

Hugh J. Silverman, President of the College of Arts & Sciences Senate, announces:

ARTS & SCIENCES SENATE MEETS MONDAY, September 27th, 1999 at 3:30 PM SHARP

The first meeting of the 1999-00 College of Arts & Sciences Senate will be held on Monday, September 27th at 3:30 p.m. SHARP, in the Javits Room (2nd floor, Melville Library).

All Arts and Sciences Departmental and At-Large Faculty Senators as well as University Professional and Student Representatives are expected to attend.

The meetings of the Arts & Sciences Senate are open to all interested members of the University community.

TENTATIVE AGENDA

I. Approval of the Tentative Agenda

II. Approval of the Minutes of the Senate Meetings of February 15th, 1999, March 1999, and April 1999.

III. Report of the Arts & Sciences Senate President (Hugh J. Silverman)

- Welcome to the New Academic Year
- Results of CAS Senate Elections for 1999-00 (Sept 1, 1999-Aug 31, 2000)
- Arts and Sciences Senate Webpage: <http://ws.cc.sunysb.edu/senatecas>)
- Posting of Senate Announcements, Agendas, Minutes, Constitution, By-Laws,
- PTC Guidelines, Curriculum Committee Forms, etc. on College of Arts and Sciences Website
- Status of the Senate Standing Committees on Curriculum (CC), Graduate Programs (GPC), Promotion and Tenure (PTC), Academic Judiciary (AJC),
- Academic Standing and Appeals (CASA)
- Report on ad hoc Committee on Faculty Rights, Responsibilities, and Retirements
- Discretionary Funds
- Interdisciplinarity - Undergraduate/Graduate/Research
- Memorial Minutes: Michael Sprinker (comments by Robert Harvey, Comparative Studies)

IV. Report on Preparations for Stony Brook Response to the SUNY Guidelines on General Education (Mark Aronoff, Associate Provost)

V. Report of the Arts and Sciences Senate Undergraduate Curriculum Committee (Elizabeth Stone, Chair)

VI. Old Business

VII. New Business

Hugh J. Silverman, President Of The Arts & Sciences Senate
Joan Kuchner, Vice-President Of The Arts & Sciences Senate
Robert Bloomer, Secretary Of The Arts & Sciences Senate

ARTS & SCIENCES SENATE CALENDAR - FALL SEMESTER 1999

Monday, October 18th, 1999
Monday, November 15th, 1999

All meetings are at 3:30 p.m. SHARP, in the Javits Room, 2nd Floor, Library

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College of Arts and Sciences Senate - Minutes of April 19th, 1999 Senate Meeting

Secretary: Robert Bloomer

The Meeting was called to order at 3:45 p.m.

I. The tentative Agenda was approved.

II. The Minutes from the CAS Senate Meeting on February 15, March 15, as well as April 19, 1999 will be subject to approval at the next CAS Senate Meeting in the Fall of 1999. The President will put all of these Minutes on the CAS Senate webpage at:

<http://ws.cc.sunysb.edu/senatecas>

III. Report of the CAS Senate President (Hugh J. Silverman)

The President drew attention to the Senate webpage given above. He noted that the attendance of Senators at Senate Meetings is noted on this page, so he reminded everyone to put their signature on the sign-up sheet that is circulated at the beginning of each Meeting. In addition to the five CAS Senate Standing Committees, there is now also an ad-hoc committee called Faculty Rights, Responsibilities, and Retirements, which has already met three times this semester. This committee is reviewing several areas, including departmental by-laws, retirements, and term contracts. Appeals and grievances will not be handled by this committee, as they are already dealt with by the Union or the Academic Judiciary Committee. Most likely in the Fall, we will begin the discussion of whether it should become a CAS Standing Committee.

There are still several slots available for At-Large Senator, so names of people who would be willing to serve are welcome. Additional names are also still needed for the Standing Committees. The election will take place as an email ballot and the results will be posted on the Senate webpage. Laurie Theobalt will receive the ballots and count them. Bob Kerber added that ballots for the University Senate election should go out by the end of the month.

IV. Report of the Dean of the College of Arts and Sciences (Paul Armstrong)

The Dean delivered his report on the state of the College of Arts and Sciences. With the help of a detailed handout, he first described progress that has been made toward attaining goals of the President's Five-Year Plan, which he considers good because it is specific. One of the goals is to improve teaching evaluation procedures including peer review. Here the PTC teaching evaluation policies have been revised to establish teaching portfolios, in consultation with PTC and CAS Chairs. The Dean then enumerated 11 further goals and the actions that have been taken to meet them.

He added a word about the advantages and disadvantages about the new single-college structure. He believes that it has been successful, as manifested by the increase in interdisciplinarity, more efficient allocation of resources to meet undergraduate needs, and the replacement of four Deans with only one. Contrary to some opinions, there are no more FTE under his payroll than was previously the case. But there are at least two negatives about the new structure. One is that there has been greater pressure on the individual academic

departments to do work more autonomously than under the old structure where the divisional Dean and Assistant Dean could be more supportive of the work in departments. At the same time, it has caused a strain because some departments have simultaneously suffered budget cuts. Another negative is that there is a disproportion between the College of Arts and Sciences and the other two Colleges (College of Engineering and Center for Marine Sciences) under the Provost. There is not equality in resources, FTE, or other ways. That being said, the Dean noted that he does have good working relations with the Provost.

Dean Armstrong also shared details of his budget request to the Provost. He has made a set of requests to improve undergraduate learning and retention, to improve the quality of academic departments, and to accommodate projected enrollment increases.

VI. Old Business: None

VII. New Business: None

The Meeting was adjourned at 5:00 p.m.



STATE UNIVERSITY OF NEW YORK

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Vice Chancellor for
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August 4, 1999

OFFICE OF THE PRESIDENT
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STATE UNIVERSITY OF NEW YORK
AT STONY BROOK

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Binghamton University
University at Buffalo
SUNY at Stony Brook

COLLEGES

Brockport
Buffalo
Cortland
Empire State College
Environmental Science
and Forestry
Farmingdale
Fredonia
Geneseo
Institute of Technology
at Utica/Rome
Maritime
New Paltz
Old Westbury
Oneonta
Optometry
Oswego
Plattsburgh
Potsdam
Purchase
SUNY at Alfred University
Agriculture/Life Sciences
at Cornell University
Human Ecology
at Cornell University
Industrial/Labor Relations
at Cornell University
Veterinary Medicine
at Cornell University

President Shirley Strum Kenny
State University of New York at Stony Brook
Stony Brook, New York 11794-0701

Dear Shirley:

We are pleased to present a copy of the final Task Force Report on General Education. This final version incorporates wording that was agreed to at the June 17 meeting of the subcommittee chairs with the Board Trustees' Subcommittee on General Education, as well as additional suggestions and comments from Task Force members.

This report is being distributed concurrently to the Board of Trustees, Presidents, Chief Academic Officers and Task Force members. The Office of the Provost plans to follow the Task Force recommendations in all essentials, and will soon issue a set of formal implementation guidelines on which campuses can base their General Education programs.

We would like to extend heartfelt thanks for your diligent and thoughtful work these past months. The establishment of a single General Education requirement throughout the largest system of higher education in the country is certainly a challenging task. Thanks to the professionalism and commitment of the members of the Task Force, a blueprint for General Education has now been put in place that fulfills the letter and spirit of the Board resolution while reflecting the diverse strengths and needs of State University campuses. Congratulations on a job well done.

Sincerely,

Muriel A. Howard
President, SUNY College at Buffalo
Co-Chair, General Education Task Force

Sincerely,

Peter D. Salins
Provost and Vice Chancellor for
Academic Affairs
Co-Chair, General Education

Enclosure

HEALTH SCIENCE CENTERS

HSC at Brooklyn
HSC at Syracuse

COLLEGES OF TECHNOLOGY

Alfred
Canton
Cobleskill
Delhi
Morrisville

COMMUNITY COLLEGES

Adirondack
Broome
Cayuga
Clinton
Columbia-Greene
Corning
Dutchess
Erie
Fashion Institute
of Technology
Finger Lakes
Fulton-Montgomery
Genesee
Herkimer County
Hudson Valley
Jamestown
Jefferson
Mohawk Valley
Monroe
Nassau
Niagara County
North Country
Onondaga
Orange County
Rockland
Schenectady County
Suffolk County
Sullivan County
Tompkins
Ulster County
Westchester

**IMPLEMENTATION GUIDELINES
FOR
STATE UNIVERSITY OF NEW YORK
BACCALAURATE CANDIDATE
GENERAL EDUCATION REQUIREMENT**

Report of the
Provost's Advisory Task Force
on General Education

Spring/Summer, 1999

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INTRODUCTION

The State University of New York Board of Trustees, in December 1998, adopted Resolution 98-241 establishing a General Education Requirement for all baccalaureate degree candidates at the University's state-operated campuses. Both in conjunction with the Trustees' action and in response to requests from the Chancellor and senior campus leadership, Provost Peter D. Salins appointed The Provost's Advisory Task Force on General Education. Specifically structured to provide broad system representation, the Task Force includes campus presidents, chief academic officers, faculty and students, and is drawn from all sectors of the system.

The charge of the Task Force focused primarily on four areas. Its responsibility was to:

- consult with the campuses to identify their concerns in the implementation of the Trustees' Resolution;
- interpret both the letter and the spirit of the Trustees' Resolution;
- develop guidelines to assist campuses as they adapt their General Education programs to the Trustees' resolution in ways consistent with campus and program missions; and
- identify resources that will be needed to implement the Trustees' resolution and suggest ways that these may be developed and allocated.

In carrying out its charge, the Task Force divided into four work groups, each addressing a specific aspect of implementation. These four subcommittees were: the Academic Subject Areas Subcommittee, charged with describing the learning outcomes required by General Education programs; the Instructional Modalities Subcommittee, charged with exploring and recommending methods for producing the desired learning outcomes; the Two-year College/Transfer Issue Subcommittee, charged with analyzing and making recommendations regarding the impact of the General Education policy at two-year institutions; and the Resource Allocation Subcommittee, charged with examining and making recommendations regarding the financial implications of the new General Education policy. The Task Force developed its guidelines within the context of the State University of New York's distinctiveness as a large system of diverse institutions, each with its own mission, goals, and needs. Efforts were made to allow campuses the flexibility to implement the policy in accord with their own unique characteristics. In this regard, curricular content is described in terms of learning outcomes, consistent with recommendations of the University Faculty Senate and the Faculty Council of Community Colleges Joint Task Force on General Education¹ and with Provost Peter D. Salins' report on General Education.²

¹ *Final Report of State University of New York University Faculty Senate & Faculty Council of Community Colleges Joint Task Force on General Education (January, 1998)*

² *General Education: Overview and Recommendations (Fall, 1998)*

In developing these guidelines, the Task Force recognizes the significance of other factors, such as assessment and budget allocations, that may have an impact on General Education policy implementation. Consequently, these guidelines would complement rather than supersede the recommendations of the Provost's Task Force on Learning Outcomes, the principles governing the Budget Allocation Process, or individual campuses' Mission Review Memoranda of Understanding. Consistent with the Board of Trustees' resolution, the Task Force guidelines recognize other extant and unique circumstances that might justify waivers from, or deferment of, specific aspects of implementation.

The Task Force believes that in delineating learning outcomes and in setting a framework for implementation of recommendations, it is being faithful to the intent of the Board of Trustees' resolution and sensitive to campus circumstances. Moreover, this General Education initiative is a work in progress and will require continuous review of both curricular content and assessment methods to ensure that it is fully and effectively implemented.

INTERPRETIVE GUIDELINES

The Interpretive Guidelines component of the Task Force's report summarizes the findings and recommendations of the Academic Subjects and Instructional Modalities Subcommittees. This section delineates the learning outcomes required by the General Education program and presents a set of precepts to guide campuses in implementing their programs.

The State University of New York's General Education Requirement applies to all state-operated institutions offering undergraduate degrees. It requires baccalaureate degree candidates, as a condition of graduation, to complete a General Education program of no fewer than 30 credit hours specifically designed to achieve the student learning outcomes in ten knowledge and skill areas and two competencies, as specified below:

I. LEARNING OUTCOMES

KNOWLEDGE AND SKILL AREAS

1. MATHEMATICS

Students will show competence in the following quantitative reasoning skills:

- arithmetic;
- algebra;
- geometry;
- data analysis; and
- quantitative reasoning;

2. NATURAL SCIENCES

Students will demonstrate:

- understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
- application of scientific data, concepts, and models in one of the natural sciences.

3. SOCIAL SCIENCES

Students will demonstrate:

- understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development,

measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and

- knowledge of major concepts, models and issues of at least one discipline in the social sciences.

4. AMERICAN HISTORY

Students will demonstrate:

- knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;
- knowledge of common institutions in American society and how they have affected different groups; and
- understanding of America's evolving relationship with the rest of the world.

5. WESTERN CIVILIZATION

Students will:

- demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- relate the development of Western civilization to that of other regions of the world.

6. OTHER WORLD CIVILIZATIONS

Students will demonstrate:

- knowledge of either a broad outline of world history, or
- the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

7. HUMANITIES

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 required by the General Education program.

8. THE ARTS

Students will demonstrate:

- understanding of at least one principal form of artistic expression and the creative process inherent therein.

9. FOREIGN LANGUAGE

Students will demonstrate:

- basic proficiency in the understanding and use of a foreign language; and
- knowledge of the distinctive features of culture(s) associated with the language they are studying.

10. BASIC COMMUNICATION

Students will:

- produce coherent texts within common college-level written forms;
- demonstrate the ability to revise and improve such texts;
- research a topic, develop an argument, and organize supporting details;
- develop proficiency in oral discourse; and
- evaluate an oral presentation according to established criteria.

COMPETENCIES

The following two competencies should be infused throughout the General Education program:

1. CRITICAL THINKING (REASONING)

Students will:

- identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- develop well-reasoned arguments.

2. INFORMATION MANAGEMENT

Students will:

- perform the basic operations of personal computer use;
- understand and use basic research techniques; and
- locate, evaluate and synthesize information from a variety of sources.

II. PRECEPTS FOR IMPLEMENTATION

As campuses develop or modify their General Education programs for implementation, they should be guided by the following precepts:

- Campuses shall demonstrate commitment to General Education in the following ways:

- encourage the assignment of excellent teaching faculty to General Education courses;
 - provide courses specifically designed for and dedicated to General Education where appropriate;
 - consider faculty commitment to the teaching of General Education in the promotion and tenure process; and
 - articulate a coherent philosophy and pedagogy for their General Education program(s).
- Campuses, in including assessment as a necessary component of their General Education implementation plans, shall:
 - review their entire General Education programs periodically to evaluate and strengthen performance;
 - establish assessment programs for the specified student learning outcomes;
 - derive evidence from the application of such assessment programs to show that the intended learning outcomes are being achieved; and
 - use the results of assessment programs to improve the quality and effectiveness of General Education programs.
 - Campuses may deliver General Education in a variety of formats, as judged appropriate by the campus faculty, and justified on curricular and pedagogical grounds. Campuses may also offer more than one General Education curriculum.
 - For purposes of General Education, the campuses shall interpret the knowledge areas according to conventional or common definitions, but may, as appropriate, teach them through a variety of perspectives.
 - The formats and methods of delivery for General Education courses shall be appropriate to each knowledge and skill area. Those courses that have been approved by a campus for its General Education program shall be monitored regularly by the campus faculty.
 - Campuses are encouraged to conceive of and implement General Education programs that approach the goals of General Education as a four-year experience, thereby providing students with greater options for planning their courses of study, allowing for the needs of transfer students, and allowing

faculties to devise curricula appropriate to individual majors and to institutional missions.

- General Education programs shall recognize differences in the levels of student preparation and build curricula both to assess and achieve a level of college competency. Campuses may waive individual requirements for students who can demonstrate college-level proficiency in specific knowledge and skill areas or competencies.
- Waivers will be available for specific programs with specialized mission or accreditation demands that would constrain a student's ability to fulfill the General Education Requirement without extending the time to graduation. Campuses with such programs may also propose alternative curricula designed to incorporate an appropriate portion of the General Education Requirement within their professional curricula, thereby reinforcing and enriching, rather than diverting from their mission and accreditation demands.
- Campuses that have resource constraints preventing them from fulfilling portions of the General Education policy by Fall 2000 may request additional time for implementation of specified portions of the policy.
- In keeping with Trustees' Resolution 87-114 (and prior resolutions relating to Transfer Policy), courses certified as fulfilling particular General Education requirements by any institution in the system will fulfill those requirements at any other institution in the system, without the necessity of individual articulation agreements.
- Students transferring from community colleges may complete as many as 30 credits of the General Education Requirement prior to transfer. Students planning to transfer into baccalaureate programs would be well advised to complete as much of the General Education Requirement as possible within their programs of study.

PROCEDURAL GUIDELINES

The Procedural Guidelines section of this report reflects the findings and recommendations of the Task Force Subcommittees on Resource Allocation and on Community College/Transfer Issues. It outlines the process for campus preparation of General Education curricula.

Campuses should use the following procedural guidelines when preparing their General Education program proposals:

- Campuses are charged with devising distinctive and varied ways of achieving the goals of General Education in the spirit of and within the parameters defined by the Trustees' resolution. Each campus will develop one or more General Education curricula. Documents describing these programs will include analyses of resource needs and implementation time-tables, and will be forwarded to the Provost's Office between September 1 and December 31, 1999. After the initial implementation, campus General Education programs should be reviewed periodically, and within the context of the Mission Review process.
- The resolution regarding General Education carries resource implications. Short-term consequences derive from the necessity of investing in faculty and support resources in order to mount new courses by the fall of the year 2000. Over the long term, once the General Education policy is fully in place, campuses may find that course enrollments have shifted toward knowledge and skill areas where the costs of instruction are higher than in courses in which students currently enroll. Circumstances differ from campus to campus; therefore, campuses should carefully identify new instructional needs, and the costs associated with them as follows:
 - Each campus should provide an analysis of the costs associated with delivering the full General Education curriculum to its students beginning with the Fall 2000 semester.³
 - Each campus should identify any significant start-up costs (i.e. library materials, hiring new faculty, technology, academic advisement, reprinting of catalogues).

³ The following method, with appropriate variations, may be employed as an approximate way of estimating costs. Determine the number of "seats" required by the General Education Requirement and the number of "seats" currently offered. The numbers of students who will be waived from portions of the General Education curriculum because of prior learning should be considered in this calculation. Convert the difference between the number required and the number available into FTE students not being served. Multiply the number of FTE students not being served by the funding level within the Budget Allocation Process for the type of course being taught to yield the State support projected for the new mix of students.

- Each campus should look for alternative and collaborative ways to provide instruction, when appropriate and practical.
- Each campus will determine college-level proficiency in order to waive individual students from specific General Education requirements on the basis of prior learning. Such determination shall be made according to the criteria specified in the campus' General Education program proposal.
- Campuses requesting waivers on the basis of mission or accreditation demands should submit written justification to the Provost's office no later than December 31, 1999.
- Campuses that have resource constraints preventing them from fulfilling portions of the General Education Requirement by Fall 2000, may request additional time for implementation of specified portions of the policy by including appropriate justification and a timetable for compliance in their General Education program proposals.
- Though not bound by the Board Resolution, Community Colleges will also submit their General Education curricula so that courses can be certified as satisfying specific General Education requirements without the need for any further articulation agreement.

CAMPUS GENERAL EDUCATION PROGRAM PROPOSAL FORMAT

This section proposes a format campuses are to follow in submitting their proposals to the Office of the Provost. The General Education proposals submitted to the Provost's Office should include:

- Curriculum Outline

Campuses shall submit an overall outline of the General Education curriculum or curricula, including catalog descriptions and summaries of topics and readings to be covered for courses that satisfy each of the required knowledge and competency areas. These curriculum submissions shall also state criteria for waiving individual students from particular requirements on the basis of previous academic achievement (e.g., Regents exams, AP tests, campus-based measures).

- Program Waiver Requests

Requests for program waivers or deferments of full implementation of the General Education Requirement may be submitted when warranted by special mission and/or accreditation requirements (see second "Resolved" clause of Resolution 98-241 [Appendix A]). Waiver and deferment requests must include justification, and in the case of deferments, proposed dates for full implementation.

- Statement of Resource Implications

The proposal should include an analysis of resource requirements for the implementation of General Education, as described in the Procedural Guidelines section of this document.

IMPLEMENTATION TIMELINE

1	Submission of Campus General Education Program Proposals (including institutional and program waiver requests, and resource analyses)	September 1- December 31, 1999
2	Review of Campus General Education Program Proposals	October 1, 1999- April 30, 2000
3	Initiate implementation of General Education at state-operated campuses.	Fall 2000

RECOMMENDATIONS

The Task Force appreciates fully the impact of this General Education Requirement on the campuses, and to ensure that the proposed implementation model functions smoothly, the Task Force makes the following recommendations:

- that the Provost appoint an advisory group to make recommendations regarding General Education program and waiver proposals. It would be appropriate for this Provost's General Education Review Advisory Council to meet frequently during the first year of implementation, and periodically thereafter;
- that campuses be advised orally at once, and by letter within ten working days, as proposals for programs and waivers are approved. Programs and waivers that receive conditional approval, contingent upon changes or additions, should also receive written confirmation within ten working days;
- that sufficient staff in the Provost's Office be assigned to support system-wide implementation of the General Education Requirement;
- that additional designated State resources be made available to help support the implementation of General Education at two-year colleges, (e.g. hiring language or history instructors);
- that, within the framework of the Budget Allocation Process, funds be made available to support the implementation of General Education programs;
- that System Administration and the campuses collaborate in exploring ways to minimize costs;
- that funds be made available for pilot demonstration projects and for model programs involving the implementation and assessment of General Education; and
- that—after initial system-wide implementation of the General Education Requirement—the Provost's Office should, in the context of the Mission Review process, review both (1) the design of General Education programs and (2) campus assessment programs and evidence that pertinent student learning outcomes are being achieved.

APPENDIX A—Trustees' Resolution 98-241: General Education Requirement

State University of New York Board of Trustees' Resolution 98-241 Regarding General Education

Whereas setting the standards of knowledge possessed by the State University's students when they graduate is one of the premier responsibilities of the Board of Trustees; and

Whereas the State Education Commissioner and State Board of Regents have moved to raise academic standards of New York State's secondary schools which higher standards should be reinforced by rigorous academic standards in the State's institutions of higher education; and

Whereas the Joint Task Force on General Education of the State University of New York Faculty Senate and Faculty Council of Community Colleges has reported the need for enhancing General Education curricula and recommended the adoption of common system-wide learning goals; and

Whereas the Board of Trustees' Committee on Academic Standards, over a two-year period, has conducted public meetings in which General Education standards have been discussed, and representatives of the faculty and noted national experts have taken part; and

Whereas the Board of Trustees' Subcommittee on General Education and Core Curriculum has reviewed and discussed the reports of the Faculty Senate and Faculty Council of Community Colleges and University Provost concerning General Education, including programs at other leading universities; and

Whereas the State University Board of Trustees possesses broad authority over the curriculum of its institutions under Section 355(2)(h) of the New York State Education Law; now, therefore, be it

Resolved that the Board of Trustees hereby adopts a General Education Requirement applicable to all state-operated institutions of the State University offering undergraduate degrees which shall require candidates for a bachelors degree, as a condition of graduation, to complete an academically rigorous and comprehensive core General Education curriculum of no fewer than 30 credit hours including, but not limited to, at least three credit hours of course work to instill knowledge and skills in each of the following key academic subjects: mathematics, natural science, social science, American history, Western Civilization, Other World Civilizations, humanities and the arts, foreign languages, basic communication and reasoning, and information management, and be it further

Resolved that implementation of the General Education Requirement be subject to the following principles:

1. The faculty of each institution will retain the responsibility for establishing the specific course requirements and content of a General Education curriculum reflective of the best practices in American higher education.
2. Individual campuses are encouraged to allow faculty to develop more than one curriculum which meets the General Education Requirement.
3. Each institution's General Education curriculum shall complement and build on students' foundation of secondary school or other prior academic preparation, especially with respect to mathematics, science and foreign language.
4. Each institution shall devote sufficient resources to the General Education program to assure effective instruction and successful learning.
5. Institutions offering Associate of Arts and Associate of Science degrees shall design their General Education Requirement so as to facilitate the ability of such Associates degree graduates to transfer into State University baccalaureate degree programs consistent with Trustees' Resolution 90-196, dated September 27, 1990.
6. Such General Education curriculum courses shall be broad, high-quality courses that provide students with a set of non-specialized, coherent and focused educational experiences throughout the college years aimed at enabling students to acquire knowledge and skills that are useful and important for all educated persons regardless of their jobs or professions.
7. The Provost of State University may establish additional guidelines and procedures for implementation of these requirements as appropriate and necessary, which guidelines may permit waiver or modifications of portions of these requirements for the Specialized Colleges, Colleges of Technology, programs awarding two-year vocational degrees and for other special circumstances.
8. The requirements shall apply to students entering the State University as freshmen beginning in the fall of 2000.

and, be it further

Resolved that, in accordance with Section 6306(2) of the State Education Law, the State University Board of Trustees urges the boards of trustees of the community colleges operating under the program of the State University to adopt General Education Requirements and curricula consistent with the aforementioned principles; and, be it further

Resolved that the Provost of the State University will work with the leadership and faculty of the University's campuses to develop a means for assuring that demonstrable learning in specified General Education subjects is taking place, that a campus'

implementation of General Education standards set forth in this resolution is considered in the allocation of resources to campuses and to explore ways to recognize and reward faculty who make major commitments to strengthening General Education at their campus so as to encourage the involvement of outstanding junior and senior faculty; and, be it further

Resolved that the Provost of the State University will work with the leadership and faculty of the State University's campuses to implement this resolution, consistent with the Mission Review process. The Provost will advise the Board of any additional steps that may need to be taken to insure the smooth implementation of this resolution in a fashion that enhances access and quality at the State University.

Background

This Board, under the leadership of the Academic Standards Committee and the Subcommittee on General Education and Core Curriculum has taken a keen interest in the issue of General Education standards for the campuses of the State University of New York. This interest has been in keeping with a national discussion on the subject and, within the University, is reflected in efforts undertaken by the Joint Task Force on General Education of the State University of New York Faculty Senate and Faculty Council of Community Colleges. That Task Force issued a report in January 1998 which expressed the need for enhancing General Educational curricula and recommended the adoption of common, system-wide learning goals.

Over a two-year period, the Trustees' Committee on Academic Standards has conducted public meetings in which General Education standards have been discussed and representatives of the faculty and noted national experts have taken part. Additionally, the Trustees' Subcommittee on General Education and Core Curriculum has reviewed and discussed the above-mentioned report of the Joint Task Force and a Report prepared by the Provost of the State University dated December 1, 1998, which includes descriptions of General Education programs at leading universities around the country. This resolution is the result of these discussions and will establish for the state-operated institutions of the State University a General Education Requirement which will become a condition of graduation for the class of students entering as freshmen in the Fall semester 2000. The requirement consists of a minimum of 30 credit hours covering a number of specific skill and knowledge areas. The specific courses and content which will comprise the General Education curriculum at each State University campus will remain the responsibility of campus faculty and administrators.

This resolution also urges the boards of trustees of the community colleges operating under the program of the State University of New York to establish General Education curricula and requirements which will facilitate the transfer of their graduates into State University baccalaureate degree programs.

APPENDIX B—Trustees' Resolution 87-114: Transfer and Articulation Policy

Whereas by Resolution 72-302, adopted November 29, 1972, this Board established a transfer policy guaranteeing graduates of two-year State-operated and community colleges within the State University of New York an opportunity to continue their education on a full-time basis at State University campuses; and

Whereas by Resolution 80-53, adopted March 26, 1980; this Board extended its transfer policy to provide that graduates of two-year colleges within the State University of New York, when accepted in parallel programs at baccalaureate campuses of the University, be accorded full junior status and given the opportunity to complete the requirements of the bachelor's degree within the additional semesters of full-time work required of continuing and returning students; and

Whereas this Board now wishes to reaffirm and strengthen its commitment to upper-division access for graduates of State University of New York two-year institutions; now, therefore, be it

Resolved that beginning with the fall semester of 1988, graduates of two-year colleges with State University of New York, when accepted with junior status within parallel programs at baccalaureate campuses of the University, will be granted full transfer credit for General Education courses taken and will not be required to repeat successfully completed courses with similar curricular content; and, be it further

Resolved that only those admission requirements to institutions or to particular programs applicable to continuing and returning students shall be applied to such transfer student; and, be it further

Resolved that such transfer students shall be accorded, as far as possible, opportunities in areas such as housing, advisement and registration comparable to those accorded to continuing and returning students; and, be it further

Resolved that the Chancellor, or designee, be, and hereby is, authorized to take steps necessary to assure that the campuses establish appropriate administrative and academic procedures beginning with the fall semester of 1988 to ensure implementation of this policy.

(87-114)

APPENDIX C— Provost's Advisory Task Force on General Education

Co-chairs

Muriel A. Howard, President of State University College at Buffalo
Peter Salins, Provost and Vice Chancellor of the State University of New York

Campus Presidents

George Hamada, President of Rockland Community College
Shirley Strum Kenny, President of State University of New York at Stony Brook
Kenneth Wing, President of State University College of Agriculture and Technology at Cobleskill
Paul Yu, President of State University College at Brockport

Chief Academic Officers

Charles Blaas, Vice President for Academic Affairs, State University College of Agriculture and Technology at Morrisville
Barbara Dixon, Provost and Vice President for Academic Affairs, State University College at Geneseo
Jonathan Gibraltar, Dean of Academic Affairs, Corning Community College
Mary Ann Swain, Provost and Vice President for Academic Affairs, State University of New York at Binghamton
Gary Waller, Vice President for Academic Affairs, State University College at Purchase

Faculty

Norman Goodman, Distinguished Service and Distinguished Teaching Professor, Department of Sociology, State University of New York at Stony Brook
George Higginbottom, Dean of Liberal Arts and Related Careers, Broome Community College
Marvin LaHood, Distinguished Teaching Professor, Department of English, State University College at Buffalo
Michael Murphy, Distinguished Teaching Professor, Department of Natural Sciences, State University College of Agriculture and Technology at Cobleskill
Miles Wolpin, Professor, Department of Politics, State University College at Potsdam

Students

Joanne Freeman, Fulton-Montgomery Community College
Naomi Long, State University College of Technology at Delhi

Staff Support

Ginette Chambers, Executive Assistant to the Provost

Anthony Chase, Assistant to the President, State University College at Buffalo

Joseph DeFilippo, Assistant Provost for Academic Planning and Evaluation

John Ganio, Assistant Provost for Academic Planning and Evaluation



Curriculum Committee
Arts and Sciences Senate

To: Executive Committee, Arts and Sciences Senate
From: Elizabeth Stone, Chair, Curriculum Committee
Re: 1998-1999 Annual Report
Date: 6 May 1999

A handwritten signature in black ink, appearing to be "ES", located to the right of the distribution list.

The curriculum committee has met 23 times during the 1998-1999 academic year. During the fall semester, committee members were: Elizabeth Stone (anthropology and chair of committee), Richard Larson (linguistics), John Cabot (neurobiology), Arnold Strassenburg (physics), Timothy Westphalen (European Languages, literatures, and cultures), Andrea Fedi (European languages, literatures, and cultures), Arlene Feldman (transfer office), Elaine Kaplan (College of Arts and Sciences, ex officio), and Kathleen Breidenbach (College of Arts and Sciences, ex officio secretary). During the spring semester, a student member, Sayed Ali, joined the committee from Student Polity and Strassenburg was replaced by Andreas Mayr (chemistry).

Routine matters are handled by the secretary and announced to the committee at each meeting. There were a great many routine matters resulting from proofreading of the new bulletin text by departments. These generally were corrections of errors in the previous (1997-1999) bulletin or a desire to correct prerequisites, change course titles, strengthen grading policies and add new courses to department's major or minor requirements.

Many submissions to the committee in the fall semester were driven by the departments' desires to incorporate revisions in the new 1999-2001 bulletin.

Signicant Curricular Initiatives

Major revision of the biology curriculum and major:

In addition to approving a new introductory course designed to improve the learning abilities of many incoming freshmen with weaker mathematics preparation, the committee approved a change in the basic general biology courses from two semesters to three, in order to allow incorporation of recent advances in the fields of molecular and cellular biology and neurobiology. In addition, the committee approved five new tracks in the major to allow students a degree of specialization at the advanced level.

Approval of change in D.E.C. category A requirement and revision of writing courses:

Having been at Stony Brook now for a year, the director the Writing Program, which has changed its name to this year to Writing and Rhetoric, had identified a number of problems with the curriculum and with student attitudes about writing. First, the committee approved a change in writing course designator, numbers, titles and descriptions to more accurately reflect what is now being taught in the courses. Second, because the number of students placing in the "preliminary" college course,

EGC 100, had more than doubled, more students were becoming upset at having to take a course "that didn't count." To address these attitude issues, the committee approved a revision of the D.E.C. A requirement to two courses, WRT 101 (formerly EGC 100) and WRT 102 or 103, with the proviso that students may satisfy the first course of the two course requirement with an appropriate score on the writing placement exam (a score that places the student into WRT 102 or 103).

Revision of beginning calculus courses:

The mathematics department has begun a major revision of their beginning courses and calculus instruction in general. As a first step, the committee approved two new courses, MAT 118-C Mathematical Thinking (intended for non-science students) and MAT 122-C Overview of Calculus with Applications (intended primarily for economics and business students), and a revision of MAT 123-C Introduction to Calculus to allow students taking the course to move directly into the existing calculus courses (MAT 125-C Calculus A or MAT 131-C Calculus I). MAT 124-C Introduction to Calculus B, the course students would previously have taken upon completion of MAT 123, was deleted from the curriculum.

Revision of Humanities major:

The committee approved a significant streamlining of the major that also strengthened the disciplinary content.

Revision of French major

Because of the small number of French majors and recent reductions in the number of faculty, the committee approved a revision to the major that would make it slightly easier for the department to offer courses for the major and allow students to graduate in a timely manner.

Revision of Astronomy major

The committee approved revision to the basic major courses that take into account the strengths of the faculty and recent changes and advances in the field.

Honors College:

With the expectation that the Honors College will be undertaking a thorough revision of the program beginning next year, the committee approved a change in the 1-credit "soiree" courses that students are required to take during the first two years.

WISE

The committee considered and tabled a proposal to expand the one-year WISE program to a four-year WISE College. Until the University has made a commitment to institutionalize the program, the committee could not consider the proposal.

Learning Communities Program

The committee approved two new seminars that will allow expansion of the learning communities into computer science and electrical engineering. The committee also approved an upper-division seminar for a learning community aimed at transfer and upper-division students.

Revision/Approval of Minors

Revision of German for Business minor, Italian American Studies minor, Interdisciplinary Arts minor, final approval of Service Learning for Community-Based Action Research minor, approval of the FLC minor in Issues in Health and Society: The Case of AIDS.

General audience physics and chemistry courses

The committee approved a new course, CHE 108-E The Extraordinary Chemistry of Ordinary Things, designed to introduce basic chemistry concepts to non-science majors. The committee welcomed

this proposal and also approved the proposal for a new physics course, PHY 313-H Mystery of Matter, also designed to introduce physics principles to a general, non-science audience.

Committee initiatives:

Interdisciplinary Majors:

Prompted by the committee's discussions about the revisions to the humanities major, the committee began a serious and thorough consideration of the University two large interdisciplinary majors—Social Sciences Interdisciplinary (SSI) and Multidisciplinary Studies (MTD). The committee met with the director of SSI and the director and advisors of MTD and conducted a survey of students in both majors. A subcommittee was formed including the directors of both majors, the chair of the committee, and representatives from all the major divisional areas and one undergraduate MTD major. The review is expected to continue into next year.

Standardize Directed Readings, Research and Internships:

The committee considered data about directed readings, research and internships and approved a standardized credit range for all of 0-6 for internships and research and 1-6 for readings.

Revision of Internship Policies:

The shift of the internship advisor from an academic office into the Career Placement Office prompted a meeting of the committee with the internship manager. With her, the committee drafted guidelines for internships and independent research that would both protect the student and ensure academic integrity and treat both groups of students in the same way.

Review of Film and Video Policy:

Because of new technologies, more faculty are showing videos, films, and clips in courses. The committee reviewed the issue and wrote to department chairs reminding them of the University policy on film and video use.

Coordination with CEAS Committee on Teaching Policy and Curriculum:

As a result of new course proposals approved by the CEAS CTPC, a serious rift developed between the mathematics department in CAS and the AMS department in CEAS and between the two colleges respective curriculum committees. AMS proposed to teach courses they considered equivalent to those taught by MAT. The chief concern was not that the courses were proposed but that neither the department nor the CTPC had made an effort to communicate with the math department or other CAS departments or with the CAS curriculum committee regarding the issue of where these courses "fit" in the curriculum. The chair of the CAS curriculum committee met with a representative from CEAS and drafted a proposal for cooperation and communication which, with revisions on both sides, was approved by both committees. In short, it says that both committees will try to be aware of the impact of their actions on the other college and will work openly and collaboratively when issues arise that affect the other college.

The committee met with Dean Paul Armstrong once in the fall semester. Early in the spring, the committee met with the Dean and Provost Rollin Richmond about the issue of the new AMS calculus courses. The committee also met with Associate Dean Mary Rawlinson once each semester.

