Educational Policy Committee's Report
for March 1994 Faculty Meeting

Submitted by: Faculty: Chris Abelt, Jesse Bohl, Maryann Brink, John Drew, Mark Fowler (chair), Colleen Kennedy, Ann Henderson, Hans Tiefel, and Eugene Tracy. Ex-officio Members: David Lutzer, Heather Macdonald, Nancy Marshall, William Savely, Ronald Wheeler, William Geary, and Bruce Nielsen. Students: Sam Ozeck, Bridget Pool, and Jon Trinidad.

This report consists of five sections: 1) EPC Motion for further clarifying Section 3 of the New Curriculum Motion; 2) EPC Motion for Scheduling Guidelines for 4-hour courses; 3) EPC Motion on Department Conversion Experiments; 4) Topic for Faculty Comment and Advice: A proposed EPC motion for delaying until Fall 1994 the joint EPC/Assessment Committee recommendation for assessing GER's; and 5) Topic for Faculty Comment and Advice: Proposed EPC Motions on the criteria for the seven GER's.

I EPC Motion on Standardizing Freshman Seminars at 4-Credits: In our February Faculty Report, we reported a disagreement among the faculty about the stipulation "Freshman Seminars should be standardized as four-credit courses." under Section 3 of the New Curriculum Motion. Some faculty members read it as meaning that Freshman Seminars are required to have four credits; others as meaning that having four credits is merely highly desirable. We proposed an interpretation of this stipulation to resolve the dispute and asked for Faculty comment. As no Faculty comment was received, we move that our original proposal be adopted unamended:

EPC (unamended) Motion: Given the expected depth and breadth of Freshman Seminars, EPC anticipates that they will normally be taught for 4 credits. However, they may be taught as 3 or 4 credit courses provided the criteria for Freshman Seminars are met.

II Transitional Scheduling Guidelines: In our February Faculty Report, we proposed the scheduling guidelines below and asked for Faculty comment.

Faculty comment: Currently at least 30% of a department's courses must be scheduled outside the 'popular' time block 9 a.m. to 3 p.m. It was requested that this percentage be reduced to 20% on the grounds that 30% is so restrictive on scheduling as in effect to 'kill' elective courses when students refuse to take 8 a.m. classes.

EPC Response: According to the Registrar, there are not enough classrooms available to reduce this percentage to 20%. Moreover, the EPC motion concerns only 4-hr courses, not 3-hr. The section on 3-hr courses was included solely for informational purposes.

EPC Motion: To accommodate the greater number of 4-hour courses now in the college curriculum without radically changing our currect scheduling system, we move that the new scheduling guidelines for 4-hour courses be recommended by the Faculty for adoption by the Dean of the School of Arts and Sciences. We believe these guidelines to be workable even if a few larger departments are ultimately approved by the faculty for conversion to all 4-credit courses; if in the more distant future many departments convert they may no longer suffice. (Guidelines for 3-credit courses will remain unchanged; but to enable faculty to see how the two sets of guidelines interlock, both sets are presented.)

Current Guidelines for Scheduling 3-Hour Courses:

1. At least 30% of each department's classes should be offered outside the time block 9 am to 3 pm.

2. *In the remaining time slots, no more than 15% of a department's classes should be offered in any one time slot.*

3. At least 40% of each department's classes should be offered on Mondays, Wednesdays, and Fridays, and at least 40% of each department's classes should be offered on Tuesdays and Thursdays.

4. Courses which do not require a classroom for regular meetings (such as honors courses, reading courses, and independent study courses) shall play no part in the computation of the above percentages.

5. Multiple sections of a course should not be offered in the same time block unless all other time blocks are being used for the course.

6. Non-standard time blocks are permitted in the following instances: Education, the resident M.B.A. program, and at or after 3:00 pm. Because use of non-standard time blocks adversely affect the maximum use of available classroom space, this guideline applies to graduate as well as undergraduate courses. ("Non-standard time block" refers to time blocks that overlap two 50-minute time blocks on Mondays, Wednesdays, and Fridays, or two 75-minute time blocks on Tuesdays and Thursdays.)

New Guidelines for Scheduling 4-Hour Courses

The scheduling model below allows for 13 time blocks. They are diagrammed for your convenience in the appendix to this report.

Allow: Two hour blocks only on days M-W-F 8-10 am, 2-4 pm or 4-6 pm (eg M-W 8-10 or M-F 8-10, or W-F 2-4)

Allow: One hour periods on any four days M-T-W-R-F beginning on the hour with the exception of 9 am, 12 noon and 3 pm. No course may overlap 3 time blocks. (Labs are excepted.)

Allow: Regular 90 minute periods on T-R with one additional hour on M or W or F starting on the hour.

Warning: Late classes (4-6 pm) may be required.

III EPC Motion on Department Conversion Experiments: In our February Report, we invited faculty comment on our proposed guidelines for approving department conversion pilot projects.

Faculty Comment: None received

EPC (unamended) Motion: 1. No large- and full-scale conversions will be approved by EPC until it has reviewed the entire department proposal, including a sufficiently detailed review of every course in the department. 2. For the present, all large- and full-scale conversion proposals will be initially approved only on a two year trial basis. 3. EPC will assess experimental conversion proposals and bring its assessment before the faculty before the experiments may proceed; this assessment will include an appraisal of the probable impact of implementing such proposals on New Curriculum goals. 4. While conversion experiments are underway, EPC will report annually on each of them to the faculty, and in its second or final faculty report will make a recommendation as to whether the experimental department conversion should become permanent, at which time the faculty will vote on that question. 5. EPC will recommend no additional experimental conversions until the faculty has heard its report on the first experimental conversion in the Music Department.

IV EPC Proposed Motion on GER Assessment: Ongoing assessment is to be built into the new system of GER's after its implementation. Accordingly, under the New Curriculum Motion, EPC and the Assessment Steering Committee are obligated to present to the Faculty during the 1993-4 academic year a joint recommendation for periodically reviewing each GER. The committees concur, however, that a proper recommendation can be made only after all the

reviewing each GER. The committees concur, however, that a proper recommendation can be made only after all the GER criteria have been approved by the Faculty-- which probably will not occur until May 1994-- and an appropriate GER assessment instrument has been designed by the two committees over the summer of 1994. Therefore we propose the motion below as a topic for Faculty comment and advice. (If time constraints prohibit your commenting during the Faculty Meeting, please send a memo to Mark Fowler, Philosophy Department, by March 8.)

Proposed EPC Motion: EPC and the Assessment Steering Committee will present to the Faculty its recommendation for GER review in Fall, 1994.

V EPC Proposed GER Criteria: As a part of its responsibility for implementing the New Curriculum, EPC must present to the Faculty application criteria for each of the seven GER's. The proposed criteria below are presented as topics for Faculty comment and advice, and will not be voted on until April, probably in special Faculty meetings.

We recommend following the same procedure by which the GER's were originally adopted in Spring 1993: viz., that the criteria for each GER first be voted on separately, and afterwards the criteria for all seven GER's be voted on as a single package. As becomes clear below, two additional EPC motions respecting GER's must be voted on besides the seven for individual GER. They concern the issue of course equivalency and information required for all GER course proposals.

Please bear in mind that Faculty approval of GER criteria is not tantamount to Faculty approval of GER implementation. The latter is possible only after EPC certifies that the resources needed to implement the GER's are in place. (If time constraints prohibit your commenting during the Faculty Meeting, please send a memo to Mark Fowler, Philosophy Department, by March 8.)

A) Proposed EPC Motion on Course Equivalency and GER Fulfilment: General guidelines are needed to decide when course equivalencies can satisfy GER's. Hence we propose the following:

Proposed EPC Motion: EPC moves that the Faculty adopt the following guidelines for Course Equivalency and GER Fulfilment:

Students receiving AP/IB or transfer credit (or exemption) for GER designated courses thereby automatically fulfill that GER. For example, if a student receives AP credit for Math 111, and Math 111 satisfies GER 1, that student thereby meets GER 1. Likewise, if a student, due to AP scores, is exempted from a William and Mary course satisfying a GER, that student will receive no credit for the course but will still fulfill the GER. As is currently the case, departments and programs will decide equivalency issues regarding AP/IB, transfer credit and course exemption.

B) Proposed EPC Motion on Required Information for all GER Course Proposals: EPC moves that the Faculty adopt the following questions for eliciting information required of all GER course proposals:

1. Department and Course Number:
2. Course Title:
3. Credit Hours (must be 3 or 4 credits except for GER 6):
4. Available seats per semester:
5. Semester(s) to be offered:
6. Prerequisites:
7. Current Status of the course (existing, new, revised):
8. Can this course be taught with available staff and resources (for instance, library holdings):
9. Catalog Description:
10. If this course is proposed as satisfying two GER's,

a) what are the two GER's?
b) how does the course satisfy these two GER's?

11. If this course is proposed as satisfying a GER(s) and a proficiency requirement(s),
a) what are the GER(s) and proficiency requirement(s)?
b) how does the course satisfy the GER(s) and proficiency requirement(s)?
12. Signature of department chair(s) and/or program director(s):

C) Proposed EPC Motions on Specific GER's:

1. GER 1: Mathematics and Quantitative Reasoning: One course

EPC Proposed Motion on GER 1: EPC moves that the faculty adopt the following as criteria courses must meet to satisfy GER 1:

Definition and Elaboration of GER 1 Criteria:

Courses offered by the College in fulfillment of GER 1 must develop computational techniques in the context of problems that are pertinent to the experience and training of the students. The setting of these problems should be recognizable to an informed non-mathematician. The problems themselves must require mathematical tools for their analysis. To qualify for approval, a course must satisfy the following two requirements:

A) Include BOTH mathematics and quantitative reasoning at its core. Thus, it is expected that numerical procedures (quantitative reasoning) will be accompanied by mathematical theory as justification; and

B) Devote a significant amount of time to applications of the mathematical methods developed in the course.

INTERPRETATIVE GUIDELINES

1. Currently offered courses in the Mathematics Department that are most likely to satisfy GER 1 include the first course in calculus and the elementary probability course. But, in order to conform to Standard B, the Mathematics Department should ensure that its beginning courses offered for GER 1 credit will be heavily oriented toward applications. Specialized new courses in the department that are offered for GER 1 credit are expected to display practical content, not confine themselves solely to the development, however sophisticated, of a mathematical topic.

2. Mathematically oriented courses that might satisfy GER 1 are also found outside the Mathematics Department. Typically, such courses employ specialized tools and focus on discipline-specific applications, comprehensible only to those acquainted with the subject field. It is unlikely that a 3 or 4 hour course can accommodate an explanation of the peculiar quantitative needs of a discipline as well as a sound exposition of pertinent mathematical methods and still find time to provide reasonable practice in the application of those methods. It is therefore anticipated that courses offered for GER 1 credit by departments other than Mathematics, or by one of the Schools, will ordinarily have a subject matter prerequisite.

Examples

a) A number of departments (Economics, Kinesiology, Psychology, Sociology), as well as the School of Business and the School of Education, offer statistics courses whose methods are specially chosen to accommodate the needs of the respective disciplines. Ordinarily, these courses will have a subject matter prerequisite. A statistics course would satisfy both GER 1 and a department's computing proficiency requirement if approved for

each purpose by the EPC.

b) Physics 101 is a course heavily laced with computation. In view of the fact that the mathematically-oriented beginning physics course amounts to an introduction to calculus, as it came to be historically, it is our anticipation that Physics 101 should satisfy GER 1.

c) Computer Science 141 requires students to spend a considerable amount of time studying the algorithmic process, which is certainly a piece of mathematics. Moreover, practical applications of computer programming are easy to demonstrate. But, the course does not typically include any significant amount of numerical computation, automatic or otherwise. Therefore, the course, as currently constituted, should not satisfy GER 1.

Questions:

1. Briefly describe the quantitative methods to be discussed in the course.

2. Briefly describe the extent to which these methods are explained and justified from a mathematical point of view.

3. Describe the practical applications treated in the course and the background needed by students to understand the significance of particular quantitative methods in those applications.

2. GER 2: The Natural Sciences: One Course in the Physical Sciences and One Course in the Biological Sciences; One of the Two Courses must be associated with a Laboratory:

EPC Proposed Motion for GER 2: EPC moves that the Faculty adopt the following as criteria courses must meet to satisfy GER 2:

Definition and Elaboration of Criteria:

The fundamental requirement of GER 2 courses is that they enable students to develop a knowledge base that prepares them to educate themselves about the scientific and technological issues of their times. This knowledge base requires providing not only factual information but also: 1) an appreciation of the nature of scientific inquiry and understanding; 2) an understanding of the concepts that unify the natural sciences; and 3) an appreciation of the social context of science. For example, for a course in physics or geology to meet the above criteria, it must provide not only basic information but also discuss such things as how data are gathered and analyzed, how the information taught falls under the unifying concepts of natural science, and how that information relates to our wider culture.

Although all 3 criteria must be addressed to some extent within a course, there is no fixed formula for determining the exact percentage of time to be spent on each. Criteria 1 through 3 can be elaborated as follows:

Criterion 1: Appreciating the nature of scientific inquiry and understanding involves having a basic conception of several of the following: a) the ways of discovering scientific laws, devising models, and developing theories; b) the vocabulary and terminology of science; c) the modes of collecting, organizing, and classifying information; d) the role of mathematical concepts in understanding science; e) scientific values and ways of knowing; or f) the limits of scientific knowledge.

Criterion 2: Understanding the concepts that unify natural science involves having a basic conception of at

least one of the following: a) change and evolution as fundamental to the universe; b) cause and effect as fundamental to the universe; c) dynamic equilibrium as central to the notion of systems in nature; or d) the scale and proportion of the universe.

Criterion 3: Providing students linkages between natural science and its social context could involve addressing: a) the historical development of science; b) the intellectual and cultural contexts of science; or c) the ethical, social, economic and political dimensions of science.

Questions:

1. Substance: What knowledge base is the student being asked to master?

2. Will this course fulfill the physical or biological component of GER 2? If the answer is both, please explain in detail how the course will achieve this goal. We strongly suggest that in this event a detailed syllabus be appended to the classification request. This suggestion also holds for interdisciplinary courses where a natural science is being combined with a non-natural science (such as a course in environmental technology and government policy).

3. Does this course envision a laboratory requirement as critical to the satisfactory completion of this component of GER 2? Please explain your answer in detail and also state whether current lab facilities in your department will be sufficient to meet the demand this course will place on them.

4. How will this course foster an appreciation of the nature of scientific understanding and/or an understanding of science's integrative concepts?

5. How will the course foster an appreciation of science's relationship to our culture as a whole?

<u>Addendum for Laboratory Courses (or the Laboratory Component of Combined Lecture and Laboratory Courses) Proposed to Fulfill GER 2</u>

The laboratory component of combined lecture and laboratory courses, or separate laboratory courses which have GER-fulfilling lecture courses as co-requisites, should familiarize students with the conduct of such inquiries and with the analysis of resulting data. To insure a proper balance between these aspects of laboratory inquiry, it is the committee's philosophy that the laboratory include a significant component of "hands-on" experience. Activities such as the use of supplied data for analysis, the recounting of classical experiments, the use of computer simulations, demonstrations by instructors and the like may all have appropriate places as components of the laboratory experience. However, in the aggregate, they should not constitute the bulk of that experience.

1) Please describe the content of the lab exercises, indicating how these experiences will aid students in the acquisition of the general skills listed in the first sentence of the above paragraph.

2) Please indicate the approximate percentage of the total scheduled lab time that will involve the <u>doing</u> of scientific inquiry by the students themselves.

3. GER 3: The Social Sciences: Two Courses:

EPC Proposed Motion for GER 3: EPC moves that the Faculty adopt the following as criteria courses must meet

to satisfy GER 3:

Definition and Elaboration of Criteria:

GER 3 courses will expose students to the methodology, foundational concepts, theories, assumptions, uses, and limitations of present modes of inquiry in the social sciences; and to the analysis of social phenomena and/or the assessment of public policy alternatives. Social science is defined as the application of empirical methods (construed broadly) and/or mathematics to the description, explanation, or prediction of human behavior. "Human behavior" is taken to include social action and interaction, and psychological phenomena. Courses in non-human behavior may satisfy GER 3 if they deal in substantial ways with human behavior.

Questions:

1. What kinds of human behavior are examined in the course?
   Kinds of human behavior:
   Settings:

2. Which social science methods are applied in this course?
   Methods:
   Applications:

3. Which social science theories are examined in the course?
   Theories:
   Applications:

4. What social phenomena and/or public policy issues are examined?

5. How are the boundaries of social science knowledge examined in the course?

6. For interdisciplinary courses, what is the contribution of each discipline for meeting this requirement?

GER 4: World Cultures and History: A) One Course in History and Culture in the European Tradition; B) One Course in History and Culture not in the European Tradition; and C) One Additional Course either in Category A or B, or A Course on Cross-Cultural Issues:

Proposed EPC Motion: EPC moves that the Faculty the following as criteria courses must meet to satisfy GER 4:

Definition and Elaboration of Criteria:

The World Cultures and History GER is designed to introduce students to major ideas, institutions, and historical events that have shaped human societies. The courses that would meet this objective have the following features: 1) they are courses covering more than one period 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 chronology of 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.

Questions:

1. Which of the three categories of GER 4 does this course satisfy and why?

A. History and Culture in the European Tradition (societies in Europe as well as European societies outside Europe, including the United States)

B. History and Culture Outside the European Tradition (Africa, Asia, the Middle East, Pacific, Latin America, and the New World societies and cultures that are identifiably non-European)

C. Cross-Cultural Issues (these courses deal with a comparative approach and the cross-fertilization of ideas, institutions, and cultures primarily between European and non-European traditions)

2. Which historical periods or movements will the course cover?

3. How does the organization of the course reflect a historical perspective?

4. Which critical events, institutions, ideas, literary/artistic achievements, or cultural practices will the course emphasize?

GER 5: Literature and the History of the Arts: One Course

Proposed EPC Motion: EPC moves that the Faculty adopt the following as criteria courses must meet to satisfy GER 5:

Definition and Elaboration of Criteria:

A liberally educated person should possess knowledge of important and influential forms of literary and artistic achievement, and of how they both reflect and shape their cultural contexts. A course which satisfies GER 5 would introduce students to at least two major forms, genres, eras, cultures, or movements; and/or at least two methods of analysis. It would provide students with the vocabulary of the discipline, and would teach them to apply the appropriate methodology for critical analysis.

Questions:

1. A course that satisfies GER 5 must introduce students to at least two major forms, genres, eras, cultures, or movements; and/or at least two methods of analysis. The material to be analyzed may be studied in a variety of ways: for example, in print, aurally, or visually. How will the course meet this criterion?

2. A course that satisfies GER 5 must also provide students with the appropriate level of vocabulary of the discipline. How will the course meet this criterion?

3. A course that satisfies GER 5 must ask students to apply the appropriate methodology(ies) for critical analysis, such as formalist, historical, and/or theoretical. How will the course meet this criterion?

GER 6: Creative and Performing Arts: 2 Credits

Proposed EPC Motion: EPC moves that the Faculty adopt the following as criteria courses must meet to satify GER 6:

Definition and Elaboration of Criteria:

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 would require a student to begin to understand an art at the foundation level through artistic activities involving each of the following:

1) Developing their artistic skills; and

2) Applying the principles of the art through projects and/or exercises.

Students may satisfy this requirement by:

1) Successful completion of two credits in one of the creative or performing arts chosen from a list of departmental courses approved by the EPC.

2) Exemption (without credit) based on prior experience as demonstrated by A) or B) below:

A) demonstration of an appropriate level of achievement in a creative or performing art through placement recommendation or review of portfolio, performance or audition.

B) documentation based on prior experience (Departments are requested to submit exemption procedures for Working Group review.)

1. High school transcript evidence of successful completion of two years in academic courses in one of the creative/performing arts.

2. Other documentation, provided by the student, confirming two years of participation in an organization or activity requiring an audition. Such organizations/activities may include

a. music performance (solo, ensemble)
b. debate/forensics (district (National Forensic League) national qualifying tournament in two separate years, two CFL national qualifying tournaments in two separate years)
c. accredited competition resulting in juried performance, exhibition, or publication (music performance, art, creative writing, dance, theater)

Questions:

1. What artistic skills are to be developed?

2. What fundamental artistic principles are to be learned?

3. What projects or exercises are to be employed?

4. How do the projects or skills develop the appropriate experience-based understanding being considered?

5. How is the student to be evaluated?

GER 7: Philosophical, Religious, and Social Thought: One Course:

Proposed EPC Motion: EPC moves that the faculty adopt the following as criteria courses must meet to satisfy GER 7:

Definition and Elaboration of Criteria:

The course must take a critical view of important and influential approaches to philosophical, religious, or social thought. Not only must the course deal with matters of enduring concern to human life, such as meaning, value, justice, freedom and truth, but it must also aim at cultivating reasoned analysis and judgement in students who take it. Nothing in the criteria below rule out taking seriously skepticism, relativism, subjectivism, or nihilism in philosophical, religious, or social thought. The criteria exclude courses that take for granted or merely assume the basic norms or values addressed.

For a course to satisfy GER 7, it must satisfy three distinct necessary conditions. Any course which lacked one of these would not be acceptable. Moreover, these three conditions are jointly sufficient, that is, any course which met all three conditions would be acceptable.

1. BASIC NORMS OR VALUES: The content of the course must address some fundamental questions about what is good, worthwhile, valuable, desirable, holy, sacred, right, just, true, beautifuly, and the like in philosophical, religious, or social thought. This criterion excludes courses which address only questions of policy or specific applications. However, a course which addressed both basic questions and specific applications could satisfy this criterion.

2. QUESTIONS OF JUSTIFICATION OF NORMS AND VALUES: The course must address questions about how to identify and justify philosophical, religious, or social norms and values. "To justify" need mean no more than being able to show that the preponderance of the relevant reasons support one norm or value in comparison to others in a given context. This criterion excludes purely descriptive or factual courses.

3. STUDENT ACQUISITION OF CRITICAL SKILLS: The course must involve some systematic way to engage students in active critical analysis of evaluative and/or ethical theories, concepts, and methods of reasoning and deliberation in philosophical, religious, or social thought. This criterion excludes courses which are not designed to ensure that students participate actively in the critical analysis of the values or norms addressed.

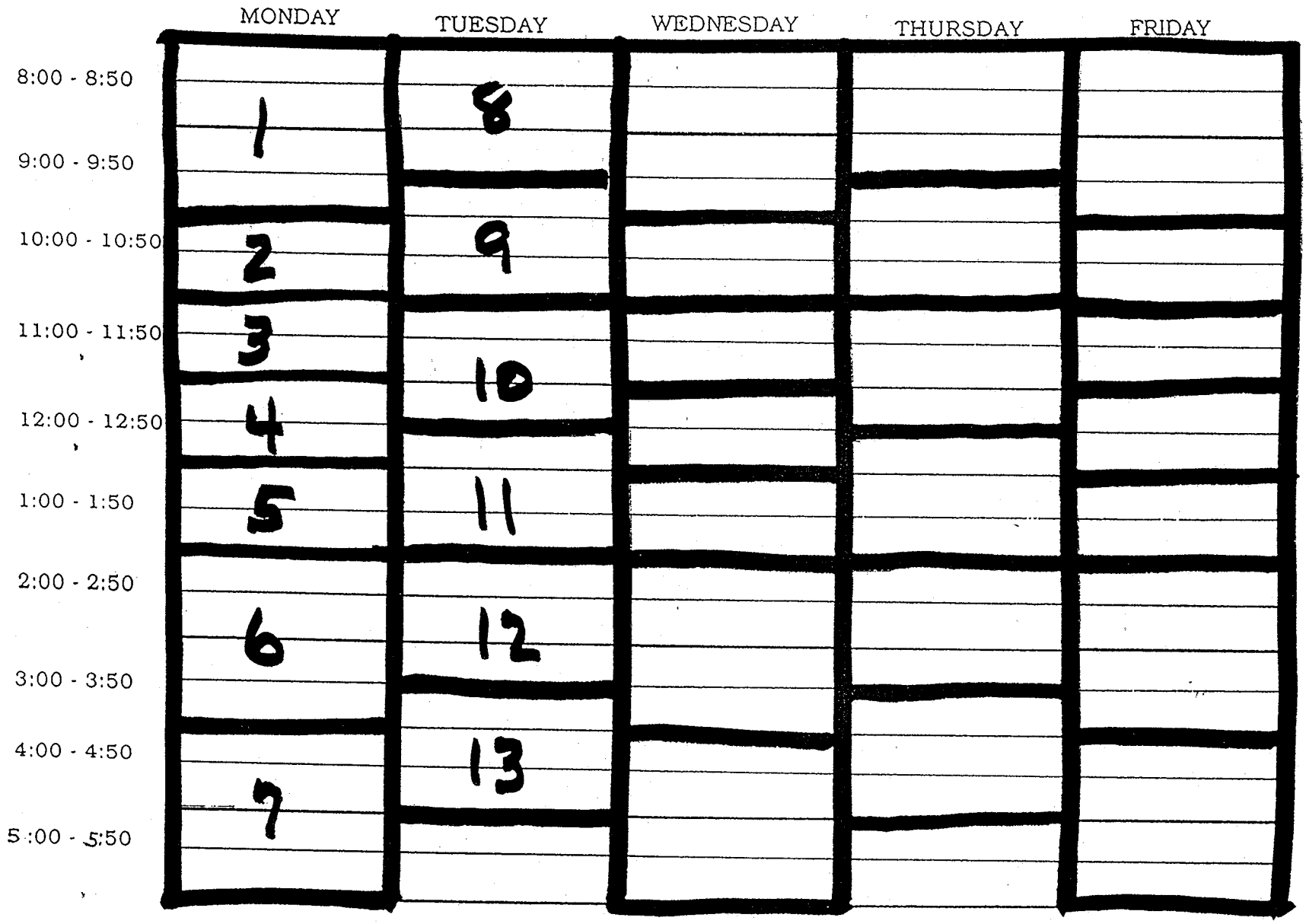
Questions:

1. Describe in some detail the evaluative or ethical content which will be preponderant in the course. What are the most basic or fundamental evaluative questions which will be addressed?

2. Describe briefly the methods, procedures, or techniques for examining the justification of the basic norms or values being considered.

3. What forms of opportunities for oral and written critical analysis will be offered to the students? What steps will be taken to ensure that the students participate actively in critical analysis?

4. Anticipated Enrollment per section:


MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
8:00 - 8:50
9:00 - 9:50
10:00 - 10:50
11:00 - 11:50
12:00 - 12:50
1:00 - 1:50
2:00 - 2:50
3:00 - 3:50
4:00 - 4:50
5:00 - 5:50
1
2
3
4
5
6
7
8
9
10
11
12
13