1  Student Senate  SR-02-07  Status  Date
2  1st Reading-Agenda Committee- 02/19/07
3  2nd Reading-Senate Committee- 02/21/07
4  3rd Reading-Senate Floor- 02/21/07
5  4th Reading-Senate Floor- 02/28/07

Author: Matthew Walker, Chair, Student Services Committee, Student Senate

Sponsors: Dr. Ray Shackelford, Professor, Department of Technology,
Asher Lisec, President, Student Government Association,
Rodney Blount, Vice President, Student Government Association,
Michele Faroh, Secretary, Student Government Association,
John Boone, Treasurer, Student Government Association,
Ashley Johnson, Chief of Staff, Student Government Association,
Kyle Ellis, Credentials Board Chair, Student Senate,
Matthey Lacy, Parliamentarian, Student Senate,
Mike Campbell, Chair, Off Campus Caucus, Student Senate,
Kelly Doucet, Chair, On Campus Caucus, Student Senate,
Eric Maroun, Whip, Academic Affairs Committee, Student Senate
Shawn Meier, Chair, Community and Environmental Affairs
Committee, Student Senate,
Kevin Fitzgerald, Chair, Governmental Affairs & Student Awareness,
Student Senate

Title: The Addition of a Technological Literacy Course to the University
Core Curriculum

Summary: A resolution supporting the addition of a technological literacy course
to the proposed University Core Curriculum.

Whereas: Technology is defined as “the generation or use of knowledge and
processes to solve problems and extend human capabilities”
(Technology of All Americans Project, 1996), and;

Whereas: Technological Literacy is defined as “the ability to use, manage,
assess, and understand technology” (Gallop Poll, 2004), and;

Whereas: Ball State University students should have a contemporary well
rounded educational experience, and;

Whereas: Far too many people see technology as technological artifacts such as
computers, cell phones, or the space shuttle – “rather than a human
endeavor to adapt to or change the natural world” (ITEA, 1991), and;

Whereas: Experts in the fields of technology, engineering, and science believe
that technological literacy is an essential quality for all people. Based
upon their works, it is possible to derive the characteristics of a
technologically literate person or the potential outcomes of a CORE
curriculum that includes a technological literacy course. These
characteristics include knowledge, ways of thinking and acting, and
capabilities (Shackelford, 2007), and;

Whereas: Humans have always lived in a largely technological world. Based
upon changes in technology, society has even named major periods of
time based upon it (e.g., Bronze Age, Iron Age, Industrial Revolution,
and Information Age). Because people live in an ever advancing
technological world and their actions/decisions have global
consequences, living and learning in the Twenty-First Century requires
much more than what students can glean from traditional core subject
areas (Shackelford, 2007), and;

Whereas: Technology affects almost every phase of our current and future lives.
It enables people to perform their daily tasks and supports their ability
to make informed, responsible decisions that affect them as
individuals, society as a whole, and the environment. “Citizens of
today must have a basic understanding of how technology affects their
world and how they exist both within and around technology”
(Executive Summary, 2003, p. 4). In the past, society could afford to
let its citizens develop their technological literacy through their daily
lives. However, the demands of our current society and educational
system can no longer leave this to happenstance. It is neither desirable
nor effective (Executive Summary, 2003). Technological literacy is a
new basic and should become an integral portion of a new CORE
curriculum (Shackelford, 2007), and;

Whereas: The world is becoming more technologically based everyday and
technological literacy is the best way for all students to prepare
themselves to play an active role in society upon graduation from
college (Governor Daniels, 2007).

Therefore be it Resolved That: The Ball State University Student Government
Association strongly supports the addition of a Technological Literacy course to the new
University Core Curriculum.
References


