



UNIVERSITY *of* VIRGINIA  
COLLEGE *and* GRADUATE SCHOOL *of* ARTS & SCIENCES

# Curriculum Town Hall

December 14, 2015

# The Committee Members

Chad Wellmon – chair

Ed Barnaby

Talbot Brewer

Linda Columbus

Mark Hadley

Paul Halliday

Jeff Holt

Kelsey Johnson

Alison Levine

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Rachel Most

Todd Sechser

Jim Seitz

Hank Shugart

Juliet Trail

Bruce Williams



# REVIEW – Nov 19 Town Hall



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# The Components

- 1) Critical Engagements & Global Literacies
- 2) Crossing the Disciplines
- 3) Major
- 4) Capstone Experience



# The Critical Engagements

- 1) Aesthetic Engagement
- 2) Empirical & Scientific Engagement
- 3) Engaging Difference
- 4) Ethical Engagement



# The Global Literacies

- 1) World Languages
- 2) Rhetoric for the 21st Century  
(Writing, Oral & Digital Communication)
- 3) Quantification, Computation & Data

<p>Component 1</p>	<p><b>Critical Engagements</b> (8 Credits)</p>	<p><b>Global Literacies</b> World Languages: Proficiency through 2020 Written, Oral, and Digital Communication: 6 credits Quantification, Computation, &amp; Data: 6 credits</p>
<p>Component 2</p>	<p><b>Crossing the Disciplines</b> (18-21 Credits)</p>	
<p>Component 3</p>	<p><b>Major</b> (30+ Credits)</p>	
<p>Component 4</p>	<p><b>Capstone</b> (1-3 Credits)</p>	



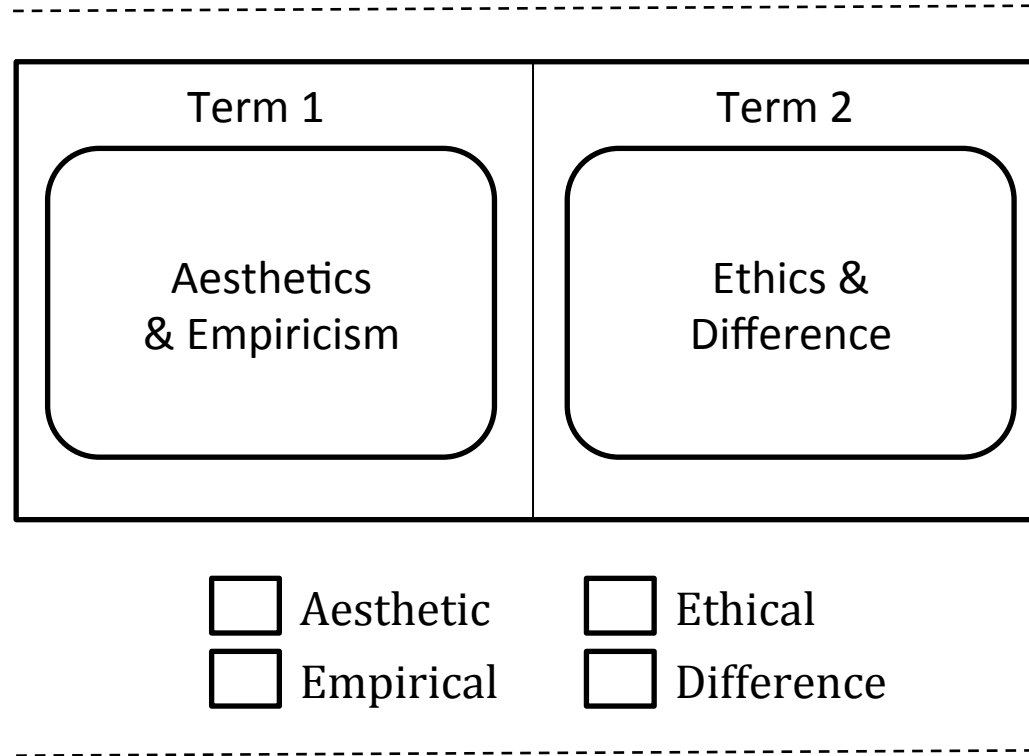
# COMPONENT 1



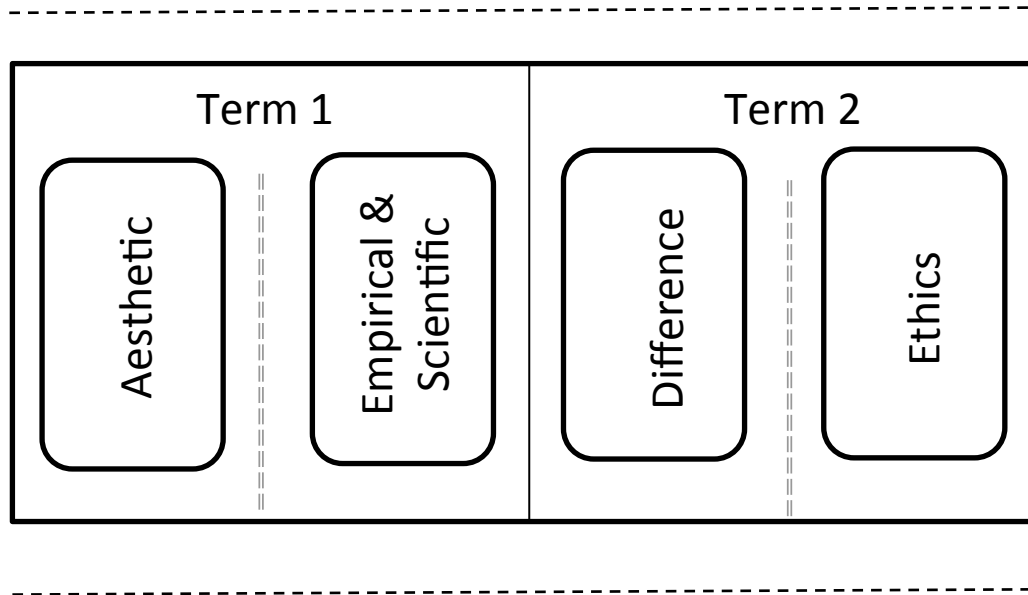
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# Example 1



# Example 2



# Faculty Feedback - Themes

- Purpose or motivation for change?
- Differentiated emphasis between the natural sciences and quantitative/computational/data fields?
- Commonality v. shared-ness of curriculum?
- Scalability and redistribution of faculty time and resources?
- What does teaching load look like for faculty?
- What do the Critical Engagement courses look like?



# COMPONENT 2



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# Key Questions

- 1) How do we organize student trajectory in Component 2? (18-21 credits?)
- 2) Organize according to existing distributions? (humanities, social sciences, natural sciences, non-western)
- 3) Organize according to the critical engagements?
- 4) A blend?
- 5) Other ways to conceptualize this? (e.g. cosmopolitanism)

# Revised Distribution Across the Disciplines

Humanities	6
Social Sciences	6
Natural Sciences	9
History	3



## By Engagement

Aesthetic

Empirical &  
Scientific

Engaging  
Difference

Ethical

## By Re-Imagined Categories

Aesthetic and  
Interpretive  
Understanding

Culture and Belief

Science of Living Systems

Science of the Physical  
Universe

Societies of the World



**Natural Sciences  
Concentration**

9 Credits in Natural Sciences

6 Credits in Arts & Humanities  
6 Credits in Social Sciences

**Social Sciences  
Concentration**

9 Credits in Social Sciences

6 Credits in Arts & Humanities  
6 Credits in Natural Sciences

**Arts & Humanities  
Concentration**

9 Credits in  
Arts & Humanities

6 Credits in Social Sciences  
6 Credits in Natural Sciences

**Cosmopolitan Concentration**

9 Credits in History or Global Studies

6 Credits in Arts & Humanities  
(3 must be upper level World  
Language)

6 Credits in Natural Sciences





# Milestone Steps

## Fall 2015

- 1) Summary Interim Report (Nov 25)
- 2) Web Feedback Form (Nov 25)
- 3) Curriculum Town Hall,  
Component 2 (Dec 14)

# Milestone Steps

## Spring 2016

- 4) Sub-Committee Reviews Feedback (Jan)
- 5) Curriculum Town Halls / Faculty Feedback (Feb-Mar)
- 6) Draft Models of Revised Curriculum (Mar-Apr)
- 7) Faculty Feedback and CEPC (Mar-April)
- 8) Faculty Vote (Apr-May)



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