Motion
The Committee on Educational Policies and Planning moves that the faculty adopt the new General Education Curriculum for Skidmore College as detailed in the February 28, 2017 Proposal.

Rationale
The Committee on Educational Policies and Planning (CEPP) offers this new general education curriculum proposal for consideration and adoption by the faculty. Much of what is proposed is a new way of organizing what many of us already do. By reframing the general education curriculum and strengthening some areas we hope to offer significant benefits for our students, especially in their understanding of what the Liberal Arts can do; and, more specifically, how our curriculum at Skidmore provides a means of integrative and life-long learning.

Multiple assessment tools strongly indicate that our students are not meeting our Goals for Student Learning and Developmentnt Learning an1eg and DeveloI(o)7nn re2(ar re W*13(c)

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varied forms of information; understand and use Ž Ÿ ’ • Ž — Œ Ž ð 1 Š — • 1 • ˜ 1 Š ™ ™ • ¢ 1
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The assessments that focus on social and cultural diversity include NSSE Reports (2010, 2013, and 2016), the Alumni Learning Census (2010, 2012, and 2015), the 2012 CIGU Report: Graduating Students of Color Exit Interviews, 2012 HEDS

combined from the Non-Western or Cultural Diversity clusters during their time at the College.

Finally, the Middle States Standards for Accreditation and Requirements for Affiliation require written and oral communication, technological competency, and information literacy to be addressed in the curriculum either separately or integrated into academic disciplines. These competencies are already being taught in most departments and programs but could be done so with greater intentionality.

Resources will be made available, including / but not limited to / support for faculty developing new courses, modeling interdisciplinary and integrative approa

GENERAL EDUCATION CURRICULUM FOR SKIDMORE COLLEGE

REVISED MODEL : 4 April 2017

The Committee on Educational Policies and Planning (CEPP) offers this new general education curriculum proposal for consideration and adoption by the faculty. CEPP has reflected on the thoughtful comments and concerns we have heard from faculty, administrators, staff, and students regarding prior versions of this proposal , and we have endeavored to address them in this revision. Much of what is proposed is a new way of organizing what many of us already do. By reframing the general education curriculum we hope to offer significant benefits for our students, especially in their understanding of what the Liberal Arts

OVERVIEW

The general

INTEGRATIONS

- The First Year Experience (FYE) (1 course)
- The Bridge Experience (1 course)
- Senior Experience Coda (1 course)

FOUNDATIONS

- Applied Quantitative Reasoning (1 course)
- Global Cultural Perspectives (1 course)
- Language Study (1 course)
- Writing (1 course)

INQUIRIES

- Artistic Inquiry through Practice (1 course)
- Humanistic Inquiry and Practice (1 course)
- Scientific Inquiry through Practice (1 course)

IN THE MAJOR

- Information Literacy
- Oral Communication
- Technology Literacy
- Visual Literacy
- Writing in the Major

Liberal arts requirements remain unchanged.

Maturity-Level Requirement

Courses designated in the catalog by numbers in the 100s and 200s are intended mainly for first-year students and sophomores, and those in the 300s for juniors and seniors. All degree candidates must successfully complete a minimum of 24 credit hours of course work on the 300 level at Skidmore College.

The minimum of 24 300-level course credits must be earned in Skidmore courses, not at other colleges and universities unless part of an approved study-abroad or domestic study program. The Committee on Academic Standing adheres closely to this minimum expectation, in the belief that some substantial core of the student's advanced, culminating academic work should be completed at the institution, Skidmore, which is awarding the student's baccalaureate degree.Under a few compelling circumstances (e.g., for the purpose of study away at a U.S. institution while on leave), the CAS may,

INTEGRATIONS

Integrations / that is, the student's making of meaningful and productive connections among the various courses, ideas, and experiences of a liberal arts education/ accurately describes what we aim to foster in students at Skidmore College. To integrate knowledge is to think beyond the simplicity of a single idea to the broader and deeper concepts that animate the world. It involves the realization that to be liberally educated one must understand that concepts, principles, ideas, experiences, and values do not end at the arbitrary borders of a course or a discipline, but are interwoven in a tapestry of complex knowledge. We hope to challenge our students to be more intentional about this process and about the concepts that undergird it. As such, the principle of Integrations forms the backbone of the new proposed general education curriculum. Its

(Denson, 2009; Chang, 2002; You and Matteo, 2013; Nevillæt al, 2014), especially when students took additional coursework and or workshops on diversity (Nevil le, et al.2014).Diversity courses are associated with gains in the critical thinking skills of students as well as their ability for complex thought (Bowman, 2010).Exposure to diversity in the curriculum has been shown to increase the ability of students to understand the perspective of others, to be open to having their views challenged, to be tolerant of differing beliefs, and to work with diverse groups of people (Gurin, Nagda, and Lopez, 2004; Hurtado, Ruiz, and Whang, 2012; Engberg and Porter, 2013)Evidence suggests the impact of diversity in the curriculum lasts well after students graduate from college (Bowman, Brandenberger, Hill, and Lapsley, 2011).

Gurin, P., Nagda, B. A., & Lopez, G. E. (2004). The benefits of diversity in education for democratic citizenship. Journal of Social Issues, 60, 17-34.

Hurtado, S., Ruiz, A., & Whang, H. (2012). Advancing and assessing civic learning: New results from the diversity learning environments survey. Diversity and Democracy, 15, 10-12.

FOUNDATIONS

Applied Quantitative Reasoning
(1 course)
To be completed by the end of the sophomore year- prerequisite: placement or Fundamental Quantitative Reasoning (FQR) course
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mathematical and quantitative reasoning skills to be successful in an AQR course and are prepared for other courses that use quantitative methods as part of the curriculum. Fundamental skills ensure that students will:

- Be able to perform mathematical calculations involving estimation, basic formulas, units, percentages, fractions, statistics, probability, and geometry;
- Be able to formulate and apply basic algebra skills;
- Understand, interpret, and apply mathematical concepts and calculations in his/her daily life;
- Effectively communicate and discuss mathematical concepts and results both orally and in writing; and
- Appreciate the power and utility of mathematics and quantitative reasoning.

Students can demonstrate foundational skills through SAT/ACT mathematical test scores as before. New and transfer students not fulfilling this pre-requisite automatically through test scores will be required to complete an online QR placement test prior to registering for Skidmore courses. The test results will place students into one of the following three courses: AQR-level, foundational-level, or basic skills. In summary, students can fulfill the foundational QR content in one of the following ways:

- Achieving a score of at least 650 on the MSAT I examination, a score of at least 570 on any Mathematics SAT II examination, or a score of at least 28 on the Mathematics ACT examination;
- Placing into AQR-level coursework through the QR placement test; or
- Successfully completing a Fundamental Quantitative Reasoning (FQR) course.

In addition, the possible outcomes of the placement test include:

- Placement into AQR-level courses;
  Placement into FQR-level courses; or
  Placement into a basic mathematical skills course (MA 100).

FQR Courses

FQR courses are courses that ensure that students master the foundational skills outlined above. Students requiring an FQR course must complete this course prior to enrolling in an AQR course. FQR courses are offered in a variety of departments and programs and are worth two or more credit hours. While some courses may be developed to specifically address FQR content, other courses may cover FQR content through a supplemental 1-hour course meeting.

FQR Courses Approval:
For an existing course to be designated FQR, the course will need to be certified by the Quantitative Reasoning Program Director in conjunction with a Q R review team of two STEM faculty, appointed annually by the QR director in consultation with the curriculum committee and the Dean of the Faculty. New courses will need to first have curriculum committee approval prior to seeking FQR approval. To certify a course as FQR, the review team will consider the course syllabus as well as the FQR approval document which outlines the specific ways in which the course addresses the learning goals stated above. Once a course is certified as a FQR course, the course will be reviewed by the QR review team within 5 years of approval or at the discretion of the QR Director.

MA 100:
Quantitative Skills is a 3-hour course that currently exists and is the study of practical arithmetic and geometry, data gathering and analy sis, introductory probability and statistics, size and bias in sampling, hypothesis testing, confidence intervals and their use in statistical analysis, linear relationships, interpolation and extrapolation, correlation, linear and exponential growth with practical applications.

Students requiring a basic skills course must complete this course prior to enrolling in an FQR-level course which must be completed prior to enrolling in an AQR course. Therefore, students needing MA 100 must complete this course or an equivalent course by the start of their sophomore year.

CEPP COMMENT:
Our Goals for Student Learning and Development Œ Š • • 1 • ˜ › 1 ˜ ž › 1 œ • ž • Ž — • œ 1 • ˜ 1 Š Œ š ž ' knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences 1 • ˜ 1 • ' ' — " 1 Œ › ' • ' Œ Š • • ¢ ð 1 Œ › Ž Š • ' Ÿ Ž • 1 ¢ • ð 1 Š • Š • analyze, integrate, • Ž — • • ¢ and apply varied forms of information; understand and use evidence , 1 • ˜ 1 Œ ˜ – – ž — ' Œ Š • Ž 1 Ž 1 • Š Ž Œ • • 1 ' Ÿ Ž 1 • ¢ ™ ™ • ¢ 1 • Ž Š › — ' — • 1 • ˜ 1 • ' — • 1 œ ˜ • ž • ' ˜ — œ civic, and scientific problems . 1 ž Š — • ' • Š • ' Ÿ Ž 1 › Ž Š œ ˜ — ' — • 1 ' œ 1 Š 1 • ˜ ž — • Š • ' ˜ — for a liberally educated student to possess to critically examine results and claims about the world, to make informed decisions and choices, to communicate quantitatively based ideas and thoughts to others, and to develop and model solutions to many of the problems we face in our societies. Both direct and indirect assessments of Skidmore students and graduates indicate these goals are not adequately being met. These assessments include the 2014 Skidmore Scientific Literacy and Quantitative Reasoning Exam (SLQR), the National

Survey of Student Engagement (NSSE), and the Alumni Learning Census (ALC). On the quantitative reasoning section of the 2014 SLQR, non-natural science

CEPP COMMENT:
Courses from a number of disciplines in the Humanities and Social Sciences will
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INQUIRIES

Artistic Inquiry through Practice
(1 course)

[A committee of stakeholders will further refine the learning goals and criteria for approving courses. Departments or programs and curriculum committee will determine appropriate credits for qualified courses.]

Students in a course that satisfies the artistic i

reflect upon human culture as expressed in historical tradition, literature and languages, art, film, performances, music, historical documents, cultural artifacts, and ideas and beliefs. Students will understand the unique value of the particulars within human contexts and the importance of subjectivity for human experience.

CEPP COMMENT:
Courses in this category are typically, but not exclusively, offered in art history, classics, dance theory and history, history, literature (in English and in other languages), music theory and history, philosophy, religion, political philosophy, and theater theory and history. Our Goals for Student Learning and Development
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world through study in the arts, humanities, languages, mathematics, natural
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[See links to further resources at the end of the proposal]

Scientific Inquiry through Practice
(1 course)
[Based on the recommendation of the 2011-2012 CEPP sub-committee on Science Literacy. A committee of stakeholders will further refine the learning goals and criteria for approving courses. Departments or programs and curriculum committee will determine appropriate credits

- Inquiry based activities where students use an inductive and/or deductive approach to study and better understand an aspect of the world where the outcome of the study is not known beforehand;
- Discovery based activities where students use an inductive and/or deductive approach to learn about known phenomena in the universe; and
- Problem-based activities where students develop their own inductive and/or deductive methodology to address a particular scientific question and/ or problem.

CEPP COMMENT:

Technology Literacy

[Departments and Programs will consider ways in which discipline-based technology skills can ‹ Ž 1 ’ — • Ž — • ’ ˜ — Š • • ¢ 1 ’ — Œ • ž • Ž • 1 ’ — 1 • ‘ Ž 1 – Š “ ˜ › ð 1 Ž ’ • ‘ Ž › 1 • ‘ › ˜ ž • ‘ 1 Š ™ ™ model or by some other mechanism]

Definition:

A technology literate student is able to use effectively appropriate tools to acquire, manage, evaluate, create, and or communicate information, knowledge , or works of art.

Visual Literacy

[Departments and Programs will consider ways in which discipline-based visual literacy can be intentionally included in the major, either through application of the › ’ • ’ — • 1 ’ — 1 • ‘ Ž 1 Š “ ˜ › 1 model or by some other mechanism]

A visually literate individual is able to:

- Determine the nature and extent of the visual materials needed;
- Find and access needed images, objects, and visual media effectively and efficiently ;
- Interpret and analyze the meanings of images and visual media;
- Evaluate images, objects, and their sources;
- Use images, objects, and or visual media effectively ;
- Design and create meaningful images, objects, and or visual media ; and
- Understand many of the ethical, legal, social, and economic issues surrounding the creation and use of images, objects, and visual media ; and access and use visual materials ethically (Adapted from Association of College and Research Libraries, Visual Literacy Competency Standards for Higher Education, Oct. 2011)

Writing in the Major

No significant changes are proposed to the writing in the major requirement at this time.

CEPP COMMENT:

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