

## **The COLL Curriculum**

Unless otherwise noted, the following language was adopted at a December 12, 2013 Special Meeting of the Faculty of Arts and Sciences.

### **Enumeration of the principles**

The principles, enumerated previously in the EPC's February 5 FAS motion and revised by the EPC on February 8, state that William & Mary COLL courses should:

1. Be taught to the extent possible by William & Mary faculty (TE and continuing NTE).
2. Provide an integrated intellectual experience during the undergraduate years that encourages students to make coherent and meaningful interconnections across disciplines.
3. Help students acquire knowledge and develop the skills and habits of critical and creative thinking and expression.
4. Explore the methodologies and epistemologies of the various academic disciplines, along with how they differ from and form synergies with one another.
5. Be structured in such a way that faculty are able to apply their best scholarly and creative work to all undergraduate students.
6. 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.
7. Enlarge our students' global perspective through an experience of the world beyond campus.
8. Foster a sense of academic community among students and faculty.
9. Provide an active learning experience beyond the student's area of expertise.

### **Domain Descriptions**

**Arts, Letters, and Values (ALV).** Courses in this domain examine the expression and evaluation of values and attitudes. Courses may develop the ability of students to express their own values and attitudes or to develop their own evaluations using literature, art, music, performance, or philosophy. Others may examine the expressions and evaluations themselves historically, cross-culturally, or via the social and cognitive processes that produce them.

**Cultures, Societies, and the Individual (CSI).** Courses in this domain examine the realm of human cultures, societies, and individuals through their development, organization, and interaction. Some courses employ mathematical modeling, statistical analysis, and scientific experimentation; some, the analysis of artifacts and texts; and others, observation, inference, and extrapolation. Students learn to describe, theorize, and explain human cultures, societies, and individuals in their variety over time and space.

**The Natural World and Quantitative Reasoning (NQR).** Courses in this domain examine the natural world and physical universe and the means by which humans observe, measure, model, and interpret it. Courses explore the process of scientific discovery, including the methods required to gather and assess empirical data, investigate the predictions of existing theories, and develop experimentally testable hypotheses. Courses may also focus on mathematical or computational methods as applied to these investigations. Students develop their understanding not only of the foundations, implications, and uses of scientific knowledge but also how scientific approaches can be used to create tangible products.

## **COLL 100**

Intellectually, COLL 100 courses are about “big ideas”—the significant questions and concepts, beliefs and creative visions, theories and discoveries that have shaped our understanding of the world. Students will encounter and learn about the discoveries, texts, and knowledge that are fundamental to further study in one or more academic disciplines. Among the goals of these courses, which can be taught within or across departments, are to give students a sense of the excitement of scholarly inquiry, and to challenge students to think rigorously about important ideas.

Pedagogically, COLL 100 courses introduce students to the College’s library and other academic resources, and to the ways information is accessed, evaluated, and communicated. As appropriate to the course, COLL 100 courses encourage students to develop and practice communication skills beyond the written word and into the realms of visual, quantitative, oral, digital, and/or multi-media expression. These 4-credit courses fulfill the state-mandated digital information literacy requirement. COLL 100 classes are limited to 25 students, unless team-taught. One COLL 100 is required of each freshman.

### Addenda:

- ◆ Each COLL 100 will typically meet for only three hours per week, but can also meet for four hours. If meeting for three hours, no additional justification for the delinking of credit hours and contact hours will be required. (Approved by FAS September 2, 2014)
- ◆ In order to highlight the first-year experience and to provide continuity with first-year seminars, all COLL 100’s should use the number 100 (e.g, HIST 100, ENSP 100, COLL 100). (Approved by FAS November 4, 2014)
- ◆ There shall be a COLL prefix available (but not required) for COLL courses. (Approved by FAS November 4, 2014)
- ◆ For two years (AY 2015-17), EPC will allow COLL 100’s to be as large as 75 students if they have discussion sections of no more than 25 students, or to be as large as 40 students with no discussion sections. This would allow a pilot study of the effect of class size on learning objectives. COLL 100 courses of all sizes will be assessed over a period of two years to ensure that they fulfill learning objectives. The default size of COLL 100 will remain

25. A larger class will be approved only following an application by the instructor, who will explain how the larger class will be able to meet the COLL 100 learning objectives. (Approved by FAS December 2, 2014)

### **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 each freshman. COLL 150 is required for transfer students.

#### Addenda:

- ♦ A student must obtain a grade of at least C- to obtain COLL 150 credit for a COLL 150 course. (Approved by FAS September 2, 2014)
- ♦ COLL 150 must be taught by a TE or continuing NTE faculty member. Whether TE or NTE, the faculty member will have least one semester of teaching experience at the College of William & Mary. (Approved by FAS September 2, 2014)

### **COLL 200**

Each COLL 200 course belongs to one or more of the domains. Each of these courses significantly enhances student knowledge of a specific topic and also calls upon students to think about how its discipline fits into the broader framework of the Liberal Arts. Thus, each course emphasizes ideas and methods central to its domain(s) while also looking outward to one or both of the other domains. To the extent possible, COLL 200 courses also give students the opportunity to put methodologies represented in the course into practice. Every student must take a total of twelve 200-level credits, with at least one course in each domain of no less than three credits. One COLL 200 must be taken in year 2; transfer students must take one during their first year at William and Mary. COLL 200 courses may or may not have prerequisites.

#### Addendum:

- ♦ At least 10% of a COLL 200 course should consider the other domain(s). (Approved by FAS September 2, 2014)

### **COLL 300 language approved by the Faculty in December 2013, amended March 3, 2015, and amended again October 6, 2015:**

COLL 300 typically takes place in year 3. It joins students with people, places, and ideas that lift them out of their familiar surroundings and deepen the way they see themselves in the world. It asks that students use their knowledge, their emerging expertise in framing questions, and their communication skills to engage the world in a self-reflective, cross-cultural way.

Students will fulfill the requirement through people-to-people, cross-cultural experiences that carry at least 3 credits. These experiences may take place in an international setting, where students study with W&M or non-W&M faculty in a study-abroad program sponsored or endorsed by the Reves Center. Other opportunities to fulfill COLL 300 include participation in W&M DC programs that focus on global or cross-cultural issues. Students may also register for W&M off-campus, credit-bearing initiatives that involve encounters of at least a week in duration with different environments and cultures. Alternatively, students may fulfill COLL 300 on campus through academically rigorous William & Mary courses that prominently feature global or cross-cultural issues. While students may take on-campus COLL 300s at any point in their career, COLL 300 will typically be taken in the third year, and will consist of a minimum of 3 credits taken in one course or a series of courses. To receive EPC approval, on-campus COLL 300s must address a theme that will be chosen for each semester and must engage with a series of events that feature visitors nominated by the faculty. The Center for the Liberal Arts will be responsible for arranging these events and for choosing the themes and visitors on the basis of faculty suggestions and nominations. On-campus COLL 300s will require students to attend all events and to take part in an end-of-semester symposium, which will also be arranged by the CLA.

Addendum:

- ♦ COLL 300 may be satisfied by a single course of 3 credits or a sequence of courses totaling 3 credits. (Approved by FAS October 7, 2014)
- ♦ COLL 300 experiences will ideally join students with people, places, and ideas (all three). COLL 300 courses should have a self-reflective assignment built into them. (Approved by FAS March 3, 2015.)

**COLL 400**

The COLL 400 capstone experience will require students to take initiative in synthesis and critical analysis, to solve problems in an applied and/or academic setting, to create original material or original scholarship, and to communicate effectively with a diversity of audiences. Students can fulfill this requirement through upper-level seminars, independent study and research projects, and Honors projects, as deemed appropriate by departments, programs, or schools. COLL 400 may but need not have an interdisciplinary focus as students can synthesize material within as well as across disciplines. COLL 400 capstone experiences must be at least 3 credits, and normally be taken in the senior year.

**ADDITIONAL REQUIREMENTS**

**Additional Credits in the Knowledge Domains.** Courses in the Undergraduate Catalog will be designated as belonging to one or at most two of the three domains, as recommended by departments and programs, and with EPC approval. Students will be required to take at least 2

credits in each domain, completing a total of at least 6 credits in this way. Credits from a single course may be counted in only one domain. Courses at any level, from introductory to advanced, may be used to satisfy this requirement. COLL 100, 150, 300, and 400 may not be used to satisfy this requirement.

[Explanatory statement: It is important to distinguish the “additional credits” from COLL 200. Both are forms of distribution requirements. COLL 200 courses satisfy particular purposes outlined elsewhere in the curriculum. The “additional credits” are normal classes offered by departments. These courses are designated as belonging to one of the three domains, or in some cases two domains. Departments and programs will propose that particular courses belong to one or two of the domains, and EPC will approve such designations. Students must take at least two credits in each of the three domains. These courses may be at any level, although it is expected that in many or most cases students will satisfy these requirements with introductory or intermediate level courses.]

**Foreign Language Requirement.** The current foreign language requirement will remain as is with the clarification that:

Addendum: A foreign language is understood to mean a natural language other than English.

**Mathematics Requirement.** This requirement can be satisfied by:

- ♦ AP/IB credit in calculus or statistics with a score of AP 4 or 5 or IB HL5-7;
- ♦ pre-matriculation transfer credit for a course in calculus or statistics;
- ♦ any William & Mary course in calculus or statistics;
- ♦ or any William & Mary course with a MATH attribute, in which students formulate mathematical arguments and use mathematical procedures in the solution or exploration of problems external to mathematics.

*[Note: We anticipate that quantitative methods classes offered by social science departments will satisfy the mathematics requirement, but that research methods classes that are not primarily focused on statistics will not qualify.]*

~~**Active Learning Experience Requirement [Abolished by vote of the faculty on March 1, 2016. Students who matriculated in 2015-16 will still need to fulfill this requirement]**~~

~~Satisfied by a course at any level that includes an active learning experience and carries the ACTV attribute. Examples include: laboratory experiments; field work; music, dance, or theatrical performance; other creative expression; or credit bearing internship.~~

**Creative and Performing Arts Proficiency Requirement [established March 1, 2016, required of students who matriculate in 2016-17 and beyond]**

This requirement will be satisfied by two credits with an Arts Proficiency attribute in the same

creative or performing art. The purpose of this proficiency is to understand the artistic process. Accordingly, by actively involving students in exercises that require artistic choices, these courses aim for an experience-based understanding of how the artist communicates. A course that satisfies this proficiency requires a student to begin to understand an art at the foundation level through artistic activities involving each of the following: developing their artistic skills; and applying the principles of the art through projects and/or exercises.

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

**Overlap in requirements.** A single course may fulfill only one COLL requirement (COLL 100, COLL 150, COLL 200, or COLL 300). A maximum of three courses may be counted toward the COLL requirements and toward the major.

The ten-semester rule and the 72-hour rule are unchanged.

Writing proficiency/Major writing requirement is unchanged. [Will commonly be satisfied by COLL 400.]

### **Proficiencies**

- ♦ Credit Hour Residency. Reaffirmed.
- ♦ Ten Semester Rule. Reaffirmed.
- ♦ Seventy-two hour rule. Reaffirmed.
- ♦ Credit hour limitations in Dance, Applied Music, Military
- ♦ Science, Physical Activity, Statistics. Reaffirmed.
- ♦ Foreign Language Proficiency. Reaffirmed.
- ♦ Mathematics/Quantitative Proficiency. Slightly modified in new curriculum. See above under Additional Requirements.
- ♦ Lower Division Writing Requirement. Now absorbed into COLL 150.
- ♦ Major Writing Requirement. Reaffirmed.
- ♦ Digital Information Literacy Exam. Now absorbed into COLL 100.
- ♦ Major Computing Requirement. Deleted.
- ♦ Freshman Seminar Requirement. Now fulfilled by COLL 150.