

General Education Curriculum  
Criteria for New Requirements  
May 12, 2020



Faculty proposing Bridge Experience courses should clearly designate which elements constitute the Practice/Application component for the Curriculum Committee review process. If the applied portion of the course is a research activity that would require IRB review and approval, these course activities must receive IRB approval prior to Curriculum Committee review. Although Bridge Experiences courses are capped at 18 students, faculty may request a lower enrollment cap to facilitate the needs of a particular Practice/Application activity. If a course consists of a standalone course plus Practice/Application add-on, the enrollment cap of 18 is strongly encouraged to promote in-class discussion. However, the instructor may request to increase the cap on the Content/Theory/Reflection component (i.e., the standalone course) by presenting justification for doing so.

Bridge Experience courses can be modifications of existing courses or new courses.

### Additional Criteria

- Bridge Experience courses, unlike FYE courses, are eligible to double-count.
- Because students should have diverse course preparation to meet the integrative intent of the Bridge Experience requirement, all Bridge Experience courses will be 200- or 300-level.
- Although some 200- and 300-level courses are open to first-years and seniors, students must take Bridge Experience courses no earlier than the first semester of their sophomore year and before the first semester of their senior year.
- Bridge Experience courses may have prerequisites.
- There is no limit to the number of Bridge Experience courses that a student may take.
- Students are expected to be on campus when fulfilling the Bridge Experience requirement (i.e., not studying abroad or using transfer credit).

### Process for Approval

Prior to submitting your course proposal to the Curriculum Committee, all Bridge Experience Courses will be reviewed and approved by the Bridge Experience Director. Course proposals must include the following:

Learning Goals for course, reflecting the Bridge Experience focus on power and justice

A clear

- Museum exhibition
- Citizen science project
- Focused problem solving (wicked problems, hackathon)
- Interactive Educational Program for Children/Teens

## Senior Experience Coda

(1 course or a capstone experience)

Students in the Senior Coda will further integrate many aspects of a broad liberal arts education and will have the opportunity to imagine themselves—productively, creatively, passionately, and responsibly—as citizens in the world they are facing beyond graduation. The term coda comes from dance, music, and theater, where it describes the final section of a piece that serves to summarize the preceding passages but also introduces a final, novel idea. Coda captures the intended spirit of the Senior Experience, which should strive to enable students to integrate their previous experiences at Skidmore while at the same time fostering the production of new and creative ideas. The Coda is a moment for a student to simultaneously reflect on his/her/their academic past and look to the future.

Students in their senior year will complete a final project

- Existing maturity-

2. Consciously and reflectively examine their liberal arts education. Students are expected to engage intentionally and thoughtfully with the process of reflecting on their college experiences.
3. Connect to the broader world of academic discourse and/or the world outside of academia. Students should have the opportunity to imagine themselves—productively, creatively, passionately, and





- 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 630 on the MSAT I examination or 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 **by the start of their Junior year and** prior to enrolling in an AQR course. FQR courses are

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 an 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 analysis, 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.

## **Global Cultural Perspectives**

(1 course)

Courses that qualify for the global cultural perspectives requirement are those courses in which students develop intercultural understanding and global perspectives by turning their attention away from western, Eurocentric cultural traditions to study such topics as the global south, first nations/indigenous peoples, colonialism/formerly colonized nations, and mass migration, including comparative approaches to these topics. In these courses students may also examine the social, economic, political, historical, literary, philosophical, religious, and/or aesthetic aspects of different cultures and their global contexts.

### **Curricular Guidelines**

The course should:

1. Prompt students to examine their cultural self-awareness, worldviews, and fundamental values.
2. Promote understanding of key aspects of cultures, attending to their complexity, variations, and change over time.
3. Address structures of power



## **Artistic Inquiry through Practice**

(1 course)

Students in a course that satisfies the artistic inquiry requirement will develop an understanding of creative expression through hands on engagement in a performance, plastic, visual, digital, or literary art. That practice may include such aspects of the creative process as invention, interpretation, investigation, manipulation, and discovery, which leads to critical and creative problem solving. Through the critique and analysis of artworks, students will develop a context for and an understanding of their own creative engagement as well as the creations of others. Students will directly experience the thought processes and actions involved in the creation of artistic forms and should learn how to analyze, interpret, and criticize such forms. Students will achieve the advancement of technical proficiency and the refinement of critical aesthetic sensibility.

## **Curricular Guidelines**

(1 course)

Artistic Inquiry through Practice Courses involve sustained engagement with a practice-based artistic process. Through this engagement, students will:

Develop technical facility through extended, hands-on practice.

Formulate and apply creative problem-solving approaches through active processes such as invention, interpretation, investigation, and manipulation.

Develop critical aesthetic judgment through analysis, synthesis, and interpretation in the larger context of an artistic discipline. Assess, respond to feedback, and revise their individual work.

Courses that satisfy this requirement will take students beyond mere exposure to an artistic discipline. Rather, they will be of a duration that affords immersive learning and ie ofw {a)-1 (n)1er

**Humanistic Inquiry and Practice**  
(1 course)





## **Laboratory or Fieldwork Component**

The laboratory or fieldwork component of the course will:

- Be at least one credit of the course ([see Skidmore College Policy on Contact/Credit Hours 2. Activity Supervised as a Group](#)).
- The majority of the time actively engage students in at least one of the following ways:
  - Inquiry-based (open-inquiry, research-based) instruction where the outcome of the study is not known beforehand, including to the instructor, and based on previous work students formulate the problem, develop their own procedure, perform the investigation, critique and analyze the results, and draw conclusions based on the empirical evidence.
  - Discovery-based (guided-inquiry) instruction where the instructor guides the students to learn about known phenomena. The outcome of the study is known ahead of time to the instructor but not to the students. Students are introduced to a topic in the laboratory or field where they use an established procedure to gather data which they analyze and use in the course with the instructor's guidance to develop an understanding of the underlying principle based on empirical evidence.
  - Problem-based instruction where students develop their own approach to address a particular question or problem. The outcome of the study is known ahead of time to the instructor but not to the students. Students develop their own procedure, perform the investigation, and critique and analyze the results to address the question or problem posed by the instructor and determine the conclusions of their investigation based on empirical evidence.