

**Motion from the Educational Policy Committee  
to Endorse the Guiding Principles and Conceptual Framework  
of the Proposed College Curriculum**

**Resolution:**

Resolved, that the Faculty of Arts & Sciences endorse the following guiding principles and conceptual framework for a College Curriculum designed to replace the current General Education Requirements. The endorsement shall be made with the following understandings: that the vote will signal an agreement to move forward with the Curriculum Review; that this resolution will serve as a starting point for seriatim discussions of the curriculum proposed by the Curriculum Review Steering Committee and endorsed by the Educational Policy Committee on December 7, 2012; that changes to both the principles and the components of the framework of the proposed curriculum are possible.

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**Enumeration of the Principles:**

The principles, enumerated previously on pages 2-3 of the Curriculum Review Steering Committee's November 2012 Executive Summary and revised modestly by the EPC on December 7 and January 18 (revisions are italicized), state that William & Mary COLL courses should:

- Be taught *mainly* by William & Mary faculty (*TE and continuing NTE*).
- Provide students with an integrated intellectual experience across the four undergraduate years, making meaningful and coherent interconnections across disciplines.
- Inculcate in students the skills and habits of critical thinking: written, oral and visual expression; research methods; collaboration; problem-solving and intellectual agency.
- Explore the methodologies and epistemologies of the various academic disciplines, along with how they differ from and form synergies with one another.
- Be structured in such a way that faculty routinely bring their best scholarly and creative work to all undergraduate students.
- Encourage faculty to focus their attention not only on their respective major fields but also on the ways in which their fields contribute to the broader Liberal Arts.
- Enlarge our students' global perspective through an experience of the world beyond campus.
- Foster a sense of academic community among students and faculty.

**Description of the Framework:**

The framework, described on pages 3-8 of the Curriculum Review Steering Committee's November 2012 Executive Summary, contains the following components, revised modestly by the EPC on December 7 and January 18 (revisions are italicized). The final description of the framework and the descriptions of each of its component parts shall be determined through seriatim discussion of the faculty.

Domains. The College Curriculum consists of COLL and departmental courses organized into three knowledge domains. The domains shall be defined in such a way that *courses* in every discipline on campus will have a place in one or more of the domains. *Preliminary* domain names and domain descriptions can be found on pages 4-5 of the Curriculum Review Steering Committee's November 2012 Executive Summary.

COLL 100. COLL 100 courses emphasize inquiry and challenge students to think *broadly* about important ideas. COLL 100 works to strengthen communication, especially visual and digital communication. COLL 100 introduces students to academic inquiry and to academic resources at the College. Collaboration is also a focus of the course. These 4-credit courses fulfill the state-mandated digital literacy requirement. One COLL 100 course is required of all first-year students.

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

COLL 200. COLL 200 courses [*deleted: introduce students to the Liberal Arts in an integrated manner. In addition to providing significant content, COLL 200 courses also*] call upon students to think critically *and in an integrated manner* about the discipline or disciplines represented in the course and how they fit into the broader framework of the Liberal Arts. Students explore the ideas and methods of one knowledge domain while acknowledging and looking outward toward one or both of the other knowledge domains. COLL 200 courses carry 4 credits *and may or may not have prerequisites*. 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.

COLL 300. COLL 300 typically takes place in year 3. It asks that students use their knowledge, their emerging expertise in framing questions, and their communication skills to engage the world beyond campus. Many students will fulfill the requirement through participation in the W&M D.C. programs; other W&M *off-campus*, credit-bearing initiatives; or through study abroad. In the latter case, students may study with W&M or non-W&M faculty. Other students will fulfill the requirement through the W&M Colloquium, a 2-credit course taught around a series of lectures by W&M faculty and visiting public intellectuals.

COLL 400. COLL 400 provides students with a culminating experience and follows on the recommendation of the previous Curriculum Review Steering Committee, contained in the *Final report on the UG Curriculum* (April 1993). Many students may fulfill this requirement through required upper-level seminars or *culminating* courses offered through the major, through departmental Honors, or through other *major-related experiences deemed appropriate* for this purpose. Other students may fulfill the requirement through the W&M Liberal Arts Capstone, a variable-credit course taught by W&M faculty, in which students share ideas and engage in synthesis, critique, and analysis.

Additional Departmental Credits in the Knowledge Domains. As appropriate, courses in the Undergraduate Catalog will be designated as belonging to one (or more) of the three domains, and students will be required to take at least 2 credits in each domain, completing a total of at least 6 credits in this way.

Proficiencies. Two proficiencies are proposed: Foreign Language Proficiency and Mathematics/Quantitative Proficiency.

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

Transfer students who enter the College with at least 24 credits, earned since high school graduation and accepted for credit at William & Mary, are not required to take COLL 100 and COLL 150.