

Campus COLL 300 EPC Elaboration

The Educational Policy Committee provides the below elaboration on the implementation of COLL 300. The EPC will reevaluate the elaboration in the 2024-25 Academic Year, after three full years of implementation under the revised COLL 300 learning objectives (Spring 2021). COLL 300 may be satisfied by a single course of 3 credits or a sequence of courses totaling 3 credits.

Evaluations of course proposals. The EPC is responsible for developing the criteria for establishing learning outcomes and evaluating proposals for all COLL courses, regardless of School, mode of instruction, or location of course. For courses taught abroad by William & Mary faculty, the EPC has delegated the review of proposals for COLL 300 courses to the International Studies Advisory Committee (ISAC). ISAC will ensure that the courses meet all learning outcomes and other criteria listed below in this elaboration in addition to fulfilling the programmatic objectives of study abroad. All other courses (on-campus, domestic travel, and Washington Center) will go through the curriculog proposal process with EPC.

Learning outcomes. All COLL 300 courses must demonstrate how students will meet the learning outcomes approved by the Faculty of Arts & Sciences (FAS). This demonstration can manifest in course materials, assignments, or activities. Any particular assignment or activity can address more than one learning outcome.

- demonstrate an understanding of how people across cultures and societies experience the world
- make connections between those perspectives and course content
- analyze how cultural and societal differences manifest globally
- reflect on their own identity as global citizens

Elaboration on Outcomes and Course Expectations

Campus COLL 300. To meet the above learning objectives, the EPC expects each Campus COLL 300 course to engage at least two live visitors – either in person or via remote video conference. These visitors:

- should have direct lived experience in a global context relevant to the course
- could be an academic but should share their lived experiences outside their traditional academic role
- will engage students through presentation, conversation, or other course activity

Some examples of how faculty have chosen to engage with visitors in the past include masterclass performances, policy-briefing exercises, or workshops on oral storytelling. Faculty should make clear on the curriculog form how visitors will accomplish these goals.

All Campus COLL 300 courses must include an assignment(s) that provide specific opportunities for students to reflect on their identity as global citizens. While this could take the form of a reflective essay, the EPC welcomes creative proposals that involve creative writing, expressive arts/dance, or the use of multimedia methods of reflection.

- **Role of the Center for the Liberal Arts (CLA).** The CLA Faculty Fellows offer workshops and individual consultations for faculty considering a COLL 300 proposal.
- The CLA provides financial and administrative support for Campus COLL 300 visitors
- The CLA is able to coordinate and sponsor thematic clusters for Campus COLL 300 courses. Interested faculty will work with the CLA to identify other faculty and courses that would fit well within a suggested theme. These small groups will propose 1-2 common visitors for the cluster of courses. CLA financial support will be proportional to the number of seats of Campus COLL 300 courses the faculty are able to offer.

If you would like further explanation or assistance with your proposal, please feel free to contact the CLA.