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 senate@brockport.edu
 brockport.edu/collegesenate

Resolution **2021-22 #15**
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: **Soc235 Sports, Politics, Protest** (#14_21-22GE)

Implementation Effective Date**: _____

Signed: _____ Date: 4/7/22
 (Dr. James Spiller, 2021-2022 College Senate President)

Signed: _____ Date: 4/9/22
 (Dr. Eileen Daniel, Vice Provost, The College at Brockport)

****Implementation of resolution requires final approval from SUNY- State Education Department.** YES NO

needs to be added to SUNY Q dashboard

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

TO: Dr. James Spiller, 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: _____ Date: 4/27/22
 (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 RESOLUTION
PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS: January 31

For full consideration during the academic year

- 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>	14_21-22GE
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	

Title of Proposal in Title Style

Adding S knowledge area, and D and Y Gen Ed Designations to SOC 235: Sport, Politics and Protest

Brief Description of Proposal

I am seeking approval for Sport, Politics, and Protest to include the S knowledge area, and diversity and oral communication designations.

Effect on Transfer Students if Applicable

Will offer another option for satisfying Gen Ed requirements but no other impact.

Proposer Information

Kyle Green, Sociology, office: x5655; cell: 612-597-2335, kgreen@brockport.edu

Senate Office Use Only

	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee		
Standing Committee	Standing Committee	10/21/2021
<input type="checkbox"/> Equity, Diversity and Inclusion Committee		
<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:		

SOC 235: Sport, Politics, and Protest

Monday, Wednesday, Friday 10:10-11:00am
- Kyle Green, Ph.D -

COURSE DESCRIPTION

Examines the many ways that sports and politics are intimately bound together in contemporary American and global culture. Includes examinations of the public financing of sport stadiums, politicians' use of sport to raise approval ratings and push policy, including the use of sports to legitimize authoritarian regimes. We also examine the contested nature of sport through attempts to pass anti-transgender legislation and fights over racist names and mascots. We conclude the course by considering the possibilities and limitations of sport as a site of protest, activism, and impetus for social change.

By the end of the semester, I hope you find *Sport & Politics* to be one of the most enjoyable and stimulating courses you take at Brockport. My goal is to have helped you:

1. Apply social theory to analyze and better understand socio-cultural phenomena.
2. Critically evaluate what role (or roles) sport plays in society.
3. Describe the way politicians and governments make use of sport and how bias impacts political, economic, and social practices.
4. Demonstrate an understanding of how systems of power and privilege and histories of oppression and activism have informed current actions of athletes.
5. Better identify how identity categories and systems of power intersect.
6. Demonstrate an understanding of the methods used to explore social phenomena.
8. Demonstrate a basic knowledge of concepts, models, and issues in the field of Sociology.
9. Develop proficiency in oral discourse and evaluate an oral presentation according to established criteria.



Please do not hesitate to email, visit during office hours, or make an appointment. I am happy to meet with you! If something makes it difficult for you to complete coursework on time, or you are having any difficulties with the course, please speak with me *as soon as possible* so I can help.

Kyle Green

email: kgreen@brockport.edu

Office hours: Monday/Wednesday/Friday 9:00-10:00am + by via appt.

REQUIRED BOOKS and COURSE WEBSITE

The required texts are:

(1) Bryant, Howard. (2018) *The Heritage: Black Athletes, a Divided America, and the Politics of Patriotism*. Beacon Press.

[An excellent introduction into the history of black athletes as political figures.]

(2) Anderson, Sam. (2018) *Boom Town: The Fantastical Saga of Oklahoma City, Its Chaotic Founding, Its Apocalyptic Weather, Its Purloined Basketball Team, and the Dream of Becoming a World-class Metropolis*.

[A well-written tale of the complicated political entanglements that led Seattle to lose their beloved basketball team to an oil-city with hopes of growth and global attention.]

The majority of required readings will be made available through Blackboard (or sent via email).

Audio/video files: You will be required to watch a number of documentaries and listen to a few podcasts. A link will be provided.

COURSE REQUIREMENTS

Quizzes & In-class writing.....	35%
Final Paper	20%
Show & Tell.....	15%
Debates (x2).....	30%
TOTAL	100%

Final Course Grades:

A	93% and above	B-	80 - 82%	D+	67 - 69.9%
A-	90 - 92%	C+	77 - 79%	D	63 - 66%
B+	87 - 89%	C	74 - 76%	D-	60 - 62%
B	83 - 86%	C-	70 - 73%	E	0 - 59%

QUIZZES: Quizzes will be at the beginning of some classes (don't be late) or you will be given questions to take home (due at the beginning of next class). They will be based on the previous lecture, assigned reading, or shared documentaries. They will not be difficult if you did the reading and paid attention during class.

IN-CLASS ACTIVITIES: There will be a variety of activities designed to give you a chance to reflect on the assigned readings and demonstrate that you took the time to work through the text. They will often involve you applying the ideas to a documentary or a case study. Sometimes you will be asked to bring in examples to work through as a group. Or I will have you discuss a point that you really liked, an argument you disagreed

with, or something you were simply confused about. You will not be expected to have mastered the text. However, to receive credit it is necessary to have done the reading and be able to reference it.

DEBATES: There will be three in-class debate-like activities during the semester. Potential topics are the public funding of sport stadiums, the separate but equal policy towards youth and professional sport, whether political protest has a place in sport. You will be assigned to a debate group. For each of the three debates, your group will be given a side to argue. Each person/group will be required to bring a clear and very detailed outline of your argument to class. The outline must include a fully written introduction and conclusion.

You will be graded on: (1) clarity; (2) creativity; (3) supporting evidence; (4) use of class concepts.

Two groups will be randomly selected to debate against each other.

FINAL PAPER/DEBATE EXTENSION: Write a 5-6 page essay (double-spaced).

In the essay:

- Take your argument from one of the debates.
- Explain why this particular argument is of interest and importance.
- Perform additional research on the topic.
- Explain what this particular argument/case study reveals about the relationship between sport and politics.

- Propose additional, original, sociological research that would help us understand your topic.

**make sure to respond to comments that you received on your debate performance/notes.*

****Due the final day of class****

SHOW & TELL: Examples related to the topics we are covering are all around us. Each student is responsible for choosing one contemporary example to share with the class. This could be a short video, coverage of a recent occurrence in sport, or an op-ed. After you choose your example:

- send me a 3-4 paragraph write up of your example explaining why you chose it, the connection to class, and your analysis of what we can learn from the example or how we can better understand it.
- Come to class ready to discuss the example. You will share the example (show) and explain the connection to class (tell). You also need to ask at least two sociological questions to start class discussion. Your presentation should be well-rehearsed but this also should be fun.

Paper Writing Format

- use normal margins (1 inch margins on the top, bottom, and sides) on the sides)
- use twelve point Times New Roman font and double space your lines
- include your name and a paper title on all your work (that is all the information I need).
- **Save paper, print on both sides and don't include title pages.**

RULES, RESOURCES, AND THE CLASSROOM
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Class Procedure: This class will be as pedagogically “mixed method” as possible. I recognize that people learn in a variety of ways and my goal is to make it possible for everybody to get the most out of this class. If something is not working let me know—stop by office hours, send an email, or slide an anonymous note under my door. I am willing, if possible, to change the course to make it work for all of you.

Conversation: This class will be as discussion based as possible. *Please come to class prepared to participate in discussions* based on the readings and videos. I will intentionally

assign less required reading than other classes at this level. I believe it is more important to do some reading well than a lot of reading poorly.

Camera: For any online class sessions, please keep your camera on during class. This will help us get more of a community/group feeling. Of course, if there is a time you need to turn your camera off, I understand. But, please keep the camera on as much as possible.

General Classroom Behavior: I expect you to participate often, engage the material both critically and constructively, and to have the highest respect for others, even if you disagree with what they say. We will discuss difficult and controversial issues. Respect everyone else's opinion during all types of conversations. I want the classroom environment to be comfortable for all students. Our own experiences matter in this course and should stimulate rather than shutdown conversation.

If at any time you feel threatened or uneasy, please bring it to my attention via email, or in person. While it is normal and acceptable for us to disagree with each other, please do keep in mind that personal attacks are inappropriate in a classroom.

Title IX: "Sex and Gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at https://www.brockport.edu/about/title_ix/index.html. Confidential assistance is available on campus at Hazen Center for Integrated Care and RESTORE. Faculty are NOT confidential under Title IX and will need to share information with the Title IX & College Compliance Officer. For these and other policies governing campus life, please see <https://www.brockport.edu/support/policies/student.php>."

Tardiness: is disruptive, so be on time.

Cheating: Don't do it. At the minimum, this will result in failing the class.

Other Issues

Late and Makeup Policy: **Late homework and papers will not be accepted unless there is documented illness/other emergency.** If you are worried that you cannot finish an assignment in time, **talk to me before hand and we will figure something out.** If you cannot make it to class, please drop off your homework or paper in my office **BEFORE** class. If it is an emergency, please see me individually. **Homework sent by email will not be accepted but is a great way to prove that your assignment wasn't late** if Blackboard is not working.

Attendance: Studies have demonstrated that learning is best achieved through active engagement with material. Attendance is essential to the learning process and contributes greatly to your understanding. I highly recommend that you come to all classes; however, I believe the choice is yours. For this reason, while Brockport requires that daily attendance be taken, it will not be used against your grade.

If you miss any classes, it is *your responsibility* to find out what you missed. Find a responsible fellow classmate whose notes you can borrow.

All in class activities and quizzes cannot be made up.

Excused absences are at my discretion. Absences due to illness, family emergency, college business, or similar situations may be excused. Persons failing to provide adequate documentation will not be excused from any in-class assignments they may have missed. Letting me know in advance is always better.

**Family, children, friends, etc.* Students who are parents of children are welcome to bring them to class, at your discretion. If you breastfeed your infant, you are welcome to do so here. Let me know in advance and do not be a distraction to the class.

Special Accommodations and Learning Differences: Students with documented learning differences may be entitled to specific accommodations in this course. Brockport's Office for Students with Disabilities makes this determination. Contact them at x5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter and adequate time to provide accommodations (particularly if those accommodations involve assignments and exams). I require at least 2 weeks of advanced notice from a student prior to an assignment if a student is eligible to receive accommodations. Remember, our goal is to work with you to help you in your efforts to master the course content in an effective and appropriate way.

Emergencies: 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.

SCHEDULE + DUE DATES readings & assignments are listed the day that they are due
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Unit 1: Sport and Story:

- Clifford Geertz "Deep Play"
- Colin Jerolmack "South African Pigeon Racing"
- CLR James excerpts from *Beyond a Boundary*

Unit 2: Global Reach:

- Walter LaFaber excerpts from *Michael Jordan and the New Global Capitalism*
- Katherine Baird "Cuban Baseball: Ideology, Politics, and Market Forces"
- Karim Zidan "Collected Essays on MMA, authoritarian regimes, politics in the middle east"
- Susanne Brownell excerpts from *Training the Body for China: Sports in the Moral Order of the People's Republic*

Unit 3: Who Pays?

- Sam Anderson *Boom Town: The Fantastical Saga of Oklahoma City, Its Chaotic Founding... Its Purloined Basketball Team, and the Dream of Becoming a World-class Metropolis*

Unit 4: What is in a Name?

- Elizabeth Sharrow, Melinda Tarsi, and Tatishe Nteta. 2020. "What's in a Name? Symbolic Racism, Public Opinion, and the Controversy over the NFL's Washington Football Team Name." *Race and Social Problems*
- *More Than a Word* documentary

Unit 5: Politicians & Sport

- Kyle Green & Douglas Hartmann "Politics and Sports: Strange, Secret Bedfellows"
- Tunisha Singleton and Kyle Green "A lot of People Did Not Want This to Happen:" Analyzing the Ultimate Fighting Championship's Brand Identity During COVID
- Madeleine Pape on anti-transgender legislation

Unit 6: Athletes with Agency

- Howard Bryant *Heritage*
- Douglas Hartmann excerpts from *Race, Culture, and the Revolt of the Black Athlete: The 1968 Olympic Protests and Their Aftermath*
- Jeff Montez de Oca and Stephen Cho Suh "Ethics of Patriotism in NFL Players' Protests."
- Alex Manning, Stephen Suh, Kyle Green "Discursive Footwork on the Hardwood: Players' Negotiations of the NBA as a Contested Racial Arena."

**ADD W, Y, D, OR O – PERSPECTIVES ON WOMEN / ORAL COMMUNICATION/
DIVERSITY / WORLD CIVILIZATIONS STUDENT LEARNING OUTCOMES CHECKLIST
December 2020 VERSION**

This form is being submitted to register:

X 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.

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”:

X Students will demonstrate an understanding of 1) how systems of power and privilege and histories of oppression and activism have informed current social identities, 2) how identity categories and systems of power intersect, and 3) how bias impacts political, economic and social practices. 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.**

In this course, students will directly engage with and demonstrate an understanding of the three specified learning outcomes.

- 1) in discussing the possibilities and limitations of current athlete activism, students will be required to engage with the history of athlete protest and the social/institutional response to athlete protest. Examples will include Olympic protests, the varying reactions of sport leagues to Black Lives Matter, political uses of sports, and fights over racist team names and mascots.
- 2) the course will be intersectional in nature as we examine the many ways that power is attached to the bodies of the athlete and how sport can serve as a contested terrain to either strengthen or challenge expectations/stereotypes. Here examples include drug and sex testing of specific athletes based on appearance, the passing of anti-transgender legislation, and the competing meanings attached to the black athlete.
- 3) We will examine how the many social biases play out at a larger scale and in the political and economic sphere. This includes examinations of the public financing of sport stadiums, the use of sport by athletic apparel companies to facilitate global expansion, and the use of sport to legitimize authoritarian regimes. We will also examine limitations imposed upon athletes by the media, fans, and the sport leagues.

Students will be asked to draw on the readings to craft an oral argument for in-class debates and write a final essay on the topic. In addition, throughout the semester, students will also be asked to write short reflections on the topics discussed in-class.

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”

- X 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.

Students will be responsible for:

1. A ‘show & tell’ presentation. This involves researching and giving a short presentation on a contemporary happening at the intersection of sports and politics.
2. Taking part in a debate style conversation on a topic of the professor’s choosing.
3. Providing feedback on the oral presentations of other students.

**SOCIAL SCIENCES KNOWLEDGE AREA – CODED “S”
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. Social Sciences courses 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 --

- X Knowledge Area courses for native Brockport students are lower division courses.
- X Knowledge Area courses may not require prerequisites.
- Knowledge Area courses that transfer students may use to complete the SUNY General Education requirements may receive 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).*

There will be three in-class debate-like activities during the semester. Potential topics are the public funding of sport stadiums, the separate but equal policy towards youth and professional sport, whether political protest has a place in sport.

For each of the three debates, students will be required to bring a clear and very detailed outline of their argument to class. The outline must include a fully written introduction and conclusion. They will receive feedback and be graded on: (1) clarity; (2) creativity; (3) supporting evidence; (4) use of class concepts.

Two groups of students will be randomly selected to debate against each other. After the debate the groups will receive feedback from both the professor and fellow classmates.

After receiving feedback on their argument from both the class and professor, students will write a five to six page final paper expanding on their argument from one of the debates. In doing so they will:

- Explain why this particular argument is of interest and importance.
- Perform additional research on the topic.
- Explain what this particular argument/case study reveals about the relationship between sport and politics.
- Propose additional, original, sociological research that would help us understand your topic.
- Respond to comments received on their debate performance and prepared notes.

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

Students will provide feedback, both positive and negative, on the arguments put forth by their fellow classmates during the debates. They will also suggest potentially avenues for improvement.

In writing the final paper, students will be required to critically engage with the argument they put forth previously in their respective debate.

Social Sciences courses must satisfy both of the following student learning outcomes:

- X 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.

During the semester, students will use in-class writing assignments to directly engage with the methods employed in the articles we are reading. Students will be asked to assess the strength and weakness of the respective methodological approaches. As part of the debate, students will also be asked to share critiques of previous research. With the final paper, students will have the chance to propose their own research on the topic.

X Students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the Social Sciences.

While discussing sports, politics, and protests, students will be introduced to a number of core theoretical approaches in sociology including functionalism, conflict theory, symbolic interaction, critical race theory, and feminist theory. In addition, a significant portion of the course advances the ideas of sport as a “contested terrain” – building on the work of Antonio Gramsci, CLR James, and Stuart Hall.

GENERAL EDUCATION PROGRAM SUPPLEMENTAL COURSE REGISTRATION FORM

REVISED EFFECTIVE FALL 2016, UPDATED SPRING 2019

COURSE NUMBER: Soc 235 COURSE TITLE: Sport, Politics, and Protest

COURSE NUMBERS FOR ANY CROSSLISTINGS: _____

SUBMITTED BY: Kyle Green DEPARTMENT/PROGRAM: Sociology

DATE: 10/6 /21 ESTIMATED SEATS/SEMESTER? 35

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 Denise Copelton 10/6/21 DATE: / /

Required before General Education Committee Action

SCHOOL DEAN'S ACKNOWLEDGEMENT Monica Broste 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: ****Course registration form was electronic w/ no copy forwarded to dept.**

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