

Hobart and William Smith Colleges

Baccalaureate Plan

The Baccalaureate Plan consists of three parts to be completed prior to entering the baccalaureate year:

1. A completed major audit (attach the appropriate Major Audit Form).
2. A completed minor audit or audit for a second major (attach the appropriate Minor or Major Audit Form). If you are completing additional minors or majors include appropriate audit forms.
3. A completed goals audit (see below). This form is to be completed after the major and minor audits.

Student Information (to be completed by the student)

Name (Please Print): _____ ID# _____ Class _____

Primary Major Adviser _____

Major: _____ Disciplinary Interdisciplinary

Minor (or Second Major) : _____ Minor Second Major Disciplinary Interdisciplinary

Additional Majors or Minors _____ Disciplinary Interdisciplinary

THE GOALS AUDIT (Unless the final box is checked no separate individual certification form is required for certification.)

Goals 1 and 2: These are addressed by completing any major and require no special certification.

3. Develop ability to reason quantitatively Certification completed, goal already recorded on transcript. **Otherwise:**

Course work already completed toward goal. Courses: _____

Remaining course work needed. Courses: _____

Individual certification form required with narrative essay.

4. Experience of scientific inquiry Certification completed, goal already recorded on transcript. **Otherwise:**

Course work already completed toward goal. Courses: _____

Remaining course work needed. Courses: _____

Individual certification form required with narrative essay.

5. Experience of fine or performing art Certification completed, goal already recorded on transcript. **Otherwise:**

Course work already completed toward goal. Courses: _____

Remaining course work needed. Courses: _____

Individual certification form required with narrative essay.

6. Develop a foundation for understanding difference and inequality Certification completed, goal recorded. **Otherwise:**

Course work already completed toward goal. Courses: _____

Remaining course work needed. Courses: _____

Individual certification form required with narrative essay.

7. Acquire critical knowledge of the multiplicity of world cultures Certification completed, goal recorded. **Otherwise:**

Course work already completed toward goal. Courses: _____

Remaining course work needed. Courses: _____

Individual certification form required with narrative essay.

8. Develop an intellectually grounded foundation for ethical judgment and action Certification completed, **Otherwise:**

Course work already completed toward goal. Courses: _____

Remaining course work needed. Courses: _____

Individual certification form required with narrative essay.

Certification (to be completed by the primary adviser and the student)

Adviser: I have examined the attached major and minor audits and certify that successful completion of the academic work described in the Goals Audit will address all of the Colleges' eight educational goals and objectives.

Primary Major Adviser's Signature _____ Date _____

Student: I understand that I must complete the academic work described in this plan to complete my goal requirements.

Student Signature _____ Date _____

Return this form together with the completed Major and Minor Audit Forms to the Registrar's Office.

Descriptions of Goals 3–8 from Individual Certification Forms

Goal 3. *The ability to reason quantitatively.*

Quantitative reasoning involves an understanding of magnitude and proportion, the ability to visualize those abstractions, and the ability to apply them to a problem. Courses in mathematics, the natural sciences, and the social sciences that require students to work with numbers; to recognize trends, patterns and relationships represented by those numbers; and to express conclusions drawn from such evidence, address this goal.

Goal 4. *The experience of scientific inquiry and an understanding of the nature of scientific knowledge.*

The understanding of scientific knowledge, in both its promise and limitations, is best achieved through the direct experience of investigative, scientific inquiry. Such scientific inquiry involves the development and experimental testing of competing hypotheses.

Goal 5. *An understanding of artistic expression based in the experience of a fine or performing art.*

Artistic expression can be experienced in courses in studio art, music, dance, theatre, and creative writing in which students engage directly in performance or creative effort.

Goal 6. *An intellectually grounded foundation for the understanding of differences and inequalities of gender, race, and class.*

An intellectually grounded foundation for the understanding of the differences and inequalities of gender, race and class can develop from courses that explore the historical development and social construction of difference, illuminate and allow the visualization of the experience of difference, and/or provide a framework for critique of historical and/or contemporary differences of privilege and the experience of peoples of different genders, races and classes. Students will generally address this goal through a combination of courses.

Goal 7. *A critical knowledge of the multiplicity of world cultures, as expressed for example, in their languages, histories, literatures, philosophies, religious and cultural traditions, social and economic structures, and modes of artistic expression.*

Courses in history, literature, language, and the social sciences that study and explore the multiplicity of world cultures address this goal, as does the experience of a different culture in an off-campus program. “Critical knowledge” refers to a broad understanding that allows students to understand the global complexity of the world and their place in it; this can include but is not limited to a critique of cultures. Students will generally address this goal through a combination of courses.

Goal 8. *An intellectually grounded foundation for ethical judgment and action.*

An intellectually grounded foundation for ethical judgment and action derives from a deep, historically informed examination of the beliefs and values deeply embedded in our views and experience. Courses that examine values, ethics, social action, social policy, social justice, and the responsibilities of citizens in contemporary society address this goal. Students will generally address this goal through a combination of courses.