CEPP Meeting Agenda

January 25th, 2019

Scribe: Bina

1. Discuss/Approve the minutes of last meeting (12.06.18)
2. Review Bridge Experience criteria (appended below)
3. Goals for semester
   1. Continue work on qSET review
      1. What is/are this committees goal(s) for our external visitor?
   2. Discuss potential policy on creation or elimination of minors
   3. Discuss potential policy on certificate programs
4. Conclude

**Bridge Experience: Power and Justice**

(1 course, 200-level, enrollment cap of 18)

Course Structure

Bridge Experience courses have two components: Content/Theory/ Reflection and Practice/Application. The Content/Theory/ Reflection component should constitute at least one credit hour. The Practice/Application component must be at least one credit hour. These components can be integrated in a single course or be a separate standalone course combined with a 1-credit Bridge Experience add-on for the Practice/Application component. The 1-credit add-on may be an optional part of the course, in which case only those students completing the add-on may receive Bridge Experience credit. That said, students must complete both the Content/Theory/Reflection standalone course and the Practice/Application add-on in order to receive Bridge Experience credit.

Content/Theory/Reflection Component

Bridge Experience courses consider multiple definitions of or perspectives on power and justice to explore the ways in which unequal distributions of power affect individuals, groups, and communities. Through both overt and covert forms of discrimination, rights and privileges are not always allocated fairly. In scrutinizing the resulting inequalities, students in Bridge Experience courses examine different constructions of identity—of others and of self—and reflect upon their own positions, in their respective communities and on campus. Thus, a significant portion of the course should address contemporary inequality in the United States, the temporal and spatial context in which Skidmore students find themselves. For courses in which content focuses on historical or non-US content, the instructor should make it clear how this course addresses the contemporary US context.

Practice/Application Component

To create a truly integrated learning experience, Bridge Experience assignments require students to connect their study of identity, power, and justice to other areas of their education; e.g., their majors, previous coursework, or plans for the future. Projects and assignments in Bridge Experience courses require students to demonstrate an understanding of power and justice, moving from theory to application. Therefore projects and assignments will engage an audience beyond the classroom. Examples of appropriate activities appear at the end of the criteria.

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.

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-level.

 Although some 200-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: [tbd]

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| Sample Practice/Application Activities Events/Performances | Civic Engagement | Making/Creating |
|  Symposium   Mock trials or debates   Poster session/Pecha Kucha (20 secs+20 slides)   Moderated/facilitated conversation   Talk back – Feedback and reflection |  Making a proposal-pitch-solutions-recommendations   World café model (splitting up groups to find solutions)   Letter to the editor/Op-ed |  Blogs   Children’s book   Board game   Podcast   Short story or other fiction   Fashion design   Documentary |