

Year-end Report

Curriculum Review Steering Committee (CRSC) May 1, 2012

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YEAR-END REPORT

Curriculum Review Steering Committee

The Committee's Charge and Members

In his September 2010 memo to Deans Strikwerda, McLaughlin, and Pulley, Provost Michael Halleran asserted the need for a meaningful curriculum review and grounded this assertion in the College's strategic planning. The Provost asked Dean Strikwerda to take the lead in initiating the review, suggesting that it focus, above all, on developing a more "vibrant and exciting liberal arts education for our students." The Provost further suggested that the scope of the review include interdisciplinary approaches, international learning opportunities, the general education requirements, and student courseloads. (Appendix A, the Provost's Memo)

Dean Strikwerda set the review process in motion, working with the Faculty Affairs Committee and the Deans Advisory Council. A joint FAC/DAC recommendation to appoint a Curriculum Review Steering Committee was approved at the February 1, 2011, meeting of the Faculty of Arts & Sciences. The Steering Committee's charge includes a review of general education and extends to the college-wide requirements for the baccalaureate degree as listed on pages 55-59 of the 2010-2011 Undergraduate Course Catalogue. (Appendix B, the FAC recommendation; Appendix C, pp. 55-59)

Membership on the Curriculum Review Steering Committee was determined by FAC, in consultation with Dean Strikwerda, with the goal of constituting a committee broadly representative of the Arts and Sciences faculty. The members are: Fred Corney, Joshua Erlich, William Hutton, Arthur Knight, Lisa Landino, Michael Lewis (co-chair), Teresa Longo (co-chair), Christine Nemacheck, Graham Ousey, Sophia Serghi, and Caroline Yates (student representative). The committee also includes liaisons from the professional schools: Bill Geary, Mason School of Business, and Jeremy Stoddard, School of Education.

The Committee's Work

The committee held its first meeting on March 25, 2011, and began work in earnest in June 2011. Our early discussions centered on questions of breadth and depth, and the possibility of designing a more integrated approach to general education. Mindful of our charge, we examined models employed at other Liberal Arts colleges and universities. We also began to articulate a vision of a general education system that would (a) allow our students to establish meaningful connections in their coursework and (b) encourage the faculty to bring their most compelling teaching to general education.

In Fall 2011, our work focused largely on gathering information about the current general education system. The committee consulted members of the previous

Curriculum Review Steering Committee, the Interim Dean of the Faculty of Arts & Sciences, the Dean of Undergraduate Studies, the Dean of Libraries and the Instructional Librarians, the Vice-Provost for International Affairs, the Registrar, the Director of the Writing Resources Center, and the Employer Advisory Board of the Cohen Career Center. In October, we surveyed the faculty and conducted a series of faculty and student focus groups. (Appendix D, work of the Steering Committee)

Research findings. The results of our research did not entirely surprise us. We expected to find enthusiasm for freshman seminars and frustration about the numbers of GER4B offerings, and we did. Other findings were less predictable. We learned, for example, that an average of 40 percent of all incoming freshmen satisfy both GER 1 and 5 through AP, IB, or dual enrollment before matriculation; 70-80 percent satisfy the foreign language proficiency requirement before matriculation; in 2011-12, 65 of 117 freshman seminars were taught by TE faculty, 32 by NTEs, and 20 by adjuncts; and in 2010-11, excluding applied music courses, only 49 percent of GER courses were taught by TE faculty. (Appendix E, summary report of research findings)

The committee's fall semester work, especially the October focus groups, revealed the following concerns about the current general education system: students and faculty see the current system as a "box-checking" exercise; there is a lack of clarity in the intent and classification of GER courses, and how the courses contribute to a general liberal education; students recognize their responsibility in becoming a liberally educated person, but this process and their role in it is not clearly explained at the College; while faculty and employers stressed the importance of writing and communication skills, faculty frequently expressed the view that the writing requirements in the general education system were not sufficient to developing writing and research skills; given the numbers of GER courses taken outside the College, the system no longer ensures that every student experiences a distinctive William & Mary education outside the major; and while our permanent, full-time TE faculty may be doing extraordinary work with the majors, their most "vibrant and exciting" work does not reach as many students as it could. We also found among our faculty a wealth of creative ideas for how we could do better. (Appendix F, detailed report of faculty and student focus groups; Appendix H, summary of comments from employers)

Design of a new proposed general education curriculum. From November through January, the Steering Committee turned its attention to designing a structure for a new proposed curriculum. As we worked, we kept the following objectives in mind: construct for our students a clear pathway through the Liberal Arts; make general education part of every one of a student's years; create a distinct identity for general education at William & Mary; make general education a distinctive part of a William & Mary education; and open up general education to the faculty's most vibrant and exciting work; construct for our students a clear pathway through the Liberal Arts. After extensive deliberation, the committee agreed that the proposed curriculum would also emphasize important questions pertinent to the Liberal Arts, make meaningful connections among the Liberal Arts courses, strengthen our students' awareness of the Liberal Arts' global context, and challenge students to engage more actively their Liberal Arts education. More narrowly, the committee sought to provide additional opportunities for all of our students to develop their communication skills (writing, to be

sure, but also visual and digital communication, and the communication of quantitative information) as well as other cognitive and analytical skills.

Faculty conversations. We presented our work to the faculty in two conversations held February 28-29 and another two conversations held April 10-11. On each occasion, we listened attentively to faculty questions and recommendations and responded accordingly. The proposed curriculum is the result of our fall semester research and our sustained conversations with faculty throughout the year.

The Proposed Curriculum

A defining characteristic of the College of William and Mary is the Liberal Arts education embodied in its undergraduate curriculum. The Liberal Arts, in the committee's view, is not a cluster or sequence of courses taken in specific disciplines. The Liberal Arts is a way of thinking about knowledge and how it is produced, communicated, and used. The curriculum proposed here will guide students through a learning experience that integrates skills and habits of thought fundamental to twenty-first-century citizenship. Throughout their four undergraduate years students will systematically develop their abilities to inquire (frame questions, reason, create, solve problems), communicate (write, speak, visualize, perform), and collaborate. In concert with the students' major studies, this Liberal Arts education will develop in students both a global perspective and an understanding of how their agency, stewardship, and leadership can shape their future lives and careers.

Courses in the proposed curriculum extend from the first through the fourth years with a design and content that consciously provide an overall context for the students' Liberal Arts experience. In the first year, the complementary courses COLL 100 and COLL 150 provide a common experience for students and lay the groundwork for a coherent Liberal Arts education. In the second year, COLL 200 introduces students to the key ideas and methods of three knowledge domains and the relations among them. In the third year, COLL 300 courses challenge students to connect theory to practice and to place their work in a global context. In their coursework in each of these years students accumulate graded pieces for the COLL 400 portfolio; and in the senior year, they construct and present through this portfolio a cohesive account of their William and Mary education. An additional 6+ credits, with at least 2 credits taken from each of the three knowledge domains, provides added breadth and rounds out the Liberal Arts education. This total of 30+ credits, together with various proficiencies and requirements, comprises the proposed curriculum. Elements of the proposed curriculum are described in detail in the pages that follow.

Just as the committee's research findings revealed concerns about the current general education system, the process of designing the proposed curriculum brought to the forefront several critical areas requiring enhanced support for faculty teaching and student learning. The committee could have viewed these resource shortfalls as constraints to work within, or as roadblocks to work around. Instead, we have identified these areas, described how the additional resources are needed to support the proposed curriculum, and assigned them to an entity we term The Center, discussed in

more detail below. We believe the activities and funding envisioned by The Center are needed to support a William and Mary curriculum and that its full funding should be among the highest priorities of the College.

Some overarching aspects of the proposed curriculum warrant mention and discussion.

The COLL concept. Courses for the proposed curriculum will be owned by the College's faculty as a whole, rather than by individual departments or programs, and will receive the designation COLL. These courses represent a total of 24 credits and do not encompass the 6+ credits that round out the Liberal Arts. The Educational Policy Committee retains its traditional oversight of all courses appearing in the Undergraduate Catalog.

Four-credit courses. The committee has assigned 4 credits to the COLL 100, COLL 150, COLL 200 courses. This is consistent with our goal of allowing students the freedom to strive for greater depth and higher levels of achievement in each of these courses. There is precedent for de-linking credits from credit hours to accomplish this goal. To the extent that departments and programs also see pedagogical benefits in designating courses as carrying four credits rather than three, we recommend they have the opportunity to do so.

Mathematics. Committee members discussed at length the role of mathematics in the proposed curriculum, its place among the three knowledge domains, and the ways in which mathematics provides a language and skills critical to other disciplines. In some ways mathematics functions similarly to a foreign language, and the committee has recommended the addition of a Mathematics Proficiency, to be satisfied by calculus, AP/IB credit or high SAT score, a statistics course designed to support study in the sciences or social sciences, or a Theory and Practice of Mathematics course that teaches mathematics in relation to college-level subjects.

Initially the committee assigned mathematics to the knowledge domain designated as Scientific and Quantitative Reasoning; then removed it; and then, following the April faculty conversations and continuing faculty recommendations, reinstated the original designation. Part of our thinking is that adding the word "quantitative" potentially brings a number of other disciplines that use scientific reasoning and empirical exploration into the mix of this domain. Finally, the committee recommends that a Quantitative Resources Center be established as a companion to the existing Writing Resources Center, and that both of these student learning resources be integrated into The Center.

Enhanced role for faculty advising. The role of faculty in advising undergraduate students is a signature strength of the College and is valued by the faculty. The proposed curriculum significantly enhances the advising role by designating COLL faculty advisors whose guidance extends throughout the students' academic careers and provides students with consistent faculty mentoring outside of their majors.

A primary charge for the COLL faculty advisors is to discuss the intellectual and pedagogical goals of the proposed curriculum, encourage students to explore the full range of the Liberal

Arts, and help students make informed choices along the way. COLL faculty advisors will also supervise their students' accumulation of portfolio pieces throughout the four years and grade the resulting COLL 400 portfolios. COLL faculty advisers are not intended to supplant the major advisors.

The committee envisions a small number of students assigned yearly to each COLL faculty advisor, with commensurate compensation. The Center will assume responsibility for recruiting, training, and providing ongoing support to COLL faculty advisors; and for integrating into the overall advising structure the continuing work of the A&S Academic Advising Office.

The Center

As was mentioned above, the process of designing the proposed curriculum brought to the forefront several critical areas requiring enhanced support for faculty teaching and student learning. We have identified these areas, described how the additional resources are needed to support the proposed curriculum, and assigned them to an entity we term The Center. We believe the activities and funding envisioned by The Center are needed to support a William and Mary curriculum and that its full funding should be among the highest priorities of the College.

The committee conceives The Center as a primarily intellectual construct that translates into certain kinds of physical spaces and funding. This will be a major academic unit with a high-level director and support staff. It could house an oversight committee of interested and committed faculty representing all levels of our tenure-eligible faculty who choose to dedicate part of their professional careers to the College Curriculum.

Broadly charged with supporting the courses, activities, and initiatives of the College Curriculum, The Center we envision addresses at a minimum the critical teaching and learning needs described below.

Support for faculty who propose/develop COLL courses. This would include financial support for the design of curriculum-specific courses, logistical support for running innovative and labor-intensive course elements, and collegial support in the form of occasions for faculty to work together on their teaching in the College Curriculum.

Support for the enhanced Faculty Advising system. This would include responsibility for recruiting, training, and providing ongoing support to COLL faculty advisors, compensating these advisors commensurately for their work with students, and integrating into the overall advising structure the continuing work of the A&S Academic Advising Office.

Support for COLL 300 planning and development. Faculty members teaching COLL 300 will need administrative support to plan and coordinate the colloquium events as well as funding to bring major public intellectuals to campus.

Writing Resources Center. We propose that this existing student resource be located within The Center and that its mandate explicitly extend to supporting the writing skills

needed across the curriculum. This could take the form, for example, of learning modules that address how to write a policy brief or how to develop content for a conference poster session.

Quantitative Resources Center. We propose that this new student resource be located within The Center and that its mandate explicitly extend to supporting the quantitative skills needed across the curriculum. This could take the form, for example, of learning modules that address the mathematics underlying statistical research or biomathematics.

General administrative support. We expect that the faculty committee overseeing The Center will require general administrative support and that The Center staff and faculty will have a liaison role with existing entities such as the Charles Center, the Educational Policy Committee, Instructional Technology, Swem Media Center, Swem Library and the instructional librarians, and so forth.

Physical needs. We propose that the physical spaces associated with The Center be driven by its intellectual mandates and related needs (e.g., meeting space for faculty collaboration, private consultation areas for COLL faculty advisors and Academic Advising staff, appropriate spaces and technology available for the student learning components). Ideally these physical spaces would be contiguous and in a central campus location with ready access to additional student learning resources.



COLLEGE CURRICULUM

Proposed

Year 1

COLL 100
COLL 150

Year 2

COLL 200
COLL 200.....
COLL 200.....

Year 3

COLL 300

Year 4

COLL 400

..... 6+ credits

A William and Mary Curriculum

COLL 100: First-year Experience

COLL 150: First-year Experience

COLL 200: Ways of Knowing

COLL 300: William and Mary in the World

COLL 400: Portfolio

6+ credits: Rounding Out the Liberal Arts

Proficiencies and Requirements



COLLEGE CURRICULUM

First-year Experience

Year 1
COLL 100
COLL 150

Year 2
COLL 200
COLL 200.....
COLL 200.....
..... 6+ credits

Year 3
COLL 300

Year 4
COLL 400

Proposed: COLL 100 and COLL 150 are required of all first-year students. These two complementary courses provide a common experience for students and lay the groundwork for a coherent liberal arts education. COLL 100 courses challenge students to think about important ideas and introduce them to the rigor and excitement of college-level work. COLL 100s are grouped into "common themes"; and, to the extent possible, COLL 100 and COLL 150 are offered at times designated as "common periods."



Example COLL 100: Da Vinci's World

Fall or Spring (4)

What is the relationship between Renaissance Humanism and Natural Philosophy, and what can Da Vinci, a master of both, tell us about art, science, and education? This course explores Da Vinci's influence in his time, with an eye to the role of his art, inventions, and theories in twenty-first-century culture.

T/TH common period

Goals/skills: Like all COLL 100 courses, this course works to strengthen written, oral, and visual communication, with an emphasis on the latter two. Further, the course will introduce students to academic inquiry and to academic resources at the College. Collaboration will also be a focus of the course; one of the assignments will be a group presentation. This course fulfills the (state-mandated) digital literacy requirement. *Exact number of writing assignments and oral or visual presentations: TBD*

Common Theme: This course would be located under the Revolutionary Ideas theme.

Enrollment: 30-40 students

COLL 400 portfolio: Two graded assignments will be included in the COLL 400 portfolio.

► **The Center:** Support for faculty who choose to propose/develop COLL courses.



COLLEGE CURRICULUM

First-year Experience

Year 1

COLL 100

COLL 150

Year 2

COLL 200

COLL 200.....

COLL 200.....

..... 6+ credits

Year 3

COLL 300

Year 4

COLL 400

Proposed: COLL 100 and COLL 150 are required of all first-year students. These two complementary courses provide a common experience for students and lay the groundwork for a coherent liberal arts education. COLL 150 courses challenge students to think deeply about a particular topic and introduce them to the rigor and excitement of college-level work. To the extent possible, they are offered at times designated as "common periods."



Example COLL 150: Da Vinci's Journals, Drawings, and Notes

Fall or Spring (4)

What can Da Vinci's small sketches and drawings tell us about the creative process? This course examines the historical, religious, and technical aspects of such foundational works as Vitruvian Man and The Virgin of the Rocks as well as the lesser-known pieces contained in the artist's notebooks.

M/W/F common period

Goals/skills: Like all COLL 150 courses, this course works to strengthen written, oral, and visual communication, with an emphasis on writing. Students engage in an in-depth study into the topics, with group discussion and deep readings of texts, data, or methods of inquiry from the discipline. Assignments will include several short essays and a final project. This course fulfills the lower-division writing requirement. *Exact number of writing assignments: TBD.*

Enrollment: 15 students

COLL 400 portfolio: Two graded assignments will be included in the COLL 400 portfolio.

► **The Center:** Support for faculty who choose to propose/develop COLL courses.



COLLEGE CURRICULUM

First-year Experience

Year 1
COLL 100
COLL 150

Year 2
COLL 200
COLL 200.....
COLL 200.....
..... 6+ credits

Year 3
COLL 300

Year 4
COLL 400

Discussion of COLL 100 and COLL 150

Common Themes (COLL 100): The purposes of the common theme are: (a) groups of students within a given theme cluster share a common intellectual experience, (b) faculty have the opportunity to develop or adapt courses with new content, and (c) faculty can develop shared syllabi (e.g., courses they might team teach or hand-off/take over) beyond/outside their specializations. We envision 3-4 themes being in operation at any given time, with the faculty invited to suggest future themes. One example theme is Revolutionary Ideas.

Common Periods: An earlier draft for the new curriculum proposed that all COLL 100 and COLL 150 courses be offered within two common periods (one on M/W/F and one on T/TH). These periods would also be available for scheduling other events related to later stages of the COLL sequence. An examination of classroom and seating available to Arts & Sciences suggested this would be possible – but a significant challenge. Therefore the committee recommends that common periods be established, and that as many COLL 100 and COLL 150 courses as possible be scheduled at these times, but that this not be mandated.

Resources: COLL 150 courses will be developed from, or replace, existing courses in the curriculum and require no new expenditure. We estimate that approximately 55-60 new courses will be needed for COLL 100. We foresee most of these new faculty commitments coming from: (a) course savings resulting from the reduced number of GER sections, (b) to the extent various departments and programs choose to modify their current courses from 3 to 4 credits, a number of faculty will be freed up for other purposes, including COLL 100, and (c) anticipated decisions by departments/programs to accept some COLL 100s for their major and minor requirements, thus replacing some existing classes.

Sequence of COLL 100 and COLL 150: An earlier draft for the new curriculum proposed sequencing these courses so that all COLL 100 courses were taught in the fall semester and all COLL 150 courses were taught in the spring semester. The steering committee's data group has determined that it is not practical to offer these in sequence, so COLL 100 and 150 will need to be offered both semesters.



COLLEGE CURRICULUM

Ways of Knowing

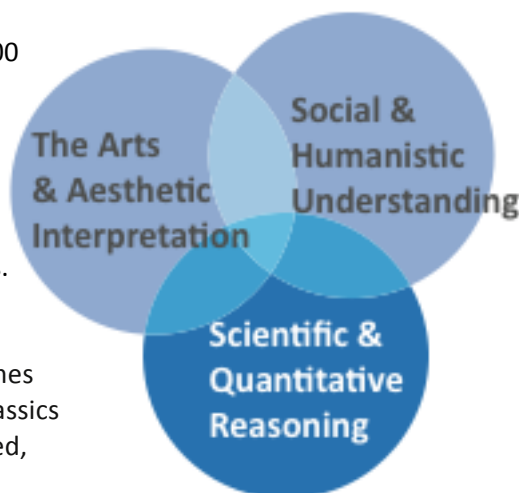
Year 1	Year 2	Year 3	Year 4
COLL 100	COLL 200	COLL 300	COLL 400
COLL 150	COLL 200.....		
	COLL 200.....		
 6+ credits		

Proposed: COLL 200 introduces students to the key ideas and methods of three domains and the relations among them:

- Broad issues of domain/disciplinary understanding: How does this domain approach understanding the world? What are the methods and assumptions of this domain?
- The overlaps between domains: What methods and assumptions do domains share? In what ways do they most differ?

Every student takes at least three COLL 200 courses, with at least one course in each domain. One COLL 200 must be taken in year 2.

Domain: Scientific and Quantitative Reasoning: Through COLL 200 courses in this domain, students learn the claims and practices of scientific and quantitative reasoning, e.g., how to gather and assess information, weigh and infer from data, theorize, investigate, and marshal evidence. The success and limitations of applying these methods to concrete situations reinforces lessons the students are learning in the other two domains.



PHYS 105: Great Ideas of Physics (3)

Introduction to the fundamental laws and dominant themes of modern physics, illustrated with selections from the classics of science writing. The course is intellectually sophisticated, but requires no math beyond ratios.



Example COLL 200: Great Ideas of Physics (4)

Introduction to the fundamental laws and dominant themes of modern physics, illustrated with selections from the classics of science writing. Scientific reasoning will be illustrated through examination of experimental results that helped to shape the modern understanding of physical law. The influence of these developments on modern technology and society will be discussed. Assignments will include independent observation and experimentation. The course is intellectually sophisticated, but requires no math beyond ratios.

COLL 400 Portfolio: A graded assignment will be included in the COLL 400 portfolio.

► **The Center:** Support for faculty who choose to propose/develop COLL courses.



COLLEGE CURRICULUM

Ways of Knowing

Year 1
COLL 100
COLL 150

Year 2
COLL 200
COLL 200.....
COLL 200.....

Year 3
COLL 300

Year 4
COLL 400

..... 6+ credits

Proposed: COLL 200 introduces students to the key ideas and methods of three domains and the relations among them:

- Broad issues of domain/disciplinary understanding: How does this domain approach understanding the world? What are the methods and assumptions of this domain?
- The overlaps between domains: What methods and assumptions do domains share? In what ways do they most differ?

Every student takes at least three COLL 200 courses, with at least one course in each domain. One COLL 200 must be taken in year 2.

Domain: The Arts and Aesthetic Interpretation: Courses teach students how to interpret the aesthetic world (e.g., art, dance, literature, film, music). Approaches emphasize how cultural objects acquire meaning, roles of the individual in producing that meaning, and the ways shared conventions shape the making of meaning. The success and limitations of applying these approaches to concrete situations reinforces lessons the students are learning in the other two domains. Depending on the course, students both produce and interpret the arts.



MUSC 213: History of Western Music (4)

A survey of the music of Western culture from its origins through to the modern period, including important composers, compositions, and the ideas that influenced them. No previous musical training required.



Example COLL 200: History of Western Music (4)

A survey of the music of Western culture from its origins through to the modern period, including important composers, compositions, and the ideas that influenced them. Assignments will include projects emphasizing both aesthetic interpretation and artistic production. No previous musical training required.

COLL 400 Portfolio: A graded assignment will be included in the COLL 400 portfolio.

► **The Center:** Support for faculty who choose to propose/develop COLL courses.



COLLEGE CURRICULUM

Ways of Knowing

Year 1
COLL 100
COLL 150

Year 2
COLL 200
COLL 200.....
COLL 200.....
..... 6+ credits

Year 3
COLL 300

Year 4
COLL 400

Proposed: COLL 200 introduces students to the key ideas and methods of three domains and the relations among them:

- Broad issues of domain/disciplinary understanding: How does this domain approach understanding the world? What are the methods and assumptions of this domain?
- The overlaps between domains: What methods and assumptions do domains share? In what ways do they most differ?

Every student takes at least three COLL 200 courses, with at least one course in each domain. One COLL 200 must be taken in year 2.

Domain: Social and Humanistic Understanding:

Courses expose students to the systematic analysis of human behavior, institutions, cultures, and societies; address historical perspectives; and examine critical events and achievements. The success and limitations of applying these analytical approaches to concrete situations reinforces lessons the students are learning in the other two domains.



▶ **Example COLL 200: Congress Shall Make no Law: The Politics of Religious Liberties and the U.S. Supreme Court**

Fall or Spring (4)

This course examines the politics of religious liberties through a social science perspective.

We will examine and analyze the historical bases for developing the protections of religious liberties in the United States. Students will also read landmark U.S. Supreme Court cases and analyze the Court's arguments over time in light of the political and institutional constraints of the period in which they were decided. The course will also include a comparison of debates on religious liberties in the United States and other legal systems.

COLL 400 Portfolio: A graded assignment will be included in the COLL 400 portfolio.

▶ **The Center:** Support for faculty who choose to propose/develop COLL courses.



COLLEGE CURRICULUM

William and Mary in the World

Year 1
COLL 100
COLL 150

Year 2
COLL 200
COLL 200.....
COLL 200.....

Year 3
COLL 300

Year 4
COLL 400

..... 6+ credits

Proposed: COLL 300 is required of all students and is typically completed in year 3. COLL 300 courses challenge students to connect theory to practice and to place their work in a global context. Like other COLL courses, COLL 300 requires students to respond to important questions in creative, scholarly ways. Courses are often, although not always, experiential.



Example COLL 300: Study Abroad in Cape Town

Summer

Two of the summer abroad credits may fulfill COLL 300.



Example COLL 300: William & Mary in Washington: The International Economy

Fall or Spring

Two of the Washington Program credits may fulfill COLL 300.



Example COLL 300: Topics in Environmental Science and Policy (ENSP 250)

Fall and Spring

E.g., mercury in the environment; two credits fulfill COLL 300.



Example COLL 300: Colloquium: Ideas that Changed the World

Fall and Spring (2)

Can an idea change the world? Scholars and artists are invited to campus to answer this question. Third-year students who do not fulfill COLL 300 in another course are required to enroll in the Colloquium for P/F credit. Enrolled students write response papers and prepare questions for the speakers. All students are encouraged to attend.

Goals/skills: COLL 300 courses require the students' creative engagement with important scholarly questions. Assignments include the oral, written, or visual presentations of their work. *Exact number of assignments: TBD.*

COLL 400 portfolio: At least one assignment will be included in the COLL 400 portfolio.

► **The Center:** Funding and staff support for the COLL Colloquium.



COLLEGE CURRICULUM

The Portfolio

Year 1
COLL 100
COLL 150

Year 2
COLL 200
COLL 200.....
COLL 200.....
..... 6+ credits

Year 3
COLL 300

Year 4
COLL 400

Proposed: The COLL 400 Portfolio requires students to construct a cohesive account of their W&M education. Students begin collecting material for the portfolio in their first semester and continue throughout their careers at the College.

Portfolio elements: Documents to be included in the COLL 400 Portfolio are:

- An introduction explaining the selections included
- Select graded assignments from COLL 100, 150, 200, and 300
- An assignment from the student's major (e.g., Honors thesis abstract, capstone project summary)
- A piece that connects the major and the Liberal Arts
- A conclusion synthesizing the student's academic experience

Goals: Students are expected to demonstrate: a broad understanding of the three domains in the curriculum; the capacity to answer important questions with clarity and depth; and the ability to synthesize and present their work in a compelling and informative way.

The portfolio provides a means for self-assessment based on the student's growth over time, and constitutes a public profile of accomplishment with potential uses in applying to graduate programs and launching careers with potential employers.



The Portfolio is compiled in electronic format(s), presented publicly, and graded P/F by the student's COLL faculty advisor.

► **The Center** and Academic Advising support COLL 400.



COLLEGE CURRICULUM

Rounding Out the Liberal Arts

Year 1

COLL 100
COLL 150

Year 2

COLL 200
COLL 200.....
COLL 200.....

Year 3

COLL 300

Year 4

COLL 400

..... 6+ credits

Scientific &
Quantitative
Reasoning

The Arts &
Aesthetic
Interpretation

Social &
Humanistic
Understanding

Proposed: As appropriate, courses in the Undergraduate Catalog are designated one of the three domains, and students are required to take at least 2 credits in each domain, completing a total of at least 6 credits in this way.

Example: CHEM 103: General Chemistry I

(SQR) Fall (3)

A study of the nature of atoms and molecules, stoichiometry, states of matter, solutions, reactions, kinetics, and equilibrium.

Example: DANC 111: Modern I

(AAI) Fall and Spring (2,2)

Designed for the student with little or no dance background. Introduces dance as an art form and as a means of expression through both the study of movement fundamentals and creative work.

Example: GOVT 201: Introduction to American Government and Politics

(SHU) Fall or Spring (3)

An introduction to the American political system, its institutions and processes.

Goals/skills: From the departmental syllabi.

Can be satisfied by AP, IB, and transfer credits.

COLL 400 portfolio: Assignment(s) chosen by the student.



COLLEGE CURRICULUM

Proficiencies and Requirements

Year 1

COLL 100
COLL 150

Year 2

COLL 200
COLL 200.....
COLL 200.....
..... 6+ credits

Year 3

COLL 300

Year 4

COLL 400

Mathematics Proficiency

We propose that a mathematics proficiency requirement be satisfied by completion of Calculus I, AP/IB credit or high SAT score, a statistics course designed to support study in the social sciences, or a Theory and Practice of Mathematics course that teaches mathematics in relation to college-level subjects.

Foreign Language Proficiency

The current curriculum specifies a foreign language proficiency. We propose to leave this proficiency unchanged. COLL courses may be conducted in languages other than English, just as some GERs are now.

Lower-Division Writing Requirement

COLL 150 courses are designed to satisfy the lower-division writing requirement.

Digital Information Literacy Requirement

COLL 100 courses are designed to satisfy the (state-mandated) digital literacy requirement.



YEAR-END REPORT

Appendix A

Provost's Memo



The College Of

WILLIAM & MARY

MEMORANDUM

Office of the Provost

TO: Dean Virginia L. McLaughlin
Dean Lawrence B. Pulley
Dean Carl J. Strikwerda

FROM: Michael R. Halleran, Provost

DATE: September 15, 2010

SUBJECT: Curriculum Review

Integral to the College's strategic planning is a review of our undergraduate curriculum. This was identified in the first year of planning, to follow the year-long conversation on William & Mary as a leading liberal arts university in the 21st century. This past year, the campus had a lively and engaged conversation on many dimensions of this topic, which is to say of our identity and aspirations. The resulting white paper, "William & Mary as a Leading Liberal Arts University in the 21st Century: From Conversation to Future Directions," distilled this conversation and was intended to serve as a guide to the curriculum review. But only as a guide. It doesn't prescribe a particular curriculum but rather, in defining our strengths, attributes, comparative advantages and aspirations, suggests areas in which we can improve, changes we might consider and the contexts in which we will be operating. In short, this curriculum review should above all else focus on developing the most vibrant and exciting liberal arts education for our students, leveraging our core values with our distinctive attributes.

Salient features of W&M as a liberal arts university that emerged from the conversation included: a deep commitment to engaged student learning; an unusual and unusually successful blend of research and teaching; five strong, distinct and complementary faculties; and a desire for increased international and interdisciplinary initiatives. With these characteristics in mind, what should a curriculum review consider? The spirit of last year's conversation was expansive, and I hope that thinking about the curriculum is similarly so and takes up a wide swath of issues in thoughtful and imaginative ways. Without limiting the review, I ask that it consider the following items in particular:

- 1) Increasing "intense" learning opportunities for our students and incorporating these experiences into the curriculum;
- 2) Expanding our international scope, in what we provide both on campus and abroad;
- 3) Facilitating interdisciplinary learning;
- 4) Reviewing the current GERs with an eye towards #1-3 above, citizenship in the 21st century, and flexibility in meeting the desired outcomes of GERs;
- 5) Moving to a 4-course student course load as standard, as is the case at most of our peer institutions;

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- 6) Assessing the implications of first-year students who matriculate with a substantial number of college credits; and
- 7) Incorporating more technology into our model of a liberal arts education in the 21st century.

What are the budgetary parameters for recommendations stemming from the curriculum review? We all know that higher education's budgetary landscape is changing rapidly—for private and public universities alike, in the Commonwealth and across the country. Some good ideas require new resources; others require more will than wallet. We should not jettison ideas because they might require new resources nor consider only those that do. The College is working to develop a new financial model that will increase resources for the future. At the same time, it is important to recognize that the agglomerative model of higher education, in which one continues to add new programs and new courses with few changes in existing ones, is unsustainable. Liberal arts education is also, in many ways, inherently expensive. There are a variety of ways to be more "efficient" while being true to our liberal arts core, through the greater incorporation of technology and reimagining modes of instruction.

A curriculum review is a significant undertaking, requiring time, energy and imagination. It also is a complex enterprise since, when broadly defined, it stretches across many parts of the campus. Existing committees have an important role to play, and any changes to the curriculum would occur only through standard procedures. At the same time, I believe that this project also needs, as did the curriculum review in the early 1990's, a steering committee, which focuses keenly on these issues, creates appropriate sub-committees and coordinates the many discussions between and among the various constituent units.

Because of the particular role of A&S faculty in our undergraduate curriculum, the steering committee membership will comprise chiefly A&S faculty. Faculty from other schools are needed so that the discussions can take account most fully of interdisciplinary possibilities and our competitive advantage in being a liberal arts *university*; furthermore, many of the issues highlighted for consideration are university-wide in nature. These discussions may also lead schools and individual departments to take up curricular changes at the school and department levels.

Therefore I am asking you, as the three deans most directly involved in undergraduate education, to work together with Carl in the lead in developing the structures and appointing the committee(s) for undertaking this review. You should also consult with your decanal colleagues in Law and VIMS since there are some aspects of this review, including internationalization and possible joint programs (BA+JD, e.g.), that intersect with those schools. Experience teaches us that such reviews also take considerable time. I am asking you for a *preliminary* report by April 15, 2011, aware that this work may well extend into the following academic year.

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The Provost's Office will be providing resources in support of these efforts, and Kate Slevin, Vice Provost for Academic Affairs, will be the liaison in the Provost's Office. I look forward to this critical part of our strategic planning and to engaging and learning from you all in the process.

MRH/cef

Attachment

c: Davison Douglas
John T. Wells



YEAR-END REPORT

Appendix B

FAC Recommendation

TO: The Faculty of Arts & Sciences
FROM: The Faculty Affairs Committee (Sophia Serghi (Chair), Music; Eric Jensen, Economics and Public Policy; Rex Kincaid, Mathematics; Leisa Meyer, American Studies and History; Lily Panoussi, Classical Studies; J. C. Poutsma, Chemistry) and the Co-Chairs of the Dean's Advisory Council (Liz Allison, Biology; Phil Daileader, History)
RE: Review of Undergraduate Curriculum
DATE: 20 December 2010
CC: Carl Strikwerda, Dean of the Faculty of Arts & Sciences; Michael Halleran, Provost

As part of the strategic planning process initiated by President Taylor Reveley in 2008-2009, the College's Planning Steering Committee, composed of 13 A&S faculty among its 24 total members, and its subcommittees have developed and will continue to develop, for each subsequent fiscal year, implementation steps that will enable the College to meet the one grand challenge and the six critical challenges identified at the outset of the strategic planning process.

Among the implementation steps developed by the College's Planning Steering Committee and its subcommittees for fiscal year 2011 is the following:

"FY11: Begin a review of the undergraduate curricula in A&S, Business and Education"
(<http://www.wm.edu/about/administration/strategicplanning/documents/WMStrategicPlanningFramework041510.pdf>)

The FAC and the Co-Chairs of the Dean's Advisory Council therefore recommend to the Faculty of Arts & Sciences the following:

- 1) That the Faculty of Arts & Sciences initiate a review of its undergraduate curriculum during the 2011-2012 academic year
- 2) That the process of curriculum review be overseen by a Curriculum Review Steering Committee (CRSC). Arts & Sciences committee members will be appointed by the FAC, in consultation with the Dean of the Faculty of Arts & Sciences. The Business and Education Deans will appoint liaisons who will meet with the CRSC as appropriate, and who will be kept informed of the Committee's progress. In appointing members to the CRSC, the FAC will observe the following guidelines:
 - Faculty members from Areas I, II, and III will each be represented, by three faculty members distributed evenly across each area.
 - When appointing faculty members from Areas I, II, and III, CRSC membership will include faculty from both departments and interdisciplinary programs
 - Before appointing the committee, the FAC will invite all faculty members in Arts & Sciences to propose colleagues for consideration
 - At least one undergraduate student will serve on the CRSC
 - At least one faculty member who has recently served or currently serves on the Educational Policy Committee will serve on the CRSC

3.1.) That, with regard to Arts & Sciences, the recommendations of the CRSC extend to college-wide requirements for the baccalaureate degree as listed on pages 55-59 of the 2010-2011 Undergraduate Course Catalogue, which include General Education Requirements, the Foreign Language Proficiency Requirement, Credit Hour Requirements, the Major Computing Requirement, and Assessment, among others; in addition, the CRSC may choose to formulate recommendations regarding other college-wide aspects of undergraduate education, such as course scheduling and the academic calendar. Departmental and Program requirements, both at the undergraduate and at the graduate level, will not be part of the CRSC's review, because those requirements are reviewed on an ongoing basis at the Department and Program level as part of the SACS accreditation process.

3.2.) The Educational Policy Committee shall review all recommendations and requests for changes in the undergraduate curriculum. It shall bring proposals involving changes in educational policy before the Faculty, together with its recommendations for action, but shall have authority to approve or disapprove any changes in the curriculum which do not alter existing policy.

4) That, prior to formulating any recommendations that it brings before the Faculty of Arts & Sciences, the CRSC collect data and solicit ideas from the faculty to inform those recommendations. In collecting data, the CRSC might choose to survey the curricula at peer institutions; to survey faculty members and/or undergraduate students; to hold "town hall" meetings for general discussion of the undergraduate curriculum; to elicit information from the Office of Institutional Analysis & Effectiveness from the Office of the Registrar regarding current practices, experiences, and resource consequences of any proposed changes in the curriculum; and to use whatever other means of collecting relevant data that the CRSC deems appropriate. We anticipate that collecting and analyzing such data will comprise the bulk of the CRSC's work in AY 2010-2011.

5) That the CRSC present an outline of the process for the next academic year, 2011-2012, to the EPC, the Faculty of Arts & Sciences, the Dean of the Faculty of Arts & Sciences, and the Provost in April 2011.

6) That the CRSC present its final report and recommendations to the Faculty of Arts & Sciences during the 2011-2012 academic year..



YEAR-END REPORT

Appendix C

2010-2011 Undergraduate Course Catalog pp. 55-59

REQUIREMENTS FOR DEGREES • 55

Transfer of Credit from Foreign Institutions: Students entering William and Mary from accredited foreign universities or qualifying 13-year secondary school programs may be eligible to receive academic transfer credit. In order to request transfer credit, the student must request a transfer credit report from the American Association of Collegiate Registrars and Admission Officers (AACRAO) which will be reviewed by the Office of Academic Advising. Courses must be a good match to the William and Mary curriculum to transfer. At the time of application for admission, students with such credit should send to AACRAO an application (a link to this is found on the Admission Office website), along with the requested fee and academic credentials. Students should send a translated syllabus of every course to the W&M Office of Academic Advising by June 1.

Studying Away from the College after Matriculation

Once a student matriculates at the College of William and Mary, transfer credit for work taken elsewhere (post-William and Mary matriculation) is only granted with pre-approval and under very special circumstances. Students must be in good standing at William and Mary, both academically and judicially, in order to request or receive approval of transfer credit. Courses taken elsewhere post-matriculation at William and Mary may not be used to satisfy major, minor, proficiency, or GER requirements without specific pre-authorization from the Committee on Degrees.

Study Abroad: William and Mary students who wish to participate in a Study Abroad program must register with the Global Education Office in the Reves Center for International Studies. Special circumstances apply:

1. Pre-approval of transfer credits by the academic departments is required for all study abroad programs except the William and Mary "faculty-led" or "faculty-assisted" programs. The transfer credit pre-approval process should be completed before the student's participation in the program abroad; find the form on the Reves Center's website.
2. While abroad, students must enroll in at least 12 credits per semester (full-time status is required). A maximum of 18 credit hours per semester may be earned.
3. For non-William and Mary "faculty-led" or "faculty-assisted" programs, an official transcript must be sent to the University Registrar's Office immediately upon completion of the program. Transfer credits are only granted upon receipt of the official transcript, and for classes in which a "C" grade or higher is earned.
4. For pre-approved Study Abroad credit only, earned credits may count towards a major, minor, or elective. When a direct equivalency cannot be preapproved, courses transferred from Study Abroad may only apply to major or minor requirements with specific approval from the Committee on Degrees.
5. Students cannot satisfy GERs abroad except on William and Mary "faculty-led" or "faculty-assisted" programs where the course is designated as a GER in this catalog. For non-William and Mary "faculty-led" or "faculty-assisted" programs, students must petition the Committee on Degrees upon their return to have other courses taken abroad considered for the fulfillment of GER 4 or 5; other GERs cannot be satisfied on non-William and Mary "faculty-led" or "faculty-assisted" programs. To be approved, the course must meet the criteria of the GER, must deal substantially with the country or region where the student studied, and must come with departmental post-approval.

6. Grades are not posted on the William and Mary transcript, nor calculated into a student's GPA, unless the courses were taken on a William and Mary "faculty-led" or "faculty-assisted" program.

Domestic Study Away: William and Mary students who wish to enroll full-time in a specific academic experience (e.g., "New York City Term") offered by another U.S. institution may request certification as "Domestic Study Away." In this status, the student remains an active William and Mary student and may be able to use financial aid for tuition if a "consortium agreement" can be created (consult the Financial Aid Office for information). The approval process must be completed by the last day of classes for the term before the Domestic Study Away. See the Registrar's Office website for the form and instructions.

Take Courses Elsewhere-Summer: During the summer, students may take courses at another institution while between academic terms at William and Mary. Before enrolling at the other institution, the student must complete the "Permission to Take Courses Elsewhere – Summer Session" form on the Registrar's Office website. It must be approved and submitted prior to the last day of spring classes. A maximum of 16 credits may be transferred for work taken during one summer.

Take Courses Elsewhere-Fall/Spring: During the regular academic term (Fall, Spring), students are expected to enroll full-time (unless otherwise approved) at William and Mary with a minimum of 12 credits. If personal circumstances or opportunities require the student to leave Williamsburg, but the student wishes to take courses while away, the student must first withdraw from the college through the Dean of Students Office, and then complete the "Permission to Take Courses Elsewhere – Fall/Spring Semester" form. In addition to completing the form, students seeking major, minor, proficiency, or GER credit must petition the Committee on Degrees, and students seeking internship credit must petition the Dean of Undergraduate Studies. Pre-approval must be received before the student enrolls at the other institution. Links to both of these can be found on the Registrar's Office's website. The student must be readmitted to the college by the Dean of Students Office before transfer credit is posted to the record.

Requirements for the Baccalaureate Degree

I. General Requirements

One hundred and twenty credit hours are required for graduation. Students must earn a minimum grade point average of 2.0 for all courses at William and Mary for which they receive grades of A, B, C, D or F. Students also must earn a minimum grade point average of 2.0 for all courses in their fields of major.

Students must fulfill the general degree requirements in effect at the time of their matriculation at the College and the major requirements set forth in the catalog when the major is declared. Students who fail to graduate within six calendar years of the date of entrance to the College relinquish the right to graduate under the requirements set forth in the catalog at the time of entrance and major declaration, and must fulfill the requirements set forth in the catalog under which they re-enter the College as a degree candidate for the final time prior to graduation. If a student has not been enrolled at the College for five calendar years or more since the end of the last semester of registration at William and Mary, the student's record is subject to re-evaluation under regulations available in the Office of the Dean of Undergraduate Studies. Once a student's degree has been conferred, the academic record is closed and it cannot be changed or amended.

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Credit Hour Residency Requirement

No degree will be granted by the College until the applicant has completed a minimum of 60 credit hours in residence at the College. This period must include the last two full-time semesters in which credits counted toward the degree are earned. A minimum of 15 credit hours in the major must be taken in residence at the College.

Ten Semester Rule

A student must complete degree requirements within 10 semesters. A fall or spring semester during which a student attempts 12 or more academic credits counts as one semester under the 10 semester rule. The number of credits attempted through summer session (at W&M or elsewhere), transfer credits earned since graduation from high school, and approved underloads are added together and divided by 15, the normal course load during a regular semester. For example, six hours attempted during Summer Session count as 6/15 of a semester. Credits earned through grades of "W", "I", and "G" are included in this calculation. AP, IB, and dual enrollment credits, as well as courses for which a student received an approved medical withdrawal, do not apply toward the 10 semester rule. As long as 10 full semesters have not been completed, a student may take a regular academic load (as well as an approved overload) in fall or spring or up to 16 credits in summer session.

Forty-Eight Hour Rule

Of the 120 credit hours required for graduation for a B.A. or B.S. degree with an Arts and Sciences major, no more than 48 credit hours may be applied in a single subject field. Although students may earn more than 48 credit hours in a single subject, a minimum of 72 credit hours must also be earned in other subject fields. For example, if an English major has 55 credit hours in English, then she or he will have to earn a total of 127 credits to graduate.

[Exceptions to the 48 hour rule occur in East Asian Studies (consult the Catalog section, "Global Studies"); for students declaring a major in Art, not Art History (consult the Catalog section, "Department of Art and Art History"); for students pursuing a Bachelor of Business Administration, at least 60 credit hours must come from Arts and Sciences academic subjects (consult the Catalog section, "School of Business Administration"); for students pursuing a secondary curriculum in Education, no more than 35 credits in Elementary Education or 30 credits in Secondary Education may be applied toward the 120 credits required for a degree (one exception to this rule can be found under the School of Education Study Abroad Program).]

Credit Hour Limitations in Dance, Applied Music, Military Science, Physical Activities, and Statistics

Dance

Although students may take as many credits as they wish of dance technique and Performance Ensemble (Dance 111, 112, 115, 211, 212, 213, 214, 261, 262, 264, 311, 312, 321, 322, 411, 412), a maximum of 14 credits may be applied toward the 120 credits required for a degree for those not minoring in Dance. For students minoring in Dance, a maximum of 16 credits of these courses may count toward the 120 credits. This limit does not include other Dance Program courses, such as dance history, freshman seminars, composition, practicum, independent projects, or Alexander Technique.

Applied Music

While students may take as many credits as they wish of applied music lessons and ensemble, a maximum of 14 credits may be applied toward the 120 credits required for a degree for those not majoring in Music.

Military Science

Students may not apply more than eight Military Science credits toward the 120 credits needed for graduation.

Physical Activity

Students may not apply more than four Kinesiology activity credits toward the 120 credits needed for graduation. Kinesiology majors are eligible to utilize a maximum of six activity credits toward graduation.

Statistics

Several departments offer introductory statistics courses: The School of Business Administration (BUAD 231), the departments of Economics (ECON 307), Kinesiology (KINE 394), Mathematics (MATH 106 and 351), Psychology (PSYC 301), and Sociology (SOCL 353). No more than two of these introductory statistics courses may be counted toward the 120 hour degree requirement.

Notice of Candidacy For Graduation

Students who intend to graduate from the College must submit a Notice of Candidacy form to the Office of the University Registrar one calendar year prior to graduation. (For example, students who plan to graduate in May 2011 should file no later than May 2010.) Forms are located on the Registrar's web site at www.wm.edu/registrar/.

Requests for Exemption

Students requesting exemption from any of the requirements for the degrees of B.A. and B.S. must petition the Committee on Degrees. Students who wish to initiate a petition should contact the Office of the Dean of Undergraduate Studies, Faculty of Arts and Sciences. Petition forms are available on the website of the Dean of Undergraduate Studies at <http://www.wm.edu/fas/studentdocs.php>.

II. Course Specific Requirements

A. Foreign Language Proficiency

Students are required to demonstrate proficiency in a foreign language commensurate with the 202 level at William and Mary. Completion of the foreign language requirement is accomplished in several ways;

- completion of Level IV in high school of an ancient or modern foreign language;
- a score of at least 600 on the College Board SAT II subject test in a modern foreign language or 650 on the test in Latin;
- completion of a college language course taught in the original language at or above the 202 level.

In order to demonstrate proficiency in a modern foreign language not currently offered at William and Mary, students may petition to the Chair of Modern Languages. Petition forms may be obtained from the secretary of Modern Languages. Among the ancient languages in which one may demonstrate proficiency at William and Mary are Latin, Greek, and Biblical Hebrew. Students who wish to take a placement examination in Classical Greek or Biblical Hebrew should contact the Department of Classical Studies. Students may discuss with the Chair of Classical Studies the possibility of demonstrating proficiency in other ancient languages.

Unless students have completed the fourth year level in high school of a single ancient or modern foreign language, or demonstrate proficiency by achieving scores of 600 on the College Board SAT II Subject Test in French, German, Russian or Spanish, or scores of 650 on the Test in Latin, they must satisfactorily complete a fourth semester course (or above) and all necessary prerequisites in a language in college. The fourth semester course, as well as prerequisite courses taken since matriculation at the College, may not be taken on a pass/fail basis. The student may fulfill the foreign language proficiency through study abroad if 1) prior approval for the course has been obtained from the Department of Modern Languages and Literatures, and 2) the course is taken in a country where the language is the official language. The following additional placement rules apply to modern languages:

Placement in modern languages by years of high school study:

1. If you have completed Level I, you should enroll in 101 or 102.
2. If you have completed Level II, you should enroll in 201.
3. If you have completed Level III, you should enroll in either 201 or 202.
4. If you have completed Level IV or V, you should enroll in courses above 202 (e.g. French 151 or 210; German 205 or 208, Hispanic Studies 151 or 207, etc.).

Credit will not be given for modern language courses that, using the formula of one high school year equals one college semester, repeat the level of courses taken in high school.

The following additional placement rules apply to Latin:

A student **who wishes to continue in Latin** at The College of William and Mary should see the Classical Studies department for specifics requirements and placement. following The Classical Studies department normally offers placement examination at the beginning of the fall semester. The exam will be offered in the spring term only to qualified students who have a reasonable expectation of placing into upper-level Latin by virtue of prior successful completion of advanced Latin courses elsewhere. and can be taken at any point in a student's undergraduate career.

The Department of Classical Studies does not allow self-placement under any circumstances.

For placement credit under Advanced Placement scores, see catalog section on "Advanced Placement."

Transfer credit will not be given for modern language courses that, using the formula of one high school year equals one college semester, repeat the level of courses taken in high school. For example, students with 4 or 5 years of high school study of French or Spanish who took the equivalent of 201-202 at the transfer institution will not receive credit for those courses at William and Mary. Transfer students with 4 or more years of high school study in one language, however, will be considered to have completed the language requirement and may enroll in appropriate courses above the 202 level.

Students with documented learning disabilities, aural/oral impairments or other disabilities that make the study of a foreign language impossible or unreasonably difficult should consult with the Assistant Dean of Students for Disability Services upon matriculation and, if appropriate, petition the Committee on Degrees to modify the foreign language requirement. Guided by test results and the recommendations of professionals, the committee may allow the substitution of other appropriate courses. Except under extraordinary

circumstances, substitution of courses will not be approved after pre-registration for the senior year. Selection of the courses must be made in consultation with the Dean of Undergraduate Studies, Arts and Sciences. These courses cannot be used to satisfy any General Education Requirements or a minor or major requirement. They may not be taken using the Pass/Fail option.

B. Writing Proficiency

i. Lower-Division Writing Requirement: All students must satisfactorily complete with a grade of C- or better, normally by the end of their first year at the College, a one-semester course in writing — Writing 101 or a freshman or university seminar designated "W" or another lower-division course designated "W". The only exemptions to this requirement are through AP, IB, or transfer credit (see appropriate catalog sections).

ii. Major Writing Requirement: In addition, all students must satisfy the Major Writing Requirement described by each department, program, or school. Students must satisfy the lower-division writing proficiency requirement before attempting the Major Writing Requirement. If the department, program, or school specifies a graded course or courses to satisfy the requirement, the student's grade(s) in that course or those courses must be C- or better. The purpose of the Major Writing Requirement is to ensure that students continue to develop their ability to write in clear, effective prose, which contains sustained and well-developed thought. The Major Writing Requirement must provide students with a series of opportunities to practice their writing, especially as commented upon by an instructor. Each student is expected to complete the writing requirement before the beginning of the graduating semester, normally during the junior and senior years; where the requirement may be met through a Major Honors paper, a senior paper, or the like, it may be completed as late as the end of the graduating semester. When a student has a double major, the requirement applies in each major.

C. Digital Information Literacy Proficiency

The purpose of the Digital Information Literacy (DIL) proficiency is to ensure that all students, upon matriculation at the College, have a basic understanding of digital information, how it is processed, and how to use it judiciously. To assess that basic understanding, all incoming freshmen, as well as newly admitted transfer students with fewer than 39 credit hours earned since graduation from high school, must take and pass with a grade of C- or better the DIL exam. The exam consists of questions dealing with how computers process digital information; communicating using computers; security and privacy issues; analyzing research needs; finding information electronically; evaluating the information found; and information ethics. Those students failing to take and/or pass the exam by the end of the third week of classes after matriculation must enroll in and pass with a C- or better INTR 160, Digital Information Literacy.

D. Major Computing Requirement

All students must satisfy a Major Computing Requirement. Each department and program or school has described how the Major Computing Requirement is fulfilled. Consult the catalog section for the appropriate department or program.

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E. Freshman or University Seminar Requirement

Each entering undergraduate student is required to pass one freshman seminar in the first year at the College. The only students who are exempt from this requirement are transfer students who enter the College with at least 24 credit hours earned since graduation from high school, which have been accepted for credit at The College of William and Mary. All freshmen must take the seminar in their freshman year. Freshman seminars are usually numbered 150 and are offered in most departments and programs. Freshman seminars designated "W" may be used to satisfy the lower-division writing requirement when the student earns a C- or better.

F. General Education Requirements (GERs)

Undergraduate students are required to fulfill the seven General Education Requirements (GERs) as given below. GER courses must be either three or four credit courses, except for courses used to fulfill GER 6, which can be one, two, three, or four-credit courses. A single course may fulfill, at most, two GERs and may also be used to fulfill major, minor, and/or proficiency requirements. Courses used to satisfy GERs may not be taken Pass/Fail except for those courses designated by the College as Pass/Fail courses, such as physical activity courses in the Department of Kinesiology.

Students may satisfy one or more of the GERs by receiving credit for a GER course through Advanced Placement (AP) or International Baccalaureate (IB) test scores, or by receiving transfer credit if the course is taken prior to enrolling at the College. GERs 4 and 5 may be satisfied through study abroad if approval for the course has been received from the Committee on Degrees. To be approved, the course must meet the criteria of the GER and must deal substantially with the country or region where the student is on the study abroad program. For additional information, see <http://www.wm.edu/fas/undergraduate/studentforms.php>.

For GER 6 only, an exemption (without credit) may be granted if a student is exempt from a course that satisfies GER 6 or if he/she has met the exemption criteria, as defined by the affected departments. Current exemption criteria are available from the Office of the University Registrar. For all other GERs, exemption (without credit) from a course that satisfies the GER does not result in fulfillment of the GER. All exemptions from GER 6 must be attempted and completed within a student's first two years in residence at the College.

GER 1 Mathematics and Quantitative Reasoning (one course)

Courses offered by the College in fulfillment of GER 1 develop computational techniques in the context of problems that are pertinent to the experience and training of the students. The settings of these problems are recognizable to an informed non-mathematician. The problems themselves require mathematical tools for their analysis. Courses offered by the College in fulfillment of GER 1:

1. involve numerical calculations;
2. include mathematical justifications explaining why the approaches and calculations used in the course actually work; and
3. include applications of mathematics to real-world settings or to disciplines other than mathematics.

GER 2 Natural Sciences (two courses, one of which is taken with its associated laboratory)

2A Physical Sciences (one course)

2B Biological Sciences (one course)

GER 2 courses introduce students to the enduring scientific principles that underlie many of the important issues of their times and foster an appreciation of how science relates to our wider culture. Because these issues can change over the course of a lifetime, students are given a foundation that prepares them to further educate themselves. Such a preparation provides the student not only with factual information, but also with:

1. a body of knowledge within a particular scientific discipline; and
2. an appreciation of the broader context for that knowledge.

GER 3 Social Sciences (two courses)

GER 3 courses are designed to introduce students to the systematic observation and analysis of human behavior and interaction. Social scientists observe, describe, analyze, and try to predict and explain human behavior, including psychological processes. GER 3 courses should teach students basic concepts, key theories and methods, and important findings of social science research.

GER 4 World Cultures and History (one course in category A, one course in category B and one additional course in either category A, B or C)

To satisfy this requirement, a student must take one of the following combinations of GER 4 courses: AAB, ABB or ABC.

4A History and Culture in the European Tradition

4B History and Culture outside the European Tradition

4C Cross-Cultural Issues

The World Cultures and History GER introduces students to major ideas, institutions, and historical events that have shaped human societies. GER 4 courses have the following features:

1. They are courses covering more than one period, or covering critical periods, or movements which are designed primarily to explore topics, issues, or themes (as opposed to teaching the methods/theories of a discipline);
2. They are informed by an historical perspective (in the sense of addressing the changes in institutions, movements, or cultural practices);
3. They emphasize critical events, institutions, ideas, or literary/artistic achievements; and
4. Using disciplinary or interdisciplinary theoretical frameworks, they focus on a European or a non-European tradition, or explore topics comparatively across traditions.

GER 5 Literature and History of the Arts (one course)

A liberally educated person should possess knowledge of important and influential forms of literary or artistic achievements, and how those achievements should be understood in their cultural contexts. For that purpose, GER 5 courses introduce students to:

1. at least two major forms, genres, eras, cultures, or movements; or
2. at least two methods of analysis of art or literature.

All GER 5 courses provide students with the vocabulary of the discipline and teach them to apply the appropriate methodologies for critical analysis.

GER 6 Creative and Performing Arts (two credits in the same creative or performing art)

Many GER 6 courses are two or three-credit courses. In the case where one-credit courses are used to satisfy this requirement, the courses must be in the same performance medium. For example, to satisfy this requirement, a student could take two individual one-credit Music performance courses in voice or in one particular instrument (these must also be in the same vocal or instrumental style if Music offers more than one category), two semesters of the same ensemble course, or two Kinesiology courses in the same performance medium. However, a student could not satisfy this requirement by taking a one-credit Music performance course of beginning guitar and a one-credit course of beginning oboe, or one semester of classical piano and one semester of jazz piano. The purpose of GER 6 is to understand the artistic process. Accordingly, by actively involving students in exercises that require artistic choices, GER 6 courses aim for an experience-based understanding of how the artist communicates. A course that satisfies GER 6 requires a student to understand an art at the foundation level through artistic activities involving each of the following: developing their artistic skills; and applying the principles of the art through projects and/or exercises.

GER 7 Philosophical, Religious and Social Thought (one course)

GER 7 courses take a critical view of important and influential approaches to philosophical, religious, or social thought. Not only does the course deal with matters of enduring concern to human life, such as meaning, value, justice, freedom and truth, but it also aims at cultivating reasoned analysis and judgment in students who take it. GER 7 courses address three distinct areas:

1. Basic norms or values;
2. Questions of justification of norms and values;
3. Student acquisition of critical skills.

G. The Major

Declaring a major assures students of an advisor in their department or program (and thus important advice on course selection), as well as an advantage in registering for courses in some majors. A student may declare a major after completion of 39 credits. Declaration of a major is required of students with 54 credits. Students who matriculated with AP, IB, or dual enrollment credits, however, may wait until they have earned 39 credits since high school graduation. Transfer students entering with 54 or more credits may delay major declaration until the end of their first semester at the College. Interdisciplinary & International Studies majors must be added no later than before pre-registration in the final semester of the junior year.

Students intending Arts and Sciences majors officially record a major through their academic department/program and the Office of the University Registrar. A student may change a major at any time by using the same process. Students planning majors in the Schools of Business or Education must apply and be admitted. Check the Business and Education sections of the catalog for prerequisites and admissions criteria.

Students may declare one major, or two majors, or one major and one minor. If there are two majors, one must be designated as primary. Degrees are based on the primary major. College policy prohibits the award-

ing of a second baccalaureate degree; completion of two majors does not constitute completion of two degrees. A maximum of two courses can be counted toward both of two majors or toward a major and a minor.

The Bachelor of Arts degree is offered in American Studies, Anthropology, Art and Art History, Chinese Language and Culture, Classical Studies, Economics, English Language and Literature, French, German, Government, Hispanic Studies, History, Interdisciplinary Studies, Global Studies, International Relations, Kinesiology, Music, Philosophy, Psychology, Public Policy, Religious Studies, Sociology, Theatre, and Women's Studies. The Bachelor of Science degree is granted in Biology, Chemistry, Computer Science, Geology, Kinesiology, Mathematics, Physics, and Psychology. Candidates for the B.S. degree with a primary or only major in Kinesiology or Psychology must successfully complete, in addition to the GER1, 2A and 2B requirements, three other courses in any combination of Biology, Chemistry, Computer Science, Geology, Mathematics, or Physics.

Up to 48 semester credits in a single subject field may be applied to the 120 credits required for a degree. Students may have more than 48 credits in a single subject field, but they must earn a minimum of 72 credits in other subject fields. For example, a student with 55 credits in English, must earn a total of 127 credits (including 72 non-English) to be graduated. Students may not apply more than 60 credits of Business, more than 35 credits in Elementary Education, or more than 30 credits in Secondary Education toward the 120 credits needed for a degree. Art and East Asian Studies majors and students studying Education abroad who meet specific criteria may petition for exceptions. See the appropriate chairs or program directors.

Interdisciplinary majors administered by the Charles Center on Honors and Interdisciplinary Studies are Linguistics, Literary and Cultural Studies, and Medieval and Renaissance Studies. Interdisciplinary majors that are self-administered are American Studies, Black Studies, Environmental Science and Policy, Neuroscience and Women's Studies. Applications and details on degree requirements and policies are available in the appropriate department offices.

Minors: In addition to the required major, a student may elect to pursue a program of studies designated as a minor. A minor consists of 18-22 credit hours of courses approved by a department or program. Courses completed for a minor may also satisfy GER requirements. None of these courses may be taken on a Pass/Fail basis. A student must earn at least a 2.0 grade point average in the minor. Information about specific minors can be obtained from the appropriate department or program. A maximum of two courses may be counted toward both a major and a minor. A student who intends to complete a minor must officially declare the minor with the department or program, then take the Declaration of Minor form to the Office of the Registrar. The Declaration of Minor form must be filed with the Office of the University Registrar no later than six weeks prior to graduation. A student who declares two majors may not declare a minor.

III. Honors and Special Programs

Departmental Honors

The Department Honors program, administered by the Roy R. Charles Center, provides special opportunities through independent study for the intellectual stimulation and de-



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Appendix D

Work of the Steering Committee

The committee held its first meeting on March 25, 2011.

April 2011

- Steering Committee approved the planning calendar and submitted the calendar to the Educational Policy Committee.
- Initial discussions: What kind of Liberal Arts Curriculum would we like to create? Will we create something new or adjust what we have? What kind of data do we want?
- Updated the Board of Visitors.
- Established subcommittees: Data Collection, Institutional Memory, and Research on Other Models.

May 2011

- Presented the calendar to the Faculty of Arts & Sciences.

June 2011

- 5-day seminar for Steering Committee members: major issues, subcommittee assignments.

July 2011

- Subcommittee work (continuing).

August 2011

- Three members of the Steering Committee attended the "Institute on General Education for a Global Century" (American Association of Colleges and Universities).
- Reported to the Educational Policy Committee.

September 2011

- Prepared a survey for faculty, and planned focus group discussions with students and faculty.
- Conducted survey of the faculty of Arts & Sciences, School of Business, and School of Education: the Liberal Arts at William and Mary. (301 responses)
- Updated the Academic Affairs Committee of the Board of Visitors.
- Reported to the Educational Policy Committee.

October 2011

- Continued Steering Committee meetings.
- Focus group discussions with A&S faculty and students: How do you and your

department/program and area see itself in relation to the Liberal Arts? How would you, your department/program and area like to position yourself in the next two decades? (50+ faculty members and 45 students participated)

- Updated the Academic Affairs Committee of the Board of Visitors.
- Reported to the Educational Policy Committee.

November 2011

- Continued Steering Committee meetings, began reviewing results from focus group discussions and survey.
- Consulted with internal experts on current proficiency requirements and with instructional librarians, director of the Writing Resources Center, and Dean of Undergraduate Studies.
- Reported to the Educational Policy Committee.

December 2011

- Half-day retreat of the Steering Committee: Distilled conceptual thinking, integrated findings from the subcommittees and from the faculty survey and faculty/student focus group discussions, began to shape the model.
- Briefed administrators: Provost, Deans, Vice-provosts, Registrar.
- Updated the Academic Affairs Committee of the Board of Visitors.

January 2012

- Five-day seminar with the Steering Committee: overall design of the College Curriculum, more detailed consideration of implementation.

February 2012

- Updated the Academic Affairs Committee of the Board of Visitors.
- Reported to the Educational Policy Committee.
- Briefed the Challenge 1 strategic planning committee (the faculty-led group that originally called for the curriculum review in 2008).
- Faculty conversations Feb. 28-29: Presented for faculty discussion the overall concept of the College Curriculum.

April 2012

- Faculty conversations April 10-11: Presented for faculty discussion the proposed College Curriculum with examples and details, incorporating faculty questions and recommendations.
- Drafted Year-end Report
- Updated Deans and the Provost

May 2012

- Presented the committee's Year-end Report to the Faculty of Arts and Sciences.



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Appendix E

Summary Report of Research Findings

Data for this summary were collected from current databases, a faculty survey (n=301), and focus groups involving faculty (n=50+) and students (n=45).

Concerns about the Current General Education Requirements and Curriculum

Concern: Many GER courses are not taught at William and Mary

Currently many students begin their studies at William and Mary having already satisfied some, even many, of the General Education Requirements or a proficiency/requirement in high school. These students are not sharing common academic experiences and are not necessarily engaged in a liberal arts experience as part of the general education curriculum. Of our incoming students:

- GER1: 40 percent satisfy these requirements through AP/IB credit.
- GER2B: 20-25 percent satisfy these requirements through AP/IB credit.
- GER4 (A or C): 20-25 percent satisfy these requirements through AP/IB credit.
- GER5: 40 percent satisfy these requirements through AP/IB credit.
- Foreign Language Proficiency: 75-80 percent satisfy this requirement through high school or transfer credit.
- Lower Division Writing Requirement: 55-60 percent satisfy this requirement through high school or transfer credit.

New Freshmen with AP/IB Credit Fulfilling GERs (number of courses meeting GER)									
Admit Term	GER1	GER2A/ Lab	GER2B/ Lab	GER2B	GER3 (1)	GER3 (2)	GER4 A or C (1)	GER4A or C (2)	GER5
Fall 2010 (1390)	531/ 38%	135/ 10%	156/ 11%	311/ 22%	244/ 18%	77/ 6%	102/ 7%	347/ 25%	541/ 39%
Fall 2009 (1389)	577/ 42%	115/ 8%	148/ 11%	283/ 20%	253/ 18%	62/ 4%	86/ 6%	296/ 21%	522/ 38%
Fall 2008 (1384)	546/ 39%	136/ 10%	134/ 10%	255/ 18%	202/ 15%	56/ 4%	88/ 6%	334/ 24%	536/ 39%

Figure 1: Percentage of entering freshman using AP/IB credits to satisfy GER requirements.

Concern: Many GER courses are not taught by William and Mary TE faculty

Currently fewer than half of the GER courses are taught by tenure and tenure eligible (TE) faculty. A significant number of TE faculty instead engage primarily with major students. Students thus are not being exposed to the liberal arts by our long-term and most respected scholars.

- In AY 2010-11, 49 percent of GER courses were taught by TE faculty; this percentage declines to 33 percent when applied music and GER2 lab courses are included.
- In AY 2011-12, 52 of the 117 freshman seminar sections (44%) were taught by adjunct (n=20 sections) and non-tenure eligible faculty (n=32 sections).

Concern: Other parts of the curriculum have changed since the GERs were introduced

The nature of the students' experience at the College has changed since the introduction of the current GER system. There are more interdisciplinary programs and majors, more double majors, more pre-med students, and more programs that require flexibility in the curriculum.

- Currently almost 1/3 of undergraduate students complete a double major.

	AY 1994-95	AY 2010-11
American Studies	3	15
Black Studies / Africana Studies	0	4
Environmental Science and Policy	7	47
Global Studies (combined)	21	60
INTR: Self-Designed	8	18
International Relations	41	91
Linguistics	12	25
Film/Literary and Cultural Studies	12	22
Medieval and Renaissance Studies	1	0 (4 in 2009-10)
Neuroscience	8	68
Public Policy	20	33
Women's Studies	2	11
TOTALS	135 (10% of all majors)	394 (22% of all majors)

Figure 2: Interdisciplinary program majors 1994-95 and 2010-11 (includes first and second majors).

Faculty and Student Perceptions of the Current General Education Curriculum

Data were collected from a faculty survey (n=301) and focus groups involving faculty (n=50+) and students (n=45).

Perceived strengths of the current system

Breadth. The greatest perceived strength of the current system is that students are required to take classes across a breadth of disciplines. Faculty in the focus groups (and students in their separate focus groups) like that the current system requires students to take courses in areas they may not seek out on their own, and they feel this gives students some introduction to different disciplines (however, there are caveats to this finding identified by both faculty and students on this issue, described below). In the faculty survey, more than 25 respondents identified breadth of requirements as a strength of the current system.

The Freshman Seminar. Another strength, identified by more than 15 respondents in the faculty survey, is the concept of the Freshman Seminar. Many of the survey respondents noted the uneven way in which these seminars are taught, but the *idea* of the seminar is seen as very powerful. In addition to the survey results, faculty and students who participated in the focus groups also identified the Freshman Seminar as a strength in the current system, in particular because of its small class size, which encourages community-building and fosters one-on-one interactions with faculty. Many also like the way these courses often center on an interesting topic that is related to a faculty member's expertise or passion.

Other strengths identified include the flexibility of taking GER courses at any time during the four years, and the improvement this represents over the old area and sequence; and the strength of particular GER requirements such as "world cultures and history outside western tradition" (GER4B) and "philosophical, religious, and social thought" (GER7). Students find the most worthwhile courses to be (a) smaller in size, allowing for more in-depth examination of a discipline, and (b) providing insights into the nature of disciplinary thinking and problem-solving, along with the content being taught. Students also find interdisciplinary courses to be very fulfilling, with Women's Studies and Africana Studies courses being mentioned specifically. Finally, students like the flexibility of having different courses that satisfy a particular GER, although some find the offerings for particular GERs to be either not available or not compelling.

Perceived weaknesses of the current system

Structural issues. The following perceived weaknesses were identified by at least 15 respondents in the faculty survey as well as in the faculty focus groups.

- Too many requirements and a lack of flexibility in terms of which courses can satisfy requirements.
- A perceived lack of coherence and shared learning experiences for most students. Only 10 percent of faculty surveyed believe that the general education system is effective "at demonstrating how the different methods of inquiry of the seven GER areas can work

together in an integrated manner” (25 percent rate it as somewhat effective, and 65 percent as somewhat ineffective or ineffective).

- Students do not see the coherence in the overall GER system or understand the larger goals of the current curriculum requirements.
- In their focus groups, many of the students identified the overall GER system to be inflexible (this was one of the most cited responses).
- One of the most compelling weaknesses we discovered was that the current system leads to a type of game for students to try to find ways around requirements or is viewed as a menu of checkboxes that is ineffective in meeting stated goals. This is a recurring theme with faculty who have served as freshman advisors.

Implementation issues. The next most often identified set of perceived weaknesses involve the implementation of the system. These issues were identified by at least 5 survey respondents, with some issues being identified by more than 10, and they were also common discussion points in the faculty group discussions. Respondents to the survey and participants in the faculty focus groups identified the following issues:

- There are perpetual issues with having enough courses available for some of the GER areas, leading to courses that do not really fulfill the GER goals or are hastily put together.
- The freshman seminars are inconsistent in the area of writing instruction, as well as in meeting goals such as introducing library resources and teaching basic research skills.
- Some argued that the digital literacy requirements (including instruction in computing security and digital ethics) should be strengthened, and others that the Digital Information Literacy exam, in which every student has to meet proficiency, should be "application-based," requiring the demonstration of proficiency through basic research tasks.
- Writing instruction appears to be a perceived weakness in general, and engagement in constructive disciplinary writing instruction is uneven across classes and departments. A recurrent complaint is that the writing requirements in the general education system are not sufficient to develop writing and research skills. Some faculty note that their upper-division courses get sidetracked by the need to teach grammar and writing fundamentals.
- Too many GER courses and Freshman Seminars are taught by adjunct instructors, non-tenure eligible faculty, or graduate students.
- Too many GER courses are not designed as GER courses but are instead large introductory or survey courses that do not meet the original intent of the GER goals. Essentially these courses are not of the quality needed for a GER course, and accepting AP credits for GER requirements and the current foreign language requirements make the system lack rigor.
- The quality of courses that satisfy requirements seems to be of particular importance to students and faculty. Regarding the acceptance of AP/IB credit to meet general education requirements: 71 percent of survey respondents agree that accepting these credits somewhat or strongly diminishes “the value of our general education system.” Many faculty in the focus groups also note that the quality varies greatly among courses offered to satisfy GERs, including Freshman Seminars.

Student perceptions of GER courses. Many students expressed frustration with having to take survey “intro” courses to meet GER requirements, and several noted that even though they had taken upper-level seminars they still were forced to take an introductory-level course in the same department solely to satisfy a particular GER. Specific GERs were mentioned as having a lack of courses, relevance, or quality in terms of providing non-majors with an introduction to the discipline.

Coherence and advising issues. Many faculty believe that advising is not done well, and that we fail to communicate to students in a clear fashion the importance of the things that the GERs are supposed to address. The system itself, with its checklist of GERs, is not structured to make that easy. Some believe it would be better if students could plan where they are going with their education. Currently, the choices students make seem random. Students should also be able to be more reflective about the choices they have made, to think about how their entire education works as a coherent experience.

Additional perceived weaknesses. Multiple faculty, in both the survey and the focus groups, suggested that the current system encourages students to take too many courses per semester, thus limiting the potential depth of courses, and that the approval process and GER criteria may limit course development and incentives for the best faculty to teach GER courses. These identified weaknesses relate to unintended consequences of the system as currently operated. Students in the focus group also identified the issue of feeling like they were taking too many courses or feeling that they had to be ultracompetitive.

Faculty and student perceptions of the goals for a liberal arts curriculum for the 21st Century

Overall, there was great desire expressed to (a) explore disciplinary ways of viewing inquiry and knowledge and (b) develop skills in communication and problem-solving.

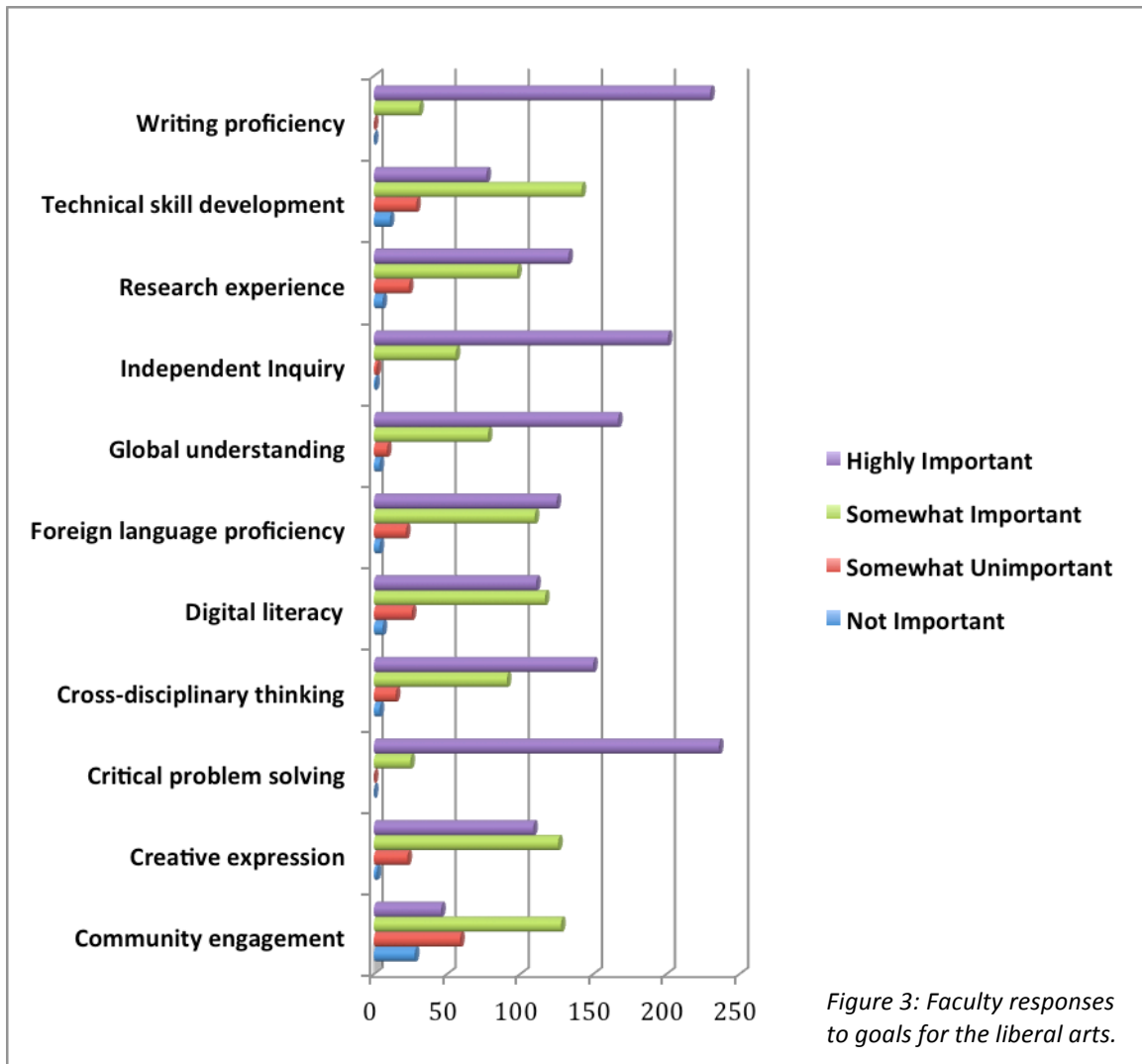
Student views. Students expressed the desire to take classes in the different disciplines that focus on “learning how to think” from different perspectives rather than learning a specific body of content. Some advocate for the “real deal” – courses in departments that majors would also be interested in but that fulfill requirements for non-majors. This harkens back to their positive experiences, by and large, in smaller and seminar-style courses. Students also recognize their own responsibility in becoming a liberally educated person; but their role and responsibility in that process is not currently specified clearly or explained when they enter the College.

Beliefs about a quality liberal arts education. Faculty responses to the survey item “In your opinion how important are the following skills, competencies or experiences to a liberal arts general education curriculum?” suggest that the most prominent goals relate to critical problem-solving, writing proficiency, preparation for independent inquiry, and the need for global understanding. The writing proficiency finding relates closely to those presented above in previous sections.

In discussions and in the open-ended survey item that asked “What do you see as the most important aspects of a liberal arts education?” several themes are apparent (see

Figure 3). Many respondents refer to being able to write or communicate effectively, read and think analytically in some form, and engage as an effective citizen in society and in the world and local communities. Many also believe that a liberal arts curriculum should expose students to new ideas and ways of thinking or "viewing the world" and challenge their pre-existing beliefs and ideas – or engage them in controversial or prominent global issues. A smaller group refers to engaging in the classic canon of subjects (e.g., literature, history, philosophy) with some naming specific subject areas that should be included in a liberal arts curriculum. In particular these focused on engaging moral issues, logic, or “existential questions.”

Although some faculty mention being able to do independent inquiry or research, the main themes focus on being prepared to engage intellectual risk-taking and inquiry over having to conduct specific, individual research projects. The focus is largely on developing the habits of mind and skillset to engage in critical inquiry and reasoning, and the desire to look across disciplines for answers and questions. Finally, some also include goals of appreciation of art and culture as being goals of a liberal arts curriculum – essentially things that would make the students' lives more meaningful and diverse.



Proposed structural changes. Faculty promoted potential solutions in the survey or as part of the focus groups, including: fewer requirements for general education, a lower student courseload per semester, a central office to coordinate GER courses, more incentives to encourage faculty to teach seminars and GER courses, and more dual GER courses. Finally, flexibility is encouraged – especially for science and pre-med majors.

Some faculty members believe that a more broadly conceived freshman experience could involve a more integrative humanities approach; but then, if an integrative experience was the goal, some wonder whether this would be better done in the junior or senior years when the students have the academic maturity and disciplinary background to appreciate it better. There seems to be some consensus across the survey respondents and focus group participants that some aspect of the liberal arts curriculum should go on through all four years.

Faculty are concerned that we do not ask students to ponder big questions in an integrated way in the general education curriculum. There is some consensus that the Freshman Seminar might be the area where this integrative learning experience could happen. The seminars could be reconfigured to consider interdisciplinary themes, questions, and perspectives. Others support the idea that we need to consider carefully the "timing" of these types of courses, perhaps spreading them beyond the freshman year.



YEAR-END REPORT

Appendix F

Detailed Report of Faculty and Student Focus Groups

The committee conducted ten focus groups with faculty members, each hosted by two committee members, in October 2011. A total of 57 faculty members participated in these groups. The following departments were represented at these groups: Applied Science; Art and Art History; Biology; Classical Studies; Computer Science; English; History; Mathematics; Modern Languages and Literatures; Music; Philosophy; Physics; Psychology; Sociology; and Theatre, Speech and Dance. Interdisciplinary programs: Asian and Middle Eastern Studies, European Studies, Literary and Cultural Studies, Film Studies, and Neuroscience.

Discussion of Faculty Focus Groups

General Views of the General Education System

At the outset, the committee moderators of these groups reminded the participants of the original goals of the GE system as laid out in the College handbook. The group meetings took place in an open, civil, and constructive atmosphere, with faculty members voicing substantive views about the relative merits and problems of the general education system at the College. Faculty articulated their own understanding of the general education goals, variously to provide students with a broad overview of subjects they might eventually major in or to inculcate certain skills and habits of thought intrinsic to being an educated individual. As one faculty member pointed out, the former option requires some front-loading of GE requirements, while the latter suggests a need to stagger requirements throughout the student's career. Other faculty argued that the overall WM education, of which general education was a part, should prepare students to be able to face issues relevant to society at the time of their graduation, making our students "citizens of the world," as one person put it.

Some of our colleagues in the sciences expressed concerns over the balance of the general education system in the overall humanities system here, and over what it fails to achieve, namely an ability to convey what science is and how it differs from the claims of other disciplines (e.g. battles over evolution), and to train students to recognize the distinction between scientific knowledge and other types of knowledge. This derived from a sense among the faculty that not only science did not garner enough respect (the "global warming as hoax" argument, for example), but that religious studies, too, was not respected enough as a different approach to thought.

In terms of the overall functioning of the general education system, a range of opinions was heard. Some felt that the current system works pretty well and requires only minor adjustments, although they were also open-minded about potentially more fundamental changes. One participant who remembers the last curriculum reform in 1993 noted his preference for the old (pre-GER) system in some ways, as it was less rigid and easier to communicate to students. Others expressed concern that our current system "forces" students to experiment in a range of disciplines, rather than encouraging them actively to

construct and experiment with various areas of study. One issue raised in this discussion was whether concerns about the GPA limited a student's willingness to experiment. Faculty wondered whether we could find a grading system that reduced or eliminated that concern. Suggestions included "one course forgiveness" (i.e., an F could be expunged from the student's record), a deferral of the declaration of a course as pass/fail until after the end of the semester, and a strong distinction between major and overall GPAs.

Specific Criticisms of the General Education System

Perhaps the most serious challenge to the system came from those faculty members who felt that the majors already accomplished the goals of the general education (GE) system. One faculty member described as "utopian" the notion that our GER system could succeed in making students well versed in all the different areas the GERs address. Some argued that while the move from area-sequence to GERs was a good one after the 1993 review, it has become corrupted. One example of this corruption was the way in which the system generated new courses to fill requirements, i.e., a new course is designed, put into the GER system, and when that professor leaves, it is arbitrarily allocated to someone else with no oversight of its content or pedagogical design. Some faculty seemed mystified as to why some courses carry GER designations, which GER designations they carry, and why. Others raised the idea of deferring some of the GE courses to later years rather than cramming them all in the first year. On the other hand, still others deplored the fact that in the current system many students get stuck in their senior year taking GERs that they have no interest in whatsoever. Science faculty pointed out that the redundancy between GERs and the majors was sometimes a problem (e.g., Chemistry majors required to take a GER2A).

A quite widely held view was that the general education system had devolved into a checklist system that focused on the seven GERs, rather than on a pedagogically coherent and integrated system of learning. This checklist system seemed to them to be driven by a number of non-pedagogical factors: the deans' understandable need to fill seats at short notice; making faculty fill GER slots as part of their teaching requirements rather than for more understandable pedagogical or conceptual reasons; the large number of adjuncts teaching the GER courses; an excessive number of GER requirements; GERs as a recruitment tool for certain majors; too many introductory courses filled by juniors and seniors. One individual spoke up a number of times (and seemed to inspire several nods of agreement) about the way in which the general education curriculum and the departmental structure make it difficult for faculty to accommodate students who want to break down disciplinary "silos" by pursuing interdisciplinary programs (even while the College has moved quite strongly in recent years in the direction of interdisciplinary approaches). That individual felt that we should give students more freedom to tailor their own programs, and stop penalizing faculty for trying to do things outside of their departmental silos. Along these lines, other faculty members complained that study abroad courses do not fulfill many GERs, and that the touted goal of internationalizing the campus should mean that courses taught abroad should be part of the general education curriculum.

The system of advising for the general education came in for some criticism. Many faculty believed that advising was not done well, and that we failed to communicate to students in a clear fashion the importance of the things that the GERs are supposed to address. The system itself, with its checklist of GERs, is not structured to make that easy. It would be better if students could plan where they are going in their education. Right now, the choices they make seem random. They should also be able to be more reflective about the choices they have made, to think about how their entire education works as a coherent educational experience. They should have more agency in the development of their education.

A recurrent complaint was that the writing requirements in the general education system were not sufficient to develop writing and research skills, with some faculty noting that their upper-division courses get side-tracked by the need to teach grammar and writing fundamentals. Faculty noted the unevenness across departments in the emphasis on writing, leading to a wide range of effectiveness in writing skills.

Others noted that basic skills needed for effective writing and research – such as proficiencies with using library databases for literature searches (digital information literacy) – are quite limited, even among senior-level students. Some argued that the digital literacy requirements (including instruction in computing security and digital ethics) should be strengthened, and others that the Digital Information Literacy exam, in which every student has to meet proficiency, should be "application-based," requiring the demonstration of proficiency through basic research tasks). Many believed that information literacy education should accompany the students throughout their education, rather than being satisfied as an entrance requirement. In short, faculty believed that the general education system did not help to produce a sufficient culture of critical thinking at the College.

Many faculty expressed their satisfaction with a key component of the general education curriculum, the Freshman Seminar (and some spoke up in favor of GER 6 and GER 7), although it did receive specific criticisms as well. Some felt that, even with this seminar, students' writing, critical thinking, and research skills are not what they should be by the time they get to their upper-level courses. Some complained that not enough seminars were offered, and that the seminars filled up too quickly, forcing students to take whatever they could get. The lack of oversight of the content of the seminars left too much latitude to individual instructors and departments to avoid ensuring that the basic goals of the freshman seminar are being pursued in them. Many faculty believed that the Freshman Seminars should be consistent in the goal of teaching students how to write and how to form coherent, logical arguments.

A variety of miscellaneous complaints were also discussed. Many shared deep concern about the amount of transfer credit (AP, IB, and dual enrolment) that are accepted here, and believe that AP classes in particular negatively affect the W&M curriculum. They lack the rigor and demands of college-level courses. Some faculty members did add a note of caution here, however, namely that the very fact that W&M allows so many AP credits was a point of attraction for prospective students. The general view was that we should be doing more of the GE credits here at the College. The issue of double majors came in for some criticism also. Some faculty believed that they did little to help students' job prospects, that students did not always choose them for good, well-thought-out reasons, and that the large number of incoming credits was a chief reason so many of our students pursue double majors.

One issue that faculty brought up, and acknowledged as potentially controversial, is the idea of switching from a five-course to a four-course load. Many attending faculty supported the idea that students were carrying too many credits per semester, leaving them without enough time to devote to homework, studying, and out-of-class preparation. Others argued that the current problem with "over-scheduling" has more to do with extra-curricular activities; changing to a four-course load is likely to encourage more involvement in such activities, not greater commitment of time to academic courses. Some noted that limiting the course load/credit hours might limit the ability of majors in the sciences to "experiment" outside of their field. It would be a shame if science students did not have exposure to the humanities early on. Still, as was often pointed out, the political climate makes it difficult to float the idea of a shift in course load, limiting incoming credits, transfer students, etc.

The priority accorded the acquisition of foreign languages in this College also came under discussion. Strong concerns were expressed that so much of the entering foreign language requirement is being met by high-school courses, and that students feel ill-prepared for the college language experience and avoid it at all cost. There was some discussion about whether the foreign language requirement could profitably be diminished or replaced with a broader requirement in foreign cultures. This was not dismissed out of hand, although some faculty members expressed concern that graduating students without any foreign language skills puts them at a global disadvantage, and that reducing or eliminating the requirement would send the unfortunate message that we don't think language skills are important. As exposure to foreign language and culture makes students engage with the world in many ways, many believed it should be a major part of any move toward interdisciplinarity.

Interdisciplinarity and the General Education System

Many faculty shared the view that the general education curriculum does not do a good job integrating knowledge and exposing students to a well-coordinated and broad system of education. The topic of integrating interdisciplinarity into the curriculum was discussed at all of these focus groups. Some faculty cautioned that while interdisciplinarity was a good idea in principle, it should not weaken discipline-specific skills. Some faculty embraced the idea of team-teaching across disciplines, some even suggesting potential themes (e.g., climate change, evolution, rules of evidence, plants and toxins, energy and the environment) as examples of courses that would benefit from multiple faculty members teaching them. Faculty mooted the idea of tackling such issues from the perspective of science, anthropology, botany, history, ethics, philosophy, politics, etc., throughout such a course. At least one faculty member suggested that we consider something like the Chicago system, where the entire general education program consists of 4 or 5 courses that are offered from various disciplinary perspectives structured around single topics.

At least two others, however, thought a team-taught course would be very difficult to make work consistently, and at least two or three felt that any interdisciplinary component would be better introduced in the later years, rather than in the first year. There was general enthusiasm for the notion of integrated/interdisciplinary learning, but it was acknowledged that team-taught courses are difficult to execute well. The converse side of this problem was also mooted: How can interdisciplinary courses be taught without resorting to team-teaching?

Some faculty members believed that a more broadly conceived freshman experience could involve a more integrative humanities approach; but if an integrative experience was the goal, then some wondered whether this would be better done in the junior or senior years when the students have the academic maturity and disciplinary background to appreciate it better. Still others expressed concern that a large freshman-experience class at the freshman/sophomore level might serve the students poorly.

Faculty were concerned that we are not asking students to ponder big questions in an integrated way in the general education curriculum. As a faculty we need to ask which issues in society students need to understand. Only a curriculum that asks such questions, and builds and has followup over time, can provide answers to such questions.

There was some consensus that the Freshman Seminars might be the area where this integrative learning experience could happen, and they could be refocused to consider interdisciplinary themes, questions, and perspectives. Others supported the idea that we need to carefully consider the "timing" of these types of courses, perhaps spreading them beyond the freshman year.

On a cautionary note, many faculty noted the demoralization among the faculty here at the College particularly over salaries and the lack of salary increases, and that the faculty is already stretched very thin. Team-teaching, and other such solutions to the general education curriculum problem, would have to be fair and self-sustaining, and not impose undue extra burdens on the faculty.

Discussion of Student Focus Groups

The student focus groups comprised about 45 students over three meetings. The students represented the following majors and professional programs: Business; Chemistry; Computer Science; East Asian Studies, Economics; Film/Literary and Cultural Studies; History/Classical Studies; Modern Languages and Literatures; Philosophy; Psychology; Religious Studies; Sociology; Theatre, Speech and Dance; Women's Studies; and others.

General Views of the General Education System

In response to whether they felt the General Education System had achieved its goal of creating "liberally educated persons" as defined by the Undergraduate Course Catalog, the students felt that they had achieved this goal in general, though to varying degrees across and within departments – that they had been working toward these overall goals, if a bit unevenly.

Students consistently commented that the GERs are a check-the-box system: students used words such as "hurdle to graduation," "jumping through hoops," and "burden" when describing the GERs. This is largely due to a lack of clarity in what the GERs mean. Many students see the GERs as labels departments are required to place on their courses without any real meaning.

Students seemed to really value their interdisciplinary experiences; however, few students spoke to this, as few had the opportunity to take such courses. Specifically, the Women's Studies and Africana Studies programs were cited. Some of their favorite courses were those that bridged disciplinary divides, as well as non-traditional courses that made connections and encouraged experiential learning. The multi-faceted approaches to topics made some courses favored over others.

Many commented that they unexpectedly enjoyed a course they were forced to take because of the GERs; some even ranked that course in their favorites. This is something the system is doing well. The ability to choose within the GERs was very favorable, and something that students value.

Specific Criticisms of the General Education System

Students as a whole felt the system lacked effective integration, and they failed to understand how the GERs and proficiencies were (a) placed in their designated categories and (b) contributed to their general liberal education, when professors themselves sometimes commented that students would simply forget the material after the tests. In sum, students don't buy into the importance of the GERs if their professors don't convince them of it. Along these lines, students really valued courses with passionate professors; without this interest and drive on the part of the professor, students flounder.

Additionally, a lack of standardization across and within departments in terms of proficiencies and standards for learning was particularly unnerving to students. For example, a "W" in one freshman seminar looks entirely different from another writing intensive freshman seminar: this needs to be

standardized to ensure all students are being held to the same standards and are learning the same critical material.

While students appreciated the ability to choose their own paths within the General Education System, they were frustrated by the lack of flexibility in what counted as a GER as well as the lack of approach-based instruction: students would prefer to learn about a disciplines approach and methodology rather than specific facts and figures they are likely to forget after the course has concluded. This lack of flexibility is particularly pronounced in the transfer experience.

The students did not see the GERs as interdisciplinary and felt there was a general lack of integration in the curriculum.

The discussion during the focus groups brought to the forefront the need for standardization in the writing requirement, that departments had become intellectually lazy in their approaches to this requirement and that it needed to be better defined and instituted. This is also true of communication skills, with students feeling that presentations should be stressed earlier in their academic experience.



YEAR-END REPORT

Appendix G

Frequently Asked Questions (FAQs)

How will the new College Curriculum affect current major requirements?

The proposed changes should not affect major requirements. In fact, because the number of College Curriculum courses is lower than the number of current GER courses, there should be more flexibility.

How will the new College Curriculum changes affect pre-med students?

In the new College Curriculum far fewer courses are required relative to the current system. Only one course, COLL 100, in addition to the Freshman Seminar (COLL 150), must be taken in the freshman year. Likewise, only one of the three COLL 200 courses must be completed during the sophomore year.

Where do humanities courses fit into the three knowledge domains?

There has been some confusion about which domain is most logical for humanities courses. Where would courses on topics like Greek Tragedy, Russian Mythology, Victorian novels, or Modern Hinduism fit? Since humanities courses often stress interpretation, the most logical domain would be "The Arts and Aesthetic Interpretation."

Can a student satisfy College Curriculum requirements with IB/AP credits? Students can certainly transfer IB/AP credits as they do now. However, just as a student cannot use IB/AP to satisfy the Freshman Seminar requirement, we want all students to complete the common general education requirements on campus.

How will the new College Curriculum affect students pursuing a concentration in education or a degree in the business school?

We acknowledge that students who are completing those courses of study have less flexibility in the junior and senior years. The proposed changes give students the opportunity to complete the majority of their College Curriculum courses early. We do not expect COLL 300 and COLL 400 to be overly demanding in the junior and senior years.

Is there a creative arts/performance course or a lab science course in the College Curriculum?

Yes. Aspects of performance and/or lab experimentation may be part of the 4-credit COLL 200 courses.

Will any of these new courses be team-taught?

We envision that COLL100 and some of the COLL 200 courses could be team-taught. However, team-teaching would not be required.

Who will teach the College Curriculum courses?

We want tenured and tenure-eligible faculty to be invested in all aspects of the new curriculum, and we anticipate that they will want to teach these courses.

How will the new College Curriculum guidelines affect transfer students? We've discussed this question as a committee and continue to consult with the University Registrar.

Could any of the new College Curriculum courses serve as a major requirement?

Yes, it is possible, and once the new courses are in place, individual departments can assess how the courses contribute to their major/concentration.

How many courses will students take each semester?

The committee would like students to have the freedom to strive for greater depth and higher levels of achievement in each class they take, so we recommend that the College move toward a system that would make it possible (although not mandatory) for a student to complete his or her degree in eight semesters taking an average of four courses per semester. Departments and programs that see pedagogical benefits in making most of their courses count for four credits rather than three credits should have the opportunity to do so.



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Appendix H

Comments of the Employer Advisory Board of the Cohen Career Center

The Employer Advisory Board consists of employers who recruit at William and Mary. These employers include organs of government, non-profit organizations, and large (e.g., Colgate-Palmolive) and small companies (e.g., SwissLog). Many of the Board members are William and Mary alumni.

What follows is a summary of the main points from a discussion that took place during the Board's November 2011 meeting.

Employers seek passion in students. On many occasions board members referred to “passion” as something they look for in job candidates. As one member of the board put it, “Students need to tell the story of their classes with passion.”

They want to see the self-awareness, curiosity, ambition, and passion that are both prequel and sequel to a liberal education, as well as the intellectual breadth that results. In their eyes, successful students have created intellectual and personal coherence in their course of study, and the coherence comes from the student rather than any template the faculty creates. Students need to be able to tell personal narratives of their college experiences.

As a corollary to this, the employers noted that students need to take a “strategic” approach to the courses they take. That is, students need to have an understanding of themselves and the world that will guide their courses of study. Students need to be able to explain why they are taking what they are taking.

Communications skills are highly valued. This was a recurring point. Communications skills are not only prized for their value to the employer, but it was also pointed out that they are valuable to our students when interviewing for jobs. These skills include written, oral, and visual communication. Several members of the Board lamented that students don't know how to write business letters and memos.

Intellectual breadth is highly valued. Jim Napolitano (Colgate-Palmolive) spoke highly of “diversity of thought.” For instance, employers *do* value double majors or majors + minors, viewing them as showing passion and ambition. Double major or major-minor combinations need not be complementary (e.g., physics/math, math/computer science). Several members of the Board went so far as to say that they found orthogonal combinations (e.g., computer science/women's studies) more intriguing in a job candidate.

Student research is valued. Employers are impressed by the depth of the research done by our students.

Employers trust that the traditional academic preparation of our students is adequate. No particular deficiencies (e.g., statistics, computer skills, language) were mentioned. There was no enthusiasm for a system of general education that was highly specific in its course requirements.

There are things we can do better. These include:

- Teaching and developing skills for solving complex problems. It was suggested that this be done throughout the curriculum.
- Improved communication skills. This includes understanding the social context of various forms of communication (e.g., the formality needed when making presentations to business superiors). Communication was taken to include social skills such as the willingness to speak up (the example cited was that of being called on in a business meeting).
- Experience working in teams. Improved communication skills were seen as a corollary of this experience.
- Practice in applying quantitative techniques (as opposed to simply knowing the techniques in isolation).
- Improved academic and career advising.