

## **EPC May 1999 Report**

During the 1998-99 academic year, the EPC approved new courses, concentration requirement changes, and applications for GER credit for new or existing courses. The details describing these approvals are listed at the end of this report. In addition two assessment reports came before the EPC: the 1997-98 Freshman Seminar Assessment, and the GER 3 Assessment. The EPC has issued reports to the faculty on each of these assessments in accompanying documents. The EPC has also reported to the faculty on the new mid-semester reporting system and the 1998-99 Academic Intervention program in an accompanying document. Finally, the EPC initiated a survey of all departments and programs to analyze what yet needs to be done to institute the Upper Level Independent Learning program called for by the new curriculum. Below, we summarize the major actions taken in each of four areas: Curriculum Development, GER Policy, Continuance Standards, and Freshman Seminars.

### **Curriculum Development**

During the spring of 1993, the faculty approved a motion that included an upper level requirement; however, implementation of this requirement was postponed.

The first part of the motion read:

"During the junior or senior year, each student shall be required to take at least one course designated as an individual or small group learning experience. This may include seminars, tutorials, independent study, or supervised research projects including Departmental Honors and special summer projects such as the Wilson Cross-Disciplinary Scholarship."

In addition, the motion included an oral component, which was later defined to include at least one 8 minute prepared student presentation, and (in the case of a formal class) at least 50% of the class time devoted to discussion.

During the Spring 1999 semester, the EPC circulated a questionnaire to all departments and programs to determine which courses currently satisfy the small group experience or the oral component of this requirement. At present, we have received responses from American Studies, Art and Art History, Chemistry, Classics, Economics, Government, History, Mathematics, Military Science, Philosophy, Physics, and Psychology. The EPC will report to the faculty during the 1999-2000 academic year, after all the questionnaires have been returned. We recommend to all faculty to insure that your department's list include any courses which you believe to satisfy either of the above components.

### **GER Policy**

The EPC noted a sharp reduction in the number of courses applying for GER credit during the 1998-99 academic year. This is presumably because the new curriculum has now become mature, and this trend will continue in the near future. However, the EPC

has noted during its discussions a concern that many faculty might no longer be aware of the goals of the GER program, again as a result of its maturity. The EPC has instituted a web-based application program, which will be fully tested during the summer of 1999 and will produce an electronic version of all GER applications. The EPC has also instituted a program of notifying all faculty who teach GER approved courses of the requirements to satisfy that GER. Once all GER applications are stored in electronic form, the EPC intends to direct each faculty member teaching a GER approved course to the original GER application for that course. This will keep the GER program current, and will also introduce new faculty to the GER requirements for their course. Moreover, the EPC encourages faculty who teach GER approved courses to modify their course syllabi so that they enumerate the specific criteria of the GER and how they are being satisfied.

During the 1997-98 academic year, the GER 3 program became the first of the New Curriculum General Education programs to be assessed. The EPC has submitted a report on this assessment as a separate document. Both faculty and students report that the GER 3 courses do meet their stated goals. However, the EPC found that this assessment was an excellent vehicle for a fresh look at the GER and its goals. The working group that designed the assessment had some difficulty in deciding the meaning of the GER criteria. During the academic year 1999-2000, the EPC will create a GER handbook for each GER, including background material to better describe the goals of that GER.

### **Continuance Standards**

The EPC reported to the faculty, at the April 1999 meeting that the 1998-99 Academic Intervention program was operating as expected and had sufficient staff to serve all students placed in it. The EPC also reported that the mid-semester reporting system is fully operational; however, faculty participation is significantly lower than it should be. The EPC encourages all faculty, especially those teaching the first or second year courses, to participate in the mid-semester reporting system. The EPC proposed, and the faculty accepted, changes in the cumulative credits required under the new continuance standards following the second, third and fourth semesters. The EPC also discussed the issue of Summer School credit, and its use for continuance. Under current policy, it is not clear when summer school classes are counted and how. Moreover, current policy requires a student to withdraw from the College if the student does not achieve at least a 2.0 average in each course taken during summer school. The EPC felt that it is important for a student to show that he or she can perform at a normal level of a 2.0 QPA for 12 credits during a regular semester before he or she is released from probation. However, the EPC also felt that it is counterproductive to impose such harsh penalties on any student who takes summer school classes. Consequently, the EPC moves that the following policy be adopted regarding the role of Summer School in continuance policy:

**William and Mary summer school classes count towards a student's cumulative QPA and total credits. However, a student will not be removed from probation following a summer school session, unless that student maintained a 2.0 QPA while taking at least 12 credits**

**during the semester immediately preceding the summer session. Poor performance in summer school will reduce a student's cumulative QPA, but it will not compel the student to withdraw from the College.**

Assuming that this motion passes, then the continuance standards may be summarized as:

**Continuance Standards for students who enter the College in Fall, 1999 or after:**

In order to graduate, students must have completed 120 credits in academic subjects with a quality point average (Q.P.A.) of 2.0 both overall and in their field of concentration. The Continuance Standards provide student performance minima for cumulative quality point average (QPA) and total credits earned at William and Mary for each semester of attendance.

Semester	QPA	Credits	Semester	QPA	Credits	
1	1.7	9	2	1.7	21	Students whose work falls below the minimum QPA and earned credit standards will be placed on probation. While on probation, they must earn at least a C average with at least a 12-credit load. They will have two regular semesters to bring their work up to or beyond the minimum standards for QPA and credit earned requirements. Failing this, they will be required to withdraw from the College for at least one semester.
3	1.85	33	4	2.0	48	
5	2.0	60	6	2.0	72	
7	2.0	84	8	2.0	96	
9	2.0	108	10	2.0	120	

bring their work up to or beyond the minimum standards for QPA and credit earned requirements. Failing this, they will be required to withdraw from the College for at least one semester.

Before returning from such a suspension, students must normally supply:

- a. a personal statement,
- b. evidence of a solid work record, paid or unpaid, and
- c. transcripts from another higher education institution showing that they have received B's or better in two courses. This credit is not transferable to William and Mary. With very rare exceptions, students are not reinstated if their academic performance has required them to withdraw twice.

Normally, the suspension period will last one semester, although the duration of suspension is at the discretion of the Committee on Academic Status.

William and Mary summer school classes count towards a student's cumulative QPA and total credits. However, a student will not be removed from probation following a summer school session, unless that student maintained a 2.0 QPA while taking at least 12 credits during the semester immediately preceding the summer session. Poor performance in

summer school will reduce a student's cumulative QPA, but it will not compel the student to withdraw from the College.

Only credit earned in William and Mary courses counts toward determining whether students are meeting Continuance Standards. Hence no transfer, Advanced Placement (AP) or International Baccalaureate (IB) credit will count to determine continuance standing, although such credit will count (a) toward the 120 credits required for graduation, (b) toward general education requirements, and (b) toward concentration requirements. From a Continuance perspective, students enter William and Mary with a "clean slate".

Students on probation must participate in the Academic Intervention program of the Dean of Students' Office during their probationary semester(s). Students on probation must also meet with their Academic Advisor before registering for the subsequent semester. These students will not be allowed to pre-register until they have both participated in the Academic Intervention program and met with their Academic Advisors. After the Add/Drop period, Administrative Holds will be placed on their records by the offices of Academic Advising and the Dean of Students. These holds will be removed as soon as they have fulfilled these requirements.

Students granted underloads are expected to keep up with Continuance Standards and to abide by the ten-semester rule.

The Committee on Academic Status will hear individual cases for exceptions to the Standards.

**Continuance Standards for students who entered the College before Fall, 1999:**

In order to graduate, students must have completed 120 credits in academic subjects with a quality point average (Q.P.A.) of 2.0 both overall and in their field of concentration.

After each semester of full-time enrollment, the student must meet the minimum levels of academic progress established by the College and applied by the Committee on Academic Status. The minimum requirements for Continuance for undergraduates entering the College before Fall, 1999 are as follows:

After Full-time Semester	Semester QPA	Semester Academic Credits	Cumulative QPA	Cumulative Academic Credits
1	1.1	9		

2	1.1	9	1.1	18
3	1.4	9		
4	1.4	9	1.4	42
5	1.7	9		
6	1.7	9	1.7	66
7	1.9	9		
8	1.9	9	1.9	90
9	2.0	12		
10	2.0	12	2.0	120

Students whose Q.P.A. falls below 2.0 in any semester will receive a warning letter from the Office of the Dean of Students.

Students whose academic work falls below the minimum Q.P.A. and earned credit Continuance Standards will be placed on probation during following semester.

While on probation, students must earn a 2.0 QPA or better with at least a 12 credit load.

Students on probation who are in their 2nd, 4th, 6th, 8th and 10th semester must also meet the minimum cumulative standard for that semester.

Students on probation who enroll in the Summer Session at William and Mary must pass all courses taken with grades of "C" or better.

A student who fails to meet the probationary standards will be required to withdraw from the College for academic deficiencies.

Students may petition the Academic Status Committee for individual exceptions to the above Continuance Standards. (Petition Forms are obtainable at the Office of the Dean of Students.)

### **Continuance Standards for other students:**

Transfer students who entered the College before Fall, 1999 must meet the above Continuance Standards. For such students, credits brought in at the time of transfer to the College are used to calculate which full-time semester applies for Continuance review.

An unclassified student enrolled for 12 or more academic hours must meet the Continuance Standards applicable to the regularly enrolled student.

(Students whose first full-time semester was prior to fall semester 1995 should consult the College catalog under which they entered for the Continuance and probation standards that apply to them.)

### **Freshman Seminars**

For the 1997-98 Freshman Seminar Assessment program, students and faculty were asked to complete questionnaires that rated the course emphasis and the perceived improvement in four major areas of skills: Critical thinking, Independent Learning, Discussion, Writing. In all four of these areas, the students and faculty report a high emphasis on skills, and a slightly lower evaluation of how much the seminar improved skills. The scores for these four areas ranged from 3.9/4.0 (for students/faculty, with a top score of 5) to the very high score of 4.6/4.6 (for the extent to which writing was emphasized). The EPC believes that this 1997-98 Freshman Seminar Assessment shows clearly that both the faculty and the students perceive the Freshman Seminar as meeting its stated goals.

The 1997-98 Assessment of the Freshman Seminar Program made the following recommendations:

1. Distribute results of the freshman seminar assessment to departments and individual instructors

2. Encourage faculty to review with students the goals of freshman seminars, the relevance of various experiences and assignments for achieving those goals.
3. A discussion-intensive seminar experience for first year students is an important new initiative of the College. Leading class discussions is a skill that has been a topic of College-sponsored faculty workshops. Continue to support the discussion-intensive initiative through workshops and other opportunities that allow faculty to explore ways to encourage and support seminar discussions.
4. All freshman seminars are writing intensive. However, not all students take freshman seminars to meet their lower level writing requirement and not all seminars carry the "w" designation. Students may fulfill their lower level writing requirement in several ways, including the successful completion of a w-designated freshman seminar. Comparisons of these groups suggest modest differences between students enrolled in w-designated seminars and those who are enrolled in non w-designated seminars. Continue to make these comparisons in order to provide information for discussions of the lower level writing requirement and of the distinction between w- and non w-designated seminars.
5. In related assessment studies, ask upper level students about the value of their freshman seminar experiences.
6. Continue to conduct periodic reviews of the Freshman Seminar Programs.

The EPC agrees with these recommendations, and makes the following addenda:

1. The EPC will discuss with the Writing Committee the possibility and usefulness of using writing samples to assess those students who have passed their writing proficiency. Since approximately 60% of our students pass their writing proficiency by taking a freshman seminar, any further assessment may well have implications for the freshman seminar program.
2. In further studies (for concentrations assessments or alumni surveys), the EPC will discuss with the Assessment Steering Committee the inclusion of questions comparing the freshman seminar experience to that of upper level seminars, and other small group experiences. In particular, advanced students and alumni might be asked to rate seminars in their concentration with the same questions that were asked for the Freshman Seminar. Further, they might be asked if their perception of the Freshman Seminar experience has changed in view of their later work and experiences at William and Mary. If the Freshman Seminar is still perceived to have initiated critical thinking, independent learning, active participation in class, or good writing, then the program can clearly be labeled a success.

Significant differences among students in various concentrations might suggest that some departments are making better use of the Freshman Seminar experience. Such comparisons might help some departments improve the format of their Freshman Seminars, based on the most

successful models. For example, some freshman seminars in the social sciences closely follow the same material as the large introductory courses, while in many other departments, freshman seminars introduced topics which were completely new to the curriculum. This assessment does not find major differences between these two approaches. If differences do later appear, they might have educational policy implications.

## **Changes in Concentration Requirements**

The EPC approved the following changes in concentration requirements during the academic year of 1998-99.

1. Biology 438 "Immunology" was approved for addition to the list of courses in the elective component of the Biochemistry minor.
2. The concentration writing requirement for Economics will be:  
"The Concentration Writing Requirement may be satisfied by successfully completing one of the following: Economics 300, 308, 310, 341, 344, 345, 355, 380, 400, 411, 412, 446, 451, 474, 480, or 484, an independent study course with a writing component (Economics 490), or departmental honors (Economics 495/496). Each of these courses requires at least one substantial (10 pages or so) paper or several short papers (five pages or so) which are returned to the student for re-writing with comments from the instructor."
3. Philosophy concentration requirements for historical courses will now be: "two courses, one from 331, 332, or 324, and another from 352 or 353."
4. The concentration writing requirement for concentrators in Spanish will be satisfied by Spanish 305.

## **New or Changed Courses**

The EPC approved the following changes and additions during the academic year of 1998-99.

### **New Courses:**

1. ANTH 327 "Indians of the Southwest".
2. ANTH 346: "Foodways and the Archaeological Record"
3. ANTH 350 "Primate Cognition and Communication"
4. ANTH 366 "Information Technology and Global Culture"
5. AMST 350 "Topics in American Culture"
6. ARAB 200: "Arabic studies in the Morocco summer program: Language, Literature, Culture". Students will get credit for either 201 or 202 according to their level before going to the summer program.
7. ARAB 300 "Arabic studies in the Morocco summer program". Students will get credit for either 301 or 302 according to their level before going to the summer program.

8. ART 409 "Advanced Life Drawing"
9. BIOL 417 "Population and Community Ecology"
10. Dance 115 "Studies in Style"
11. ECON 150, a new Freshman seminar which does not substitute for one of the principles courses as does ECON 151, ECON 152
12. ECON 480 "Seminar in East Asian Economic Growth"
13. GEO 307 "Planetary Geology"
14. GER 210 "Topics in German Language"
15. GOVT 201L, "American Government Computer Proficiency Lab"
16. GOVT 341, "Persian Gulf Politics"
17. HIST 367 "US Social and Cultural History Since 1945". Students enrolled in the History 490-02 during Fall 1998 received credit for HIST 367.
18. LCST 495/96 "Senior Honors in Literary and Cultural Studies"
19. MATH 308 "Applied Statistics"
20. MUS E21 "Indonesian Gamelan"
21. RUS 309 "Topics in Russian Cinema (in English)"
22. SPAN 400 "Internship: Spanish Interpretation/Translation and the Health Professions"
23. WMST 490 "Women's Studies Senior Seminar"
24. WMST 495/6 "Honors Supervision"

**Cross-listings:**

1. AMST 271 "American Popular Music" with MUS 171
2. AMST 273 "Jazz" with MUS 173
3. GOVT 310 "Game Theory" with ECON 310
  
2. WMST 315 "Women in Antiquity" with CIV 315

**Prerequisite changes:**

1. To "Phil 201 or Phil 150W" from "Phil 201 or Phil 150W, And one other course in philosophy or consent of instructor" for:
  - a. PHIL 321 "Existentialism"
  - b. PHIL 322 "American Philosophy"
  - c. PHIL 324 "Classical Chinese Philosophy"
  - d. PHIL 331 "Greek Philosophy"
  - e. PHIL 332 "Medical Philosophy"
  - f. PHIL 336 "Contemporary Analytic Philosophy"
2. For GOVT 495/496 "Senior Honors" to GOVT 301 or 302.
3. For BLS 307 "Workshop on Black Expressive Culture" to "BLS 205 or Instructor Permission"

4. For BLS 407 "Senior Colloquium" to "BLS 205, BLS 301 or Instructor Permission"

**Title change** for Math 106 to "Elementary Probability and Statistics" from "Elementary Probability"

**Grading change:** The following internship courses in the School of Education were changed to pass/fail grading:

1. Education 313, "Clinical Experience (Early/Middle Education)"
2. Education 320, "Early Clinical Experience (Secondary Education)"
3. Education 475, "Elementary Social Studies Curriculum and Instruction (Lab)"
4. Education 476, "Elementary Science Curriculum and Instruction (Lab)"
5. Education 477, "Elementary Mathematics Curriculum and Instruction (Lab)"
6. Education 478, "Development/Diagnostic Reading Curriculum and Instruction (Lab)"
7. Education 479, "Elementary Language Arts Curriculum and Instruction (Lab)"

#### **Changes in credits:**

1. LCST 401, "Seminar in Literary and Cultural Studies", approved for variable credit of 3 or 4 credits.
2. MLL 360 "Topics in Modern Languages, Literatures and Cultures", approved for variable credit (1-3)
3. MUS 391, "Projects in Music" was approved for variable credit (1-4).
4. MUS 365 "Topics in Music" was approved for variable credit (1-4). MUS 366 will be discontinued.

#### **Course description changes:**

1. ENG 202, "Critical Approaches to Literature" An introduction to important critical approaches to literature such as traditional (historical/biographical, moral/philosophical), formalist, psychological, archetypal, and feminist. (Appropriate for students intending to concentrate in English or having AP credit for English 201.)
2. ENG 352, "Twentieth-Century British Literature" A survey from the end of the Victorian era through at least the post - World War II period. Selected works by such writers as Conrad, Yeats, Joyce, Lawrence, Woolf, and Thomas are emphasized.
3. ENG 430, "Restoration and Eighteenth-Century Drama" Drama by such authors as Dryden, Wycherly, Cobgreve, Gay, and Sheridan will be studied in its cultural context. Various genres, but focus on comedy. Attention will be paid to theatre design, acting styles, and production methods.
4. Dance 411 and 412, "Modern IV" Designed for the proficient dancer to provide a sound physical and intellectual understanding of modern dance technique.

Concentrates on elements drawn from specific movement theories. Each course may each be repeated three times for credit.

5. ENG 439. "English Novel to 1832" British fiction from its beginnings through Austen, with attention to its cultural context. Focus on such writers as Defoe, Richardson, Fielding, Smollett, Sterne, Scott, and Austen.

### **GER Approvals:**

The EPC approved the following courses for GER credit during the academic year of 1998-99.

#### **GER 4 - WORLD CULTURES AND HISTORY**

GER 4A- History and Culture in the European Tradition  
AMST 271, "American Popular Music" (cross-listed with MUS 171

GER 4B - History and Culture outside the European Tradition  
ANTH 311, "Archaeology of North America"  
ANTH 326, "Indians of North America"  
ANTH 327, "Indians of the Southwest"  
GOVT 336 "Governments and Politics of China and Japan"  
GOVT 337 "Politics in Africa"  
MUS 365, "Music Cultures of the Middle East"  
THEA 461, "Topics in Theatre History, Theory and Criticism: Asian Theatre"

GER 4C - Cross-Culture Issues  
MUS 150, "Music in Multicultural America"  
MUS 150, "Music of Religion in Cross-Cultural Perspective"

#### **GER 6 - CREATIVE AND PERFORMING ARTS**

KIN 145, "Folk Dance I"  
KIN 151, "Folk Dance II"