

FAS passed the new curriculum in December, 2013. Since then EPC has been working on developing secondary materials (guidelines and forms) and reviewing pilot and regular COLL course proposals. As we do this work, questions in educational policy inevitably arise. It is the job of EPC to study these questions, discuss them with the Dean's office, Registrar, Assessment, and other offices, and to bring them back to FAS with our recommendations.

At the September 2, 2014 FAS meeting, FAS approved several addenda to COLL 100, 150, and 200. The December 12 curriculum language and these addenda are now the primary documents that all secondary materials must follow. EPC now returns to FAS with three more addenda that are formally motions to the faculty ([underlined and in blue](#)). EPC will continue to bring proposed changes and clarifications in policy to FAS over the 2014-15 academic year. At the end of the academic year, EPC will present the secondary materials to the faculty.

### **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. (Approved by FAS December 12, 2013)

#### 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 \(e.g, HIST 100, ENSP 100, COLL 100\).](#)
- [There shall be a COLL prefix available \(but not required\) for COLL courses.](#)
- [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 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. (Approved by FAS December 12, 2013)

### 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. (Approved by FAS December 12, 2013)

### Addendum:

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