

College Requirements Committee Report

Presented by Andrew Hippisley, May 6, 2021

Context:

- Gen Ed revisions, the sense that we need to update what we have
- Questioning the value proposition of a four-year degree
- Questioning the value proposition of a liberal arts degree
- Generation Z

The Committee

- **College Council**
 - Jeff Hayton (History), Brian Hepburn (Philosophy), Dasha Shamrova (Social Work), Don Blakeslee (Anthropology), Lop-Hing Ho (Math), Bill Bischoff (Geology)
- **Curriculum Committee**
 - Eric Wilson (Chair), Jodie Simon (Sociology), TJ Boynton (English), Holger Meyer (Physics)
- **Chairs**
 - Jay Price (History), Jeff Jarman (Communication), Wilson Baldrige (MCLL), Peer Moore-Jansen (Anthropology)
- **Dean's office**
 - Brien Bolin (Associate Dean for Student Success), Patricia Phillips (LAS Director of Advising)

Guiding Principles

- The goal to educate the whole
- The goal to prepare students to enter the job market
- The goal to make getting a degree from LAS not burdensome

Become more

- Pursuing truth
- Instilling a joy of learning
- Developing virtuous citizens
- Preparing students for careers
- Understanding the power of the liberal arts
- Communicating effectively and empathetically
- Acquiring numerical literacy
- ***Reasoning scientifically***
- Acquiring technological skills
- Demonstrating cultural and diversity competence
- Familiarity with a foreign language

- Understanding the values of civic and social citizenship
- Appreciating disciplinary integration
- Applying learning in a range of domains

Reasoning scientifically

- Deducing relationships (qualitatively or quantitatively) between cause and effect and the relative importance of multiple causes, basing conclusions on firm evidence rather than dogma, building and testing models of (small parts of) the reality surrounding us, is the systematic way of analyzing any situation within and outside of the natural sciences. It is a prerequisite to making informed decisions and protects against being easily manipulated.

Key Questions

- Educating the whole and career readiness
- Identifying competencies
- Working out how competencies are met
- Progression: LAS requirements \neq Gen Ed
- Being able to answer the question: why?

Unaddressed Questions

- How many credits?
- Which courses?
- How much double dipping – major / gen ed?
- ...

LAS Graduation Requirements – Competencies Framework – April 30, 2021

Competency	Class	Purpose	Credit Hours
I. Introduction			
	- introduction to Fairmount College	- course to teach students how the various disciplines in the college arrive at truth	3
II. Communications			
	- reading/writing	- three courses designed to improve students' reading, writing, and speaking skills	3
	- reading/writing		3
	- speaking		3
III. Quantitative Literacy			
	- numeracy	- course designed to teach students the fundamentals of numeracy	3
IV. Scientific Reasoning			
	- natural sciences	- course designed to teach students scientific reasoning in the natural sciences	5
	- social sciences	- course designed to teach students scientific reasoning in the social sciences	3
V. Technology and Innovation			
	- technology	- course designed to teach students how to use technology and liberal arts studies	3
VI. Cultural Expression and Diversity			
	- diversity	- course designed to teach students how to integrate diversity into liberal art studies	3
	- cultural expression	- course designed to teach students how to understand and appreciate cultural difference	3
VII. Foreign Languages			
	- foreign language	- course designed to introduce students to the study of a foreign language	5
VIII. Civic and Social Citizenship			
	- civics	- course designed to teach students about past and present civics	3
	- social engagement	- course designed to teach students how to understand and solve social issues	3
IX. Interdisciplinary Integration			
	- interdisciplinary	- course designed to teach students how to integrate different disciplinary approaches	3
X. Applied Learning			
	- capstone	- course designed as a culmination project (internship, experiment, research paper, etc.)	3
Total:			49

Course Examples

- examples of courses which could satisfy each competency

Competency	Course Examples
I. Introduction	<ul style="list-style-type: none"> - CHEM 103: Introductory General, Organic, and Biochemistry - CJ 191: Introduction to Criminal Justice - PHIL 100: Meaning of Philosophy - SOC 111: Introduction to Sociology
II. Communications	<ul style="list-style-type: none"> - COMM 312: Nonverbal Communication - ENGL 340: Shakespeare - HIST 501: American Colonies - ANTH 352: Linguistic Anthropology
III. Quantitative Literacy	<ul style="list-style-type: none"> - MATH 242: Calculus I - PHYS 195: Introduction to Modern Astronomy - STAT 370: Elementary Statistics - PSY 301: Psychological Statistics
IV. Scientific Reasoning	<ul style="list-style-type: none"> - ANTH 318: Psychological Anthropology - BIOL 210: General Biology - GEOL 310: Oceanography - PHYS 313: Physics for Scientist I
V. Technology and Innovation	<ul style="list-style-type: none"> - ENGL 379: Storytelling, Video Games, and Literature - HNRS 305J: Minds and Machines - HNRS 305R: Philosophy and Space Exploration - WSUE 102B: Innovations of World War II
VI. Cultural Expression and Diversity	<ul style="list-style-type: none"> - WOMS 361: Gender, Work and Culture - SOC 534: Urban Sociology - ANTH 335: Archaeology of North America - ENGL 365: African American Literature
VII. Foreign Languages	<ul style="list-style-type: none"> - FREN 111: Elementary French I - GERM 111: Elementary German I - SPAN 111: Elementary Spanish I - JAPN 111: Elementary Japanese I
VIII. Civic and Social Citizenship	<ul style="list-style-type: none"> - HIST 132: US History since 1865 - POLS 121: American Politics - PSY 410: Substance Use & Abuse - SCWK 541: Women, Children and Poverty
IX. Interdisciplinary Integration	
X. Applied Learning	