

## **Committee on Educational Policy and Planning**

Annual Report  
2001-2002

CEPP met 25 times during the 2001-2002 academic year. Minutes will be available on the CEPP web



Incorporating cultural diversity into our course offerings is much more meaningful if diverse backgrounds are represented in the classroom. Students and faculty from diverse backgrounds enhance both the substance of the curriculum and the array of perspectives integrated into the college's intellectual community. Skidmore has moral obligations to offer opportunities to high quality students with differing levels of resources, to model the values so many of us espouse, and to create an environment in which our students can learn to value and participate in a diverse society. Narrowing the gap between Skidmore's financial aid resources and those available to the institutions with which we compete for students is a necessary step towards achieving these goals.

## Mind and Hand

This broad rubric characterizes a number of important aspects of the Skidmore vision and experience. It has historically referred to the partnership of abstract, theoretical reasoning and practical application, both of which have shaped the classic liberal arts as well as the pre-professional programs at the College. Work in science labs, art studios, computer labs, and internships, in addition to pre-professional programs are visible examples of this integration. We believe it is important the pre-professional

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## International and Intercultural Studies

Our development of substantial interdisciplinary offerings has been accompanied by growth in our international opportunities and, to a more limited extent, intercultural courses. We hope that the College will explore ways of incorporating international students and international study into our strategies for increased diversity. We would also like to suggest that the new requirement for courses on diversity is a perFECt example of an important innovation that will have difficulty succeeding without additional support.

## Technology

There is clear potential for exciting new learning opportunities to develop through the use of technology. CEPP supports the continued integration of technology in the Skidmore educational experience, but we do not believe that technological innovation in pedagogy deserves primacy over other types of innovation. The faculty should continue ongoing conversations about how best to utilize technological resources in carrying out our mission, keeping in mind Skidmore's strength in rigorous personal interaction and discourse. For now, we recommend maintaining the current, substantial commitment to developing information technology.

## Summary

In sum, CEPP urges the College to plan for the strengthening of current educational and curricular undertakings by providing additional faculty and other resources to promote current initiatives.

## CEPP (2001-2002)

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John Berman  
John Brueggemann  
Pat Fehling  
Frank Gonzalez  
Doug Humphrey '03  
Mike Meguerdichian '02  
Pat Oles  
Linda Simon  
Janet Sorensen

## Attachment B

## On-Line Learning

## CEPP PROPOSAL

CEPP recommends that the current practices for granting credit for courses taken at other institutions be extended to allow the inclusion of on-line courses in cases where the Registrar or CAS and the department ch

2. How should the extent of student-to-student and faculty-to-student interaction relate to the granting of credit?

3. Should Skidmore make a greater effort to find out what resources and teaching methods are used in on-line courses than in traditional courses?

CEPP 2001-2002

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