

Status of Curriculum Review Process as of December 10, 2013

At a December 9 Special Meeting of the FAS, the faculty completed its seriatum consideration of the components of the curriculum. A final Special Meeting of the FAS will take place on December 12 from noon to 1:50 pm for general debate on the curriculum and a possible final vote.

Enumeration of the principles:

The principles, enumerated previously in the EPC's February 5 FAS motion and revised by the EPC on February 8 (revisions italicized), state that William & Mary COLL courses should:

1. Be taught to the extent possible by William & Mary faculty (TE and continuing NTE).
2. Provide an integrated intellectual experience during the undergraduate years that encourages students to make coherent and meaningful interconnections across disciplines.
3. Help students acquire knowledge and develop the skills and habits of critical and creative thinking and expression.
4. Explore the methodologies and epistemologies of the various academic disciplines, along with how they differ from and form synergies with one another.
5. Be structured in such a way that faculty are able to apply their best scholarly and creative work to all undergraduate students.
6. Encourage faculty to focus their attention not only on their respective major fields but also on the ways in which their fields contribute to the broader Liberal Arts.
7. Enlarge our students' global perspective through an experience of the world beyond campus.

8. Foster a sense of academic community among students and faculty.
9. Provide an active learning experience beyond the student's area of expertise.

Domain Descriptions

Arts, Letters, and Values (ALV). Courses in this domain examine the ways in which human beings express their attitudes toward and evaluations of the world in which they live. Some courses explore literature, art, music, or performance, others theories of aesthetics and human values, such as beauty, goodness, morality and justice. Students engage the world in ways ranging from the creation of their own expressive works to the evaluation of human activity and its products to the study of the social and cognitive processes involved in both creation and evaluation.

Cultures, Societies, and the Individual (CSI). Courses in this domain examine the realm of human cultures, societies, and individuals through their development, organization, and interaction. Some courses employ mathematical modeling, statistical analysis, and scientific experimentation; some, the analysis of artifacts and texts; and others, observation, inference, and extrapolation. Students learn to describe, theorize, and explain human cultures, societies, and individuals in their variety over time and space.

The Natural World and Quantitative Reasoning (NQR). Courses in this domain examine the natural world and physical universe and the means by which humans observe, measure, model, and interpret it. Courses explore the process of scientific discovery, including the methods required to gather and assess empirical data, investigate the predictions of existing theories, and develop experimentally testable hypotheses. Courses may also focus on mathematical or computational methods as applied to these investigations. Students develop their understanding not only of the foundations, implications, and uses of scientific knowledge but also how scientific approaches can be used to create tangible products.

COLL 100 and 150

Intellectually, COLL 100 courses are about “big ideas”—the significant

questions and concepts, beliefs and creative visions, theories and discoveries that have shaped our understanding of the world. Students will encounter and learn about the discoveries, texts, and knowledge that are fundamental to further study in one or more academic disciplines. Among the goals of these courses, which can be taught within or across departments, are to give students a sense of the excitement of scholarly inquiry, and to challenge students to think rigorously about important ideas.

Pedagogically, COLL 100 courses introduce students to the College's library and other academic resources, and to the ways information is accessed, evaluated, and communicated. As appropriate to the course, COLL 100 courses encourage students to develop and practice communication skills beyond the written word and into the realms of visual, quantitative, oral, digital, and/or multi-media expression. These 4-credit courses fulfill the state-mandated digital information literacy requirement. COLL 100 classes are limited to 25 students, unless team-taught. One COLL 100 is required of each freshman.

COLL 150. COLL 150 courses are Freshman Seminars that challenge students to think deeply about a particular topic. COLL 150 works to strengthen written and oral communication. Students engage in in-depth study, with group discussion and deep readings of texts, data, or methods of inquiry from the discipline. These 4-credit courses fulfill the lower-division writing requirement. One COLL 150 is required of each freshman. COLL 150 is required for transfer students.

COLL 200

Each COLL 200 course belongs to one or more of the domains. Each of these courses significantly enhances student knowledge of a specific topic and also calls upon students to think about how its discipline fits into the broader framework of the Liberal Arts. Thus, each course emphasizes ideas and methods central to its domain(s) while also looking outward to one or both of the other domains. To the extent possible, COLL 200 courses also give students the opportunity to put methodologies represented in the course into practice. Every student must take a total of twelve 200-level credits, with at least one course in each domain of no less than three credits. One COLL 200 must be taken in year 2; transfer students must take one during their first year at William and Mary. COLL 200 courses may or may not have prerequisites.

COLL 300

COLL 300. Typically takes place in year 3. It joins students with people, places, and ideas that lift them out of their familiar surroundings and deepen the way they see themselves in the world. It asks that students use their knowledge, their emerging expertise in framing questions, and their communication skills to engage the world in a self-reflective, cross-cultural way.

Students will fulfill the requirement through people-to-people, cross-cultural experiences that carry at least 3 credits. These experiences may take place in an international setting, where students study with W&M or non-W&M faculty. Other opportunities to fulfill COLL 300 include participation in W&M D.C. Programs that focus on global issues. Students may also register for W&M off-campus, credit-bearing initiatives that involve encounters with different environments and cultures. Alternatively, they may fulfill COLL 300 through the W&M Colloquia, academically rigorous courses of at least 3 credits that highlight one or more of the three domains, address global issues, and are organized around a series of lectures by W&M faculty, visiting scholars, artists, and public intellectuals. Students may take the W&M Colloquium at any time.

COLL 400

COLL 400. The COLL 400 capstone experience will require students to take initiative in synthesis and critical analysis, to solve problems in an applied and/or academic setting, to create original material or original scholarship, and to communicate effectively with a diversity of audiences. Students can fulfill this requirement through upper-level seminars, independent study and research projects, and Honors projects, as deemed appropriate by departments, programs, or schools. COLL 400 may but need not have an interdisciplinary focus as students can synthesize material within as well as across disciplines. COLL 400 capstone experiences must be at least 3 credits, taught by continuing W&M faculty, and normally be taken in the senior year.

ADDITIONAL REQUIREMENTS

Additional Credits in the Knowledge Domains. Courses in the

Undergraduate Catalog will be designated as belonging to one or at most two of the three domains, as recommended by departments and programs, and with EPC approval. Students will be required to take at least 2 credits in each domain, completing a total of at least 6 credits in this way. Credits from a single course may be counted in only one domain. Courses at any level, from introductory to advanced, may be used to satisfy this requirement.

[Explanatory statement: It is important to distinguish the “additional credits” from COLL 200. Both are forms of distribution requirements. COLL 200 courses satisfy particular purposes outlined elsewhere in the curriculum. The “additional credits” are normal classes offered by departments. These courses are designated as belonging to one of the three domains, or in some cases two domains. Departments and programs will propose that particular courses belong to one or two of the domains, and EPC will approve such designations. Students must take at least two credits in each of the three domains. These courses may be at any level, although it is expected that in many or most cases students will satisfy these requirements with introductory or intermediate level courses.]

Foreign Language Requirement: EPC proposes that the current foreign language requirement should remain as is.

Mathematics Requirement: This requirement can be satisfied by:

- AP/IB credit in calculus or statistics with a score of AP 4 or 5 or IB HL 5-7;
- pre-matriculation transfer credit for a course in calculus or statistics;
- any William & Mary course in calculus or statistics;
- or any William & Mary course carrying the designation M, in which students formulate mathematical arguments and use mathematical procedures in the solution or exploration of problems external to mathematics.

[Note: We anticipate that quantitative methods classes offered by social science departments will satisfy the mathematics requirement, but that research methods classes that are not primarily focused on statistics will not qualify. Upon adoption of the curriculum, a committee will be formed to sort out the specifics.]

Active Learning Experience Requirement: Satisfied by a course at any level that includes an active learning experience and carries the designation A. Examples include: laboratory experiments; field work; music, dance, or theatrical performance; other creative expression; or credit-bearing internship.

AP, IB, A-Levels, and other pre-matriculation examinations can be applied to the College Curriculum's proficiencies and to the three additional domain courses, but cannot be applied to the courses designated COLL (COLL 100, COLL 150, COLL 200, COLL 300, COLL 400).

Overlap in requirements. A single course may fulfill only one COLL requirement (COLL 100, COLL 150W, COLL 200, or COLL 300). A maximum of three courses may be counted toward the COLL requirements and toward the major.

The ten-semester rule and the 72-hour rule are unchanged.

Writing proficiency/ Major writing requirement is unchanged. [Will commonly be satisfied by COLL 400.]

[Deferred until Spring Semester. The Dean's Office is currently engaged in negotiations with the State and community colleges over rules concerning transfers. This issue will be brought before EPC and FAS in the Spring.]

Proficiencies

Credit Hour Residency. Reaffirmed.

Ten Semester Rule. Reaffirmed.

Seventy-two hour rule. Reaffirmed.

Credit hour limitations in Dance, Applied Music, Military Science, Physical Activity, Statistics. Reaffirmed.

Foreign Language Proficiency. Reaffirmed.

Mathematics/Quantitative Proficiency. Slightly modified in new curriculum. See above under Additional Requirements.

Lower Division Writing Requirement. Now absorbed into COLL 150.

Major Writing Requirement. Reaffirmed.
Digital Information Literacy Exam. Now absorbed into
COLL 100.
Major Computing Requirement. Deleted.
Freshman Seminar Requirement. Now fulfilled by COLL 150.