



## OVERVIEW

The general education curriculum reflect



in consultation with the appropriate department chair or program director, approve up to 8 maturity-level credits for study at another institution. CAS does not limit the amount of maturity-level credit that may be awarded in transfer for students participating in an approved off-campus study program.

With the appropriate approval, students may satisfy their general education requirements while studying abroad.

All courses in the proposed general education curriculum except the FYE seminars may fulfill other requirements at the College. A single course can satisfy up to two of the general education requirements.

# INTEGRATIONS

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(Denson, 2009; Chang, 2002; You and Matteo, 2013; Neville, et al, 2014), especially when students took additional coursework and or workshops on diversity (Neville, 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).

Under our current curriculum as part of the Culture-Centered Inquiry requirement, students take one course from either the Non-Western or Cultural Diversity clusters. For the graduating classes of 2013-2016, 46.0% of the graduates did not take a Cultural Diversity course during their college education and 33.5% did not take a Non-Western course. Of the 2013-2016 graduates, 59.4% took only one course combined from the Non-Western or Cultural Diversity clusters during their time at the College.

Given the assessment data and research on the impact of courses addressing diversity, we believe the Bridge Experience: Power and Justice requirement in the curriculum, along with a separate Global Cultural Perspectives requirement, will better support the aforementioned student learning goals.

**References:**

Bowman, N. K. (2010). College diversity experiences and cognitive development: A meta- analysis. *Review of Educational Research* 80, 4-33.

Bowman, N. A., Brandenberger, J W., Hill, P. L., & Lapsley, D. K., (2011). The long-term effects of college diversity experiences: Well-being and social concerns 13 years after graduation. *Journal of College Student Development* 52, 729-739.

Chang, M. J. (2002). The impact of diversity on college students' critical thinking skills. *Journal of Diversity Management* 3(4), 348-358.

Gurin, P., Nagda





The culminating courses/projects/essays/presentations/exhibits/performances should demonstrate: 1. that graduating seniors have engaged with their academic work in an integrative and creative manner, and 2. that they have drawn relevant connections to academic discourse, to society, and between various academic experiences throughout their time in college. CEPP envisions that senior Coda projects may be made available to the Skidmore community at the end of spring semester.

CEPP COMMENT:

Our Goals for Student Learning and Development call for our students to “demonstrate advanced learning and synthesis in both general and specialized studies,” to “apply learning to find solutions for social, civic, and scientific problems,” to “develop an enduring passion for learning,” and to “engage in and take responsibility for learning; strive for excellence.” The integration of knowledge, concepts, and ideas from a range of experiences is at the heart of a liberal arts education. Of the current graduating class (Class of 2017), 89.8% are participating in a culminating experience, typically through a major. We believe all students should have a culminating experience where they are challenged to integrate what they have learned, reflect on their education, and connect to the broader world of academic discourse and or the world outside of Skidmore College. The Senior Coda provides an opportunity for all students to have such a learning experience while also highlighting the many senior experiences already offered at the College. The Coda asks all of us to be more intentional in how we facilitate students’ engagement with their Skidmore education and how it connects to the broader world.

[See links to further resources at the end of the proposal]

## FOUNDATIONS

### **Applied Quantitative Reasoning**

(1 course)

To be completed by the end of the sophomore year - prerequisite: placement or Fundamental Quantitative Reasoning (FQR) course

[A committee of stakeholders has already written learning goals and criteria for course approval. Departments or programs and curriculum committee will determine appropriate credits for qualified courses].

Students must complete one applied quantitative reasoning course. Although the specific context may vary, AQR courses include the study and use of quantitative methods as a primary organizing principle of the course. In an AQR course, students will develop and use quantitative skills in an applied setting to consider, model, and solve discipline-specific or interdisciplinary real-world problems and interpret and communicate their results. The course will have an FQR course as a prerequisite. Upon completing the AQR requirement successfully, students will be able to do each of the following:

- x Use statistical and/or mathematical models to characterize empirical data;
- x Understand, model, and predict the behavior of populations or systems;
- x Interpret and communicate results orally and/or in writing; and
- x Use quantitative reasoning for informed decision-making.

AQR Course Approval (0)41[. dQ.

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:

- x Be able to perform mathematical calculations involving estimation, basic formulas, units, percentages, fractions, statistics, probability, and geometry;
- x Be able to formulate and apply basic algebra skills;
- x Understand, interpret, and apply mathematical concepts and calculations in his/her daily life;
- x Effectively communicate and discuss mathematical concepts and results both orally and in writing; and
- x 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:

- x 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;
- x Placing into AQR-level coursework through the QR placement test; or
- x Successfully completing a Fundamental





CEPP COMMENT:  
Courses

**Writing**

(1 course)

To be completed by end of 2nd year; prerequisite: placement or successful completion of EN 103.

[A committee of stakeholders will further refine the learning goals and criteria for improving courses. Departments or programs and c



## INQUIRIES

### **Artistic Inquiry through Practice**

(1 course)

[A committee of stakeholders will further refine the learning goals and criteria

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 call for our students to “acquire knowledge of human cultures and the physical world through study in the arts, humanities, languages, mathematics, natural sciences, and social sciences.” to “think critically, creatively, and independently,” and to “gather, analyze, integrate, and apply varied forms of information; understand and use evidence.”

[See link to further resources at the end of the proposal

**Scientific Inquiry through Practice**

(1 course)

[Based on the recommendation of the 2012 CEPP subcommittee on Science Literacy. A committee of stakeholders will further refine the

- x 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;
- x Discovery based activities where students use an inductive and/or deductive approach to learn about known phenomena in the universe; and
- x Problem-based activities where students develop their own inductive and/or deductive methodology to address a particular scientific question and/or problem.

CEPP COMMENT:

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**Information Literacy**

[Departments and Programs will consider ways in which discipline information skills can



forms of information; understand and use evidence,” to “engage in and take responsibility for learning; strive for excellence,” to “develop practical competencies for managing a personal, professional, and community life,” and to “think critically, creatively, and independently.” The 2012 assessment Writing in the Major Report revealed our students had “[p]roblems with sources and citations, doing literature reviews, and citing sources appropriately and correctly.” The Middle States Standards for Accreditation and Requirement 5 (i)-27Q8 (n)-45 (n)-1 (tati13.7

## Supporting Resources\*

What are our Goals for Student Learning?

- x **Goals for Student Learning and Development (GSLD)**

What does our ongoing Self-Study say about our curriculum?

- x **Skidmore's Middle States Self Study Report**

What are the requirements of our existing Curriculum?

- x **Checklist of All-College Degree Requirements**
- x **All-College Curriculum With Links to Guidelines**