriage, work, sexuality, motherhood and women's friendships course explores how women have seen their lives and imagined new possibilities.

Budgetary Resources Needed

No Budget impact

Student Learning Outcomes Assessment Data

Topic focused General Education course as opposed to time period/geographical survey

Effect on Transfer Students

Complies with all seamless transfer expectations
Dr. Jennifer Haytock, Professor, Department of English
jhaytock@brockport.edu
395-2503

Senate Office Use Only

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	01/13/2020
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input checked="" type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	
NOTES:		

ENG 24X Imagining Women's Lives in American Literature

Course Description

This course explores ways in which writing by and about women has exposed structural gender inequality in the United States while also fostering resistance and social change through the revelation of the imagination. To alter their circumstances women have to be able to envision a different future while also uncovering new relationships with the past. With units on courtship and marriage, work, sexuality, motherhood, and women's friendships, this course looks at how women writers from a variety of identity positions—those of race, class, and sexual orientation—have imagined women's lives and new possibilities in the US since the early twentieth century.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Analyze the relationship between literary form and meaning, taking into consideration literary techniques and devices.
2. Construct arguments about literary works using historical contexts.
3. identify, analyze, and evaluate arguments as they appear in their own and others' work
4. demonstrate competence in analyzing texts in the humanities.
5. demonstrate knowledge of scholarship on women within the humanities, in literary and theoretical texts.

Catalog Description

Explores ways in which writing by and about women has exposed structural gender inequality in the United States while also fostering resistance and social change through the revelation of the imagination. Looks at how women writers from a variety of identity positions—those of race, class, and sexual orientation—have imagined women's lives and new possibilities since the early twentieth century.

Assignments

Graded work will consist of four exams, one per unit. These exams will require identification of short passages, close reading, and a short essay. Students will later expand one of their short exam essays into a longer formal close reading essay.

Quizzes: 5%

Exams: 3 x 15%=45%

Formal essay: 20%

Final exam: 20%

Participation: 10%

Possible Texts

Bechdel *Fun Home*

Borden *The Forbidden Zone*

Brooks, poems

Cather *My Antonia*

Chopin *The Awakening*

Cisneros "Woman Hollering Creek"

Gilman "The Yellow Wallpaper" and "Why I Wrote the Yellow Wallpaper"
Hurston *Their Eyes Were Watching God*
Kingston *The Woman Warrior*
Le Sueur *The Girl*
le *The Gangster We Are All Looking For*
Mailhot *Heart Berries*
Morrison *Sula*
Nelson *The Argonauts*
Plath *Ariel*
Viramontes *Under the Feet of Jesus*
Wharton *Summer* and *The House of Mirth*

Critical and Theoretical Readings

Butler, Judith *Gender Trouble*
Cottom, Tressie McMillan *Thick*
Halberstam, J. Jack *In a Queer Time and Place*
Hill Collins, Patricia *Black Sexual Politics: African Americans, Gender, and the New Racism*
Hobson, Janelle *Are All the Women Still White?: Rethinking Race, Expanding Feminisms*
Nelson, Maggie *The Argonauts*
Rich, Adrienne "Compulsory Heterosexuality and Lesbian Existence"

Weekly Topical and Text Overview

Week 1-3 Courtship, Marriage and the Constraints of Patriarchy

Introduction to the course

Gilman "The Yellow Wallpaper" and "Why I Wrote the Yellow Wallpaper"

Wharton *Summer*

Butler *Gender Trouble*, excerpts

Weeks 4-6 Resisting the Marriage Plot and Claiming a Lineage

Cather *My Antonia*

Hurston *Their Eyes Were Watching God*

Walker "In Search of Zora Neale Hurston"

Exam 1

Weeks 7-8 Friendship, Desire, Maternity

Morrison *Sula*

Exam 2

Rich "Compulsory Heterosexuality and Lesbian Existence"

Weeks 9-11 Immigrant Women and Cultural Heritage

Kingston *The Woman Warrior*

le *The Gangster We are All Looking For*

Exam 3

Weeks 12-13 Queer Desire in the Open

Bechdel *Fun Home*

Nelson *The Argonauts*

Week 14

Writing the essay

Peer review

Exam review

**ADD W, Y, D, OR O – PERSPECTIVES ON WOMEN / ORAL
COMMUNICATION/ DIVERSITY / WORLD CIVILIZATIONS STUDENT
LEARNING OUTCOMES CHECKLIST
MARCH 2012 VERSION**

This form is being submitted to register:

Additional outcomes, W, WY, Y, D, and/or O, for a General Education Knowledge Area course.

A course to carry the “W”, “WY”, or “Y” as stand alone codes.

Please check any student learning outcomes for which you are requesting approval. In the space provided below that/ those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. You may append additional information if needed. The “O” and “D” student learning outcomes may be attached to any General Education Knowledge Area course but may not stand alone nor be attached to a Contemporary Issues course. The “W” or “WY” for Perspectives on Gender may be appended to any other course.

Perspectives on Gender “W”:

Students will demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area. **Courses are coded “W.”** Additional oral communication outcome is not required.

This course takes literature by and about American women since 1900 as its subject, with particular interest in how these texts imagine women’s lives. Students will study representations of patriarchal familial and economic structures, the damage such cultural forces do, and the resistance of both writers and characters to those structures. Literary texts will be supplemented with short theoretical readings on the constructions of gender and power.

Student learning will be assessed primarily on exams which will require students to identify and close read passages from primary texts that reinforce or challenge gender expectations. Essay questions will ask students to articulate how power functions in texts in relation to gender. Students will also develop an essay that invites them to consider the importance of imagining possibilities for women in literature in relation to lived experience.

Oral communication outcomes in “WY” courses: In addition to the above outcomes, courses coded “W” may also meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

Diversity “D”:

Students will analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as racism, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to a peripheral or occasional consideration. Courses are coded “D.” **The “D” code can only be attached to courses that carry a Knowledge Area General Education code. This code may not stand alone.**

World Civilizations "O":

- Students will demonstrate knowledge of either a broad outline of world history **OR** the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization
AND

Students will compare the perspective of at least one non-Western, third world or developing society with their own.

Courses coded "O." **The "O" code can only be attached to courses that carry a Knowledge Area General Education code. This code may not stand alone.**

Oral Communication "Y"

- Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse **AND** evaluate an oral presentation according to established criteria.

**HUMANITIES KNOWLEDGE AREA – CODED “H”
STUDENT LEARNING OUTCOMES CHECKLIST
MARCH 2012 VERSION**

Please check all student learning outcomes that apply to this course. In the space provided below that/ those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. Humanities courses may not carry any other Brockport Knowledge Area codes but may carry the “W,” “WY,” “O” and/or “D” codes (Complete checklist for these codes and attach.)

The following are general requirements for all Knowledge Area courses

- Knowledge Area courses for native Brockport students are lower division courses.
- Knowledge Area courses may not require prerequisites.
- Knowledge Area courses that transfer students use to complete the SUNY General Education requirements may receive an exception as an upper-division course.

All Knowledge Area courses must satisfy the following student learning outcomes:

- X Students will write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (FS Res. #04, 1999-2000).*

Students will take four exams, all of which will contain an essay question (approx. 750 words). In the second part of the semester, they will be required to expand one of those essays into a longer, 2000 word essay, incorporating my feedback from the exam as well as peer feedback.

- X Students will identify, analyze, and evaluate arguments as they appear in their own and others' work.

Students will analyze arguments in the secondary readings for the course and they will analyze and offer feedback on arguments in each others' essays.

Humanities courses must satisfy both of the following student learning outcomes:

- X Students will demonstrate knowledge of the conventions and methods of at least one of the Humanities in addition to those encompassed by other knowledge areas in the General Education curriculum.

Students will be required to master the basic conventions of literary study, including close reading and recognition of common figurative language (similes, metaphors, imagery, etc), as demonstrated on exams.

- X Students will demonstrate competence in analyzing texts in the humanities.
Students will close read passages on exams and as part of their formal essay.

Gilman "The Yellow Wallpaper" and "Why I Wrote the Yellow Wallpaper"
Hurston *Their Eyes Were Watching God*
Kingston *The Woman Warrior*
Le Sueur *The Girl*
le *The Gangster We Are All Looking For*
Mailhot *Heart Berries*
Morrison *Sula*
Nelson *The Argonauts*
Plath *Ariel*
Viramontes *Under the Feet of Jesus*
Wharton *Summer* and *The House of Mirth*

Critical and Theoretical Readings

Butler, Judith *Gender Trouble*
Cottom, Tressie McMillan *Thick*
Halberstam, J. Jack *In a Queer Time and Place*
Hill Collins, Patricia *Black Sexual Politics: African Americans, Gender, and the New Racism*
Hobson, Janelle *Are All the Women Still White?: Rethinking Race, Expanding Feminisms*
Nelson, Maggie *The Argonauts*
Rich, Adrienne "Compulsory Heterosexuality and Lesbian Existence"

Weekly Topical and Text Overview

Week 1-3 Courtship, Marriage and the Constraints of Patriarchy

Introduction to the course
Gilman "The Yellow Wallpaper" and "Why I Wrote the Yellow Wallpaper"
Wharton *Summer*
Butler *Gender Trouble*, excerpts

Weeks 4-6 Resisting the Marriage Plot and Claiming a Lineage

Cather *My Antonia*
Hurston *Their Eyes Were Watching God*
Walker "In Search of Zora Neale Hurston"
Exam 1

Weeks 7-8 Friendship, Desire, Maternity

Morrison *Sula*
Exam 2
Rich "Compulsory Heterosexuality and Lesbian Existence"

Weeks 9-11 Immigrant Women and Cultural Heritage

Kingston *The Woman Warrior*
le *The Gangster We are All Looking For*
Exam 3

Weeks 12-13 Queer Desire in the Open

Bechdel *Fun Home*

Nelson *The Argonauts*

Week 14

Writing the essay

Peer review

Exam review

ENG 241 Imagining Women's Lives in American Literature

Dr. Jennifer Haytock
Office: LAB 251
Email: jhaytock@brockport.edu

Office Hours:
and by appointment
Office Phone: 395-5832

Required Texts

Bechdel, Alison *Fun Home*
Borden, Mary *The Forbidden Zone*
Hurston, Zora Neale *Their Eyes Were Watching God*
Kingston, Maxine Hong *The Woman Warrior*
Morrison, Toni *Sula*
Nelson, Maggie *The Argonauts*
Wharton, Edith *Summer*

All other readings are available on Blackboard through out-of-copyright sites or copies made under fair use. Students must print hard copies and bring them to class.

Course Description

This course explores ways in which writing by and about women has exposed structural gender inequality in the United States while also fostering resistance and social change through the revelation of the imagination. To alter their circumstances women have to be able to envision a different future while also uncovering new relationships with the past. With units on courtship and marriage, sexuality, motherhood, women's friendships, and sci-fi futures, this course looks at how women writers from a variety of identity positions—those of race, class, and sexual orientation—have imagined women's lives and new possibilities in the US since the early twentieth century.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Analyze the relationship between literary form and meaning, taking into consideration literary techniques and devices.
2. Construct arguments about literary works using historical contexts.
3. identify, analyze, and evaluate arguments as they appear in their own and others' work
4. demonstrate competence in analyzing texts in the humanities.
5. demonstrate knowledge of scholarship on women within the humanities, in literary and theoretical texts.

This course fulfills the H (Humanities) and W (perspectives on women) general education requirements.

Course Requirements (1000 pts)

Attendance Policy: Absences will be excused for (a) documented illnesses, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Excuses for official representation of the College must be obtained from the official supervising that activity or event; absences for college events and for holidays must be excused in advance. You must present documentation within one week of an absence due to illness for that absence to be excused.

After 3 unexcused absences, your final grade for the course will drop by a third of a letter grade (ex: B to B-) for each extra unexcused absence. If you miss class, you are still

Grading Scale

I will grade your work in terms of the number of points earned (1000 possible points for the semester). Below is the scale by which those points will be converted into letter grades:

93-100%	A	73-76%	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	E

Academic Honesty

Academic honesty means that we treat each other and those in our broader intellectual community with respect: we trust that everyone offers up their own work and gives credit to those who contributed to their intellectual products. Academic dishonesty is the most egregious offense that you can commit in a scholarly community. I take academic honesty very seriously and so does the College. Academic dishonesty may be defined as (but not limited to) cheating on tests (crib sheets, looking over someone's shoulder), copying ideas or words from someone else (including web sites) without giving proper credit in a paper, or handing in work that is not your own. If you do not know how to document properly, make sure you ask. Plagiarism or cheating may be penalized by a grade of zero for the assignment, failure of the course, and/or College disciplinary proceedings.

Students with Disabilities

Students with documented disabilities may be entitled to specific accommodations. The College at Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations at least a week **before** the first major assignment is due. The student is responsible for providing the course instructor with the official letter.

Title IX Statement

Gender discrimination and sexual harassment are prohibited in class. Title IX legislation requires the College to provide gender equity in all areas of campus life. If you or someone you know has experienced gender discrimination, sexual harassment, or sexual assault, we encourage you to seek assistance and to report the incident through resources available at www.brockport.edu/titleix/index.html. Confidential assistance is available at Hazen Center for Integrated Care. For these and other regulations governing campus life, please see all of our Student Policies at www.brockport.edu/policies/index.php.

Emergency Alert System

In case of emergency, the Emergency Alert System at The College at Brockport will be activated. Students are encouraged to maintain updated contact information using the link on the College's Emergency Information website, <https://www.brockport.edu/support/emergency>. Included on the website is detailed information about the College's emergency operations plan, classroom emergency preparedness, evacuation procedures, emergency numbers, and safety videos. In

addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in classrooms, halls, and buildings and all college facilities.

Reading and Assignment Due Dates

Jan. 24 Introduction to the course
In class: Plath "Daddy"

Courtship, Marriage and the Constraints of Patriarchy

27 Gilman "The Yellow Wallpaper"
29 Gilman "Why I Wrote 'The Yellow Wallpaper'"
31 Wharton, *Summer*, Ch. I-IX

Feb. 3 *Summer*, X-XIV
5 *Summer*, finish
7 Butler, *Gender Trouble*, Introduction

Resisting the Marriage Plot

10 Borden, *The Forbidden Zone*, Preface-"The Beach"
12 *Forbidden Zone*, "Moonlight"- "Conspiracy"
14 *Forbidden Zone*, finish

17 **Exam 1**

19 *Their Eyes Were Watching God*, Ch. 1-5
21 *Their Eyes*, Ch. 6-12

24 *Their Eyes*, finish
26 Walker "In Search of Zora Neale Hurston"
28 Cottom, "Thick"

Friendship, Desire, Maternity

Mar. 2 Morrison, *Sula*, Part I-1922
4 *Sula*, 1923-1937
6 *Sula*, finish
9 Rich "Compulsory Heterosexuality and Lesbian Existence"
11 Spillers, "Interstices: A Small Drama of Words"
13 **Exam 2**
16-20 Spring Break

Immigrant Women and the Gender of Cultural Heritage

23 Kingston, *The Woman Warrior*, "No Name Woman" and "White Tigers"
25 *Woman Warrior*, "Shaman" and "At the Western Palace"
27 *Woman Warrior*, finish

- 30 Cisneros "Woman Hollering Creek"
Apr. 1 Lahiri, "Only Goodness"

Queer Desire in the Family

- 3 Bechdel, *Fun Home*, TBA
6 *Fun Home*, TBA
8 No class: attend a Scholars Day session
10 *Fun Home*, finish

- 13 **Exam 3**
15 Nelson, *The Argonauts*, p. 1-48
17 *Argonauts*, p. 49-98

- 20 *Argonauts*, finish

New Futures

- 22 writing the essay and peer review
24 **draft workshop**
27 Le Guin, story, TBA
29 Russ, "What can a heroine do? Or, Why Women Can't Write"
essay due
May 1 Jemisin "The Narcomancer"
4 Review for Final Exam
6 Reading Day

13 8:00-10:00 am FINAL EXAM

NOTE: This exam slot is scheduled for us by the university. You must take the exam at the time determined—not later, not earlier. Plan ahead.

GENERAL EDUCATION PROGRAM SUPPLEMENTAL COURSE REGISTRATION FORM

REVISED EFFECTIVE FALL 2016, UPDATED SPRING 2019

COURSE NUMBER: ENG 24X **COURSE TITLE:** Imagining Women's Lives in American Literature

COURSE NUMBERS FOR ANY CROSSLISTINGS: WGS 2XX

SUBMITTED BY: Jennifer Haytock **DEPARTMENT/PROGRAM:** ENG

DATE: 6/1/2020 **ESTIMATED SEATS/SEMESTER?** 45

NEW COURSE? YES NO **HYBRID OR ONLINE?** YES NO

RE-REGISTRATION OF EXISTING COURSE? YES NO

UPPER-DIVISION KNOWLEDGE AREA EXCEPTION FOR TRANSFERS YES NO

DEPARTMENT CHAIR'S APPROVAL _____ **DATE:** / /

Required before General Education Committee Action

SCHOOL DEAN'S ACKNOWLEDGEMENT _____ **DATE:** / /

Required before General Education Committee Action. Signature from this office indicates that the proposal is complete and ready to be reviewed by the College Senate General Education Committee.

GENERAL EDUCATION COMMITTEE APPROVAL _____ **DATE:** / /

Required after General Education Committee Approval

ACADEMIC AFFAIRS ACKNOWLEDGEMENT _____ **DATE:** / /

Required after General Education Committee Approval

- All items listed below must be received in order for the committee to act on the proposed course. All materials submitted must be typed or printed. Submissions that are incomplete or incorrect will be returned without being evaluated by the committee.

- A copy of the standard College *Course Registration Form* signed by the chair and dean.
- The Student Learning Outcomes Checklist(s) as appropriate for requested code(s).
- A course syllabus that includes a list of the student learning outcomes for the course and provides a topical outline. [This is required by SUNY General Education.]
- A list of textbooks to be used and a current course bibliography, all with full bibliographic citations.

- Check below the General Education code(s) being requested and attach a completed Student Learning Outcomes Checklist(s) for each:

- | | |
|--|--|
| <input type="checkbox"/> Fine Arts ("F") | <input type="checkbox"/> Contemporary Issues ("I") |
| <input type="checkbox"/> Fine Arts Performance ("P") | <input checked="" type="checkbox"/> Perspectives on Gender ("W") |
| <input checked="" type="checkbox"/> Humanities ("H") | <input type="checkbox"/> World Civilization (Non-Western) ("O") |
| <input type="checkbox"/> Natural Sciences ("N") | <input type="checkbox"/> Diversity ("D") |
| <input type="checkbox"/> Natural Sciences Laboratory ("L") | <input type="checkbox"/> Oral Communication ("Y") |
| <input type="checkbox"/> Social Sciences ("S") | <input type="checkbox"/> Mathematics ("M") |
| <input type="checkbox"/> Foreign Language ("R") | |

Committee Action:

- Approved as requested. Course will be filed with Registrar's Office.
- Not approved. If not approved for inclusion in General Education Program at this time, please see comments below:

[IMPORTANT: This page is only for informational purposes; it does not need to be submitted.]

PLEASE NOTE: After SUNY Brockport's General Education Committee has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge Area courses. Obtaining SUNY approval requires additional time after College approval of the course. SUNY approval of Brockport's "local" General Education course requirements ("D" "O" "W" "Y" "I") is not required.

PLEASE NOTE: All student learning outcomes as appropriate for the code must be assessed in the General Education courses. Please state in the checklists the means by which each outcome will be assessed in the course.