

EPC presents the following motions to the A&S Faculty for the April 5, 2016 meeting.

- I. A motion to establish a new minor in Native Studies in the Department of Anthropology.
- II. A motion to amend the catalogue language relating to courses taken pass/fail.
- III. A motion to amend EPCs policy on delinking credit hours from contact hours.

**I. EPC motion to establish a Minor in Native Studies in the Department of Anthropology**

**RATIONALE**

The political sovereignty of indigenous societies and the historical experience of colonialism marks important differences in the experiences of Native societies from those of other groups in the Americas and the Pacific. With a range of courses in Native history, literature, art history, archaeology, ethnography, museum studies and linguistics, the Minor in Native Studies is designed for those students who wish to learn in some depth the history, culture, language, and collective identities of the Native peoples of the Americas and Polynesia, and who wish to acquire in-depth knowledge regarding tribal affairs, education and public policies at the local and global level.

William and Mary graduates face an ever-changing and increasingly complex world. The Native Studies Minor foregrounds faculty and students' reflexive engagement with native communities, and addresses such themes as the emergence of global forces in local contexts; multiple flows and interconnections among peoples around the globe; and community-centric, ecologically-balanced, and culturally-sensitive modes of reasoning, living, and commitment. The minor brings to the fore classes, conversation and experiences central to the College's knowledge domains: Culture, Societies, and the Individual; Arts, Letters and Values; and, the Natural World and Quantitative Reasoning.

With specific course offerings focusing on the Native peoples of the Americas and Polynesia, the interdisciplinary minor also acknowledges the College's historical ties to the American Indians of the Mid-Atlantic Region, since the establishment of the Brafferton Indian School in 1723, the founding of the American Indian Resource Center within Anthropology Department in 1998, as well as on-going individual faculty's efforts for the Federal Recognition of Virginian Indian tribes. Further, the minor will encourage students to enroll in courses in other departments and programs with similar themes. For example there are at least six courses in the Departments of History and Art History that would qualify for minor credit, and two in the American Studies Program (see below).

### **Learning objectives**

Learning objectives will be organized around interdisciplinary topics that can potentially engage indigenous communities around the globe:

1. Native cultures of the Americas: history, arts, languages
2. Contemporary Native Societies
3. Intercultural dialog: The colloquia series and visiting scholars
4. Language description, language learning, language revitalization
5. Environmental knowledge and livelihood.
6. Sovereignty, governance, Indian Law, Indigenous rights.

### **Methodologies**

A number of research methods (and their theoretical underpinnings) are taught within the different courses comprising the minor: Documentary research and analysis, Ethnography, Ethnohistory, Linguistics, Art History, Archaeology, and Literary criticism.

### **Added features**

The minor will make a vital contribution in other initiatives at the College now being launched, including the proposed College Colloquium series, internships and projects at the Muscarelle museum, and COLL 300 courses that look beyond the university to indigenous communities in the region and elsewhere.

For example, students could work with DC advocacy groups & the Federal Government, or with tribes around the world where faculty are active, (include prepping for work in indigenous communities). These internships might also be linked to a Coll (300)/Faculty-supervised research, or hands-on activity with indigenous communities.

### **Advisory Board**

The minor will be overseen by a Native Studies Advisory Board that will be empaneled by the department and may include interested faculty from other departments and programs. The Advisory Board will cooperate in determining which courses will be taught over a given 2-year period, in consultation with the Registrar, and all affected Department Chairs or schedule coordinators.

## **CATALOG LANGUAGE**

### **Minor in Native Studies**

The Native Studies Minor focuses on the political sovereignty of indigenous societies and the historical experience of colonialism in the Americas and the Pacific. With a range of courses in Native history, literature, art history, archaeology, ethnography, museum studies and linguistics, the Minor is designed for those students who wish to learn in some depth the history, culture, language, and collective identities of indigenous peoples in the Americas, and who wish to acquire in-depth knowledge regarding tribal affairs, education, and public policies at the local and global levels.

**Required Credit Hours:** 18 credits of core courses. At least 3 of those credits must be in ANTH courses. ANTH 225, ANTH 425, and ANTH 498 are limited to 3 credits each.

### **Core Courses**

- ANTH 225 - Archaeological Field Methods (3)
- ANTH 322 - Archaeology of North America (3)
- ANTH 323 - Indians of North America (3)
- ANTH 324 - Indians of the Southwest (3)
- ANTH 325 - Sun Dance People (3)
- ANTH 329 - Native History and the Colonial Encounter (3)
- ANTH 338 - Native Cultures of Latin America (3)
- ANTH 350 - Peoples and Cultures of Polynesia (3)
- ANTH 350 - Museums and Representation (3)
- ANTH 362 - Knowledge, Learning, and Cognition in “Non Western Societies” (3)
- ANTH 425 - Advanced Archaeological Field methods (3)
- ANTH 427 - Native People of Eastern North America (3)
- ANTH 459 - Tsenacomoco: Native Archaeology of the Chesapeake (3)
- ANTH 498 - Internship (1-3)
- AMST 350 - Literature of the Americas (3)
- AMST 470 - Mobility (3)
- AMST 470 - Sovereignty (3)
- ARTH 396 - Art of the Andes (3)
- HIST 131 - Latin American History to 1824 (3)
- HIST 132 - Latin American History from 1824 (3)
- HIST 238 - American Indian History since 1763 (3)
- HIST 490 - Race and Ethnicity in Latin America (4)
- LING 464 - Native Languages of the South (3)

### **Additional information**

Students must design their minor in consultation with a member of the Advisory Board. Additional electives may be considered.

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## **II. EPC motion to amend the catalogue language relating to Pass/Fail courses:**

### **Current Catalogue language:**

Courses taken on a Pass/Fail basis may not be used to satisfy general education (GER or COLL), proficiency, minor or major requirements, except where courses have been designated Pass/Fail by the College, such as physical activity courses in the Department of Kinesiology.

### **Proposed amendment (new language underlined):**

Courses taken on a Pass/Fail basis may not be used to satisfy general education (GER or COLL), proficiency, minor or major requirements (including electives that are counted toward major and minor requirements), except where courses have been designated Pass/Fail by the College, such as physical activity courses in the Department of Kinesiology.

**Rationale:** The current catalogue language specifies that courses taken pass/fail may not be counted toward major or minor requirements. It has come to the attention of EPC that many people think that this prohibition only applies to courses that are specifically required by name/number and not to electives. This amendment would make it clear that the prohibition applies to any course that is to be counted toward the fulfillment of major or minor requirements.

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## **III. EPC motion to amend its own policies and procedures regarding the approval of courses that are ‘delinked’ (i.e. that offer more credit hours than contact hours).**

**Rationale:** In the fall of 2014 the provost issued a new College-wide policy on credit hours based on federal DoE guidelines (see Appendix B). This change would make the EPC’s policy consistent with the College-wide policy and broaden the language to encompass a variety of course formats and modes of instruction not addressed in the old version, including online courses. EPC still considers a one-to-one correspondence between credit hours and contact hours to be the norm, and variations from that norm (except in

the case COLL 100 and 150, which are automatically delinked) will still require justification. Since the previous policy (see Appendix A) was brought before the faculty for approval, we are doing the same for this version.

### **New language:**

#### Rules for Delinking Credit hours and Contact Hours

Within Arts and Sciences, the Educational Policy Committee is responsible for monitoring credit hours in undergraduate courses. According to W&M's [Academic Credit Hour Policy](#), one credit hour is “an amount of work represented in intended learning outcomes and verified by evidence of student achievement” that approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks.

In most traditional courses, one credit hour is equivalent to one contact hour (one hour of direct, face-to-face instruction in the same room). Well-known exceptions include independent studies, honors courses, and internships, which generally involve more independent student work. The Faculty of Arts and Sciences has also approved COLL 100 and COLL 150 courses as “delinked” courses: these courses normally meet for only three hours per week, but students receive four credits as compensation for greater expectations in writing assignments and presentations.

Credit hours in all other courses generally correspond to contact hours. When departments or programs propose to offer other “delinked” courses (courses where students receive credit that exceeds the number of contact hours), they must gain approval from EPC. This also applies to courses that replace face-to-face contact with alternative modalities (e.g., online courses, hybrid courses, and other distance courses).

EPC will accept proposals from chairs and directors through Curriculog for “delinked” courses. Proposals must include a syllabus and should explain why the department or program supports this manner of teaching a non-traditional reckoning of credit hours is necessary for this course. An acceptable course proposal must show one or more of the following:

- that the course involves instructor-student interaction outside the classroom that will be an integral part of the proposed course and have sufficient educational value to substitute for class time.

- that the special nature of the skills to be taught in the proposed course is such that students will clearly benefit from alternative modes of instruction. This may include labs, performances, forums, service projects, and online activities that stand in place of class time. In such cases, it may be difficult to decide whether the activity should be considered class time or homework: To qualify as class time, there must be additional assignments (written reports, readings etc.) involving the activity amounting to two hours per week for each hour of class time replaced.
- that the work required in the course significantly exceeds that found in comparable courses with the same number of contact hours. In accordance with W&M's Academic Credit Hour Policy, a three-credit course is expected to have six hours of readings and homework per week. Four credits may be justified for a course that requires eight hours of assignments per week. The course proposal should explain the number and types of projects students will undertake and the way these will be evaluated. Faculty should generally expect to confer formally with individual students several times as needed over the course of the semester to assess their progress.

Proposals for courses with substantial online components (20% or more of class time) must undergo a different process of approval. Consult the EPC for more information.

#### **APPENDIX A: Existing EPC delinking policy**

(<http://www.wm.edu/as/facultyresources/committees/educationalpolicy/forms/delinking/index.php>)

#### **Rules for Delinking Credit Hours from Contact Hours**

(From the EPC 1993-94 Mid Year Report, approved at the February 1994 Faculty meeting)

The basic rationale for permitting 4-credit courses with fewer than 4 class hours is that the instructor-student interaction outside the traditional classroom structures can be educationally valuable. However, departures from such structures must have clear justification. An acceptable course proposal for 4-credits with fewer than 4 contact hours must show:

- that instructor-student interaction outside the classroom will be an integral part of the proposed course and have sufficient educational value to substitute for class time; or

- that the special nature of the skills to be taught in the proposed course is such that students will clearly benefit from augmenting traditional class time with alternative instructor-student interaction.

Normally, merely adding more reading or term papers will not meet this standard. On the other hand, EPC has and will continue to grant requests for the addition of a fourth credit-hour to a course that meets for only three traditional class hours a week where one of the following two conditions is met:

1. Four credit courses with fewer than four lecture hours will normally be approved when there are significant additional projects over and above those assignments generally used in a 3-credit version of the course. Course proposals should contain draft syllabuses with the number and types of projects students will undertake and the way these will be evaluated. Faculty should generally expect to confer formally with individual students several times as needed over the course of the semester to assess their progress.
2. Four credit courses with fewer than four lecture hours will normally be approved when there is a requirement for the entire class outside class lectures: for example, required labs, service projects, or attendance at fora (including, for instance, film showings or music performances). Such requirements must be in addition to standard requirements for a 3-credit hour course, and generally students will be expected to submit written reports of the lab, fora, *etc.* for evaluation by the instructor. Generally, the outside time required of students must equal at least 2 hours per week in addition to the outside time normally required in a 3-credit version of the course.

As these criteria indicate, the burden of proving the pedagogical efficacy of the "extra hour" falls on the instructor. While department chairs may submit packages of course proposals which include proposals for 4-credit courses with fewer than 4 contact hours, EPC will decide on the appropriate number of contact hours on a case by case basis. Department chairs interested in submitting such course proposals should make sure that instructors submit a completed syllabus with the course approval request.

## **Appendix B: W&M's Academic Credit Hour Policy**

(<https://www.wm.edu/about/administration/provost/documents/credit-hour-policy.pdf>)

## ACADEMIC CREDIT HOUR POLICY

Effective Date: Fall 2014

**Scope:** This policy defines academic credit hours awarded by the College of William & Mary (W&M) at all levels and in all schools and programs. This does not address non-credit instruction or continuing education units (CEUs).

**Purpose:** This document provides general definition and school-specific requirements for the awarding of academic credit hours. It includes requirements articulated by the U.S. Department of Education (USDOE), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the faculties of the College.

**Policy:**

**Federal Definition of the Credit Hour (from USDOE):** For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In the document “Regulations Governing Certification of Certain Institutions to Confer Degrees, Diplomas, and Certificates” the State Council of Higher Education for Virginia (SCHEV) further notes: "Emerging delivery methodologies may necessitate determining a unit of undergraduate

or graduate credit with non-time-based methods. These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to ensure these courses are equivalent to traditionally delivered courses.”

William & Mary adopts the federal and state definitions of credit hour as outlined above, regardless of the mode of delivery including, but not limited to, self-paced, online, hybrid, lecture, seminar, and laboratory. William & Mary further acknowledges credit-hour stipulations required by accrediting agencies for specific schools and levels.

