

## **COLL 100 Course Proposal Form**

EPC needs at least an abbreviated syllabus to approve a COLL 100 designation. Please email your syllabus in Word or PDF format to [epc@wm.edu](mailto:epc@wm.edu).

COLL 100 description:

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)

Prefix, course number, and title (e.g., HIST 100/AMST 100 American History):

COLL 100 courses must be for 4 credits. How many contact hours will there be per week?

If the course is to be divided into lecture and discussion/lab, please indicate the number of hours in each per week:

Course type: New course / Existing course / Revised course

Current course number if this is a revised course:

Give the anticipated maximum enrollment. If divided into lecture and lab, give enrollment for each.

COLL 100 courses focus on "big ideas" that address one or more of the significant questions and concepts, beliefs and creative visions, theories and discoveries that have shaped our understanding of the world. What is the big idea or ideas that will be addressed in the proposed course? What are the one or more significant questions and concepts, beliefs and creative visions, theories and discoveries that have shaped our understanding of the world that will be addressed in the proposed course?

How will the proposed COLL 100 course introduce students to the excitement of scholarly inquiry?

How will students in the proposed COLL 100 course learn how to find and assess intellectually reliable sources, as well as how to deploy those sources in arguments? How will students in the proposed course learn how to access and evaluate digital information as appropriate for the course?

What communication skills beyond the written word will be developed in the proposed COLL 100 course? How will students in the proposed course develop the ability to present and defend what they have learned, focusing on the norms of communication beyond the written word for the particular discipline(s) of the course? What specific assignments are planned? How will these assignments give students repeated opportunities, with feedback, to develop their communication skills beyond the written word?

Non-written communication is an important aspect of COLL 100's. What percentage of the final grade will be based on it?

COLL courses should be taught to the extent possible by William & Mary faculty (TE and continuing NTE). Who will normally teach this course?

Please provide the course description:

Please provide an abbreviated title (maximum of 30 characters):

COLL 100s are meant to be accessible to most first-year students. Does this course have prerequisites or co-requisites?

What semester(s) will the course normally be offered (e.g., Fall)?

Submitter's home department:

Email addresses of concerned parties (chair/director of home unit or of any cross-listed units):

What is the first semester this course will be offered?

Sorry to nag, but please don't forget to send your syllabus to [epc@wm.edu](mailto:epc@wm.edu)!

### **COLL 150 Proposal Form**

Although topics vary, COLL 150 courses emphasize academic writing skills that can be used in all courses, reading and analysis of texts, and discussion. Students must receive a C- or better to fulfill COLL 150. Together, COLL 100 and COLL 150 courses lay the foundation for first-year students' communication skills and transition to college-level academic discourse at W&M.

Please review the [COLL 150 Guidelines](#), [Goals and Skills statement](#), and a [sample proposal](#) before completing this form. Also, the Writing Committee encourages faculty to recommend and use the Writing Resources Center (Swem Library, first floor) and to apply for the May seminar, "COLL 150s: Making them Work."

Semester and year this course will be offered:

When you offer this course, will you have completed at least one semester of teaching at W&M?

Yes / No

Current position: Tenured, Tenure Eligible / Non-tenure Eligible / Visiting from outside W&M

Course prefix (e.g., AFST 150)

Course Title (e.g., African Theatre)

Instructor's Name:

Instructor's Email:

Department/Program Chair's email:

Please answer the following five questions to show how this course will fulfill the requirement for 6000 words/24 pages of writing through multiple writing assignments. If you are proposing a course previously taught as a 150 or 150W freshman seminar, please note that the COLL 150 writing guidelines differ from previous guidelines.

1. Formal Writing Assignments: The Writing Committee defines "formal" writing as that which requires students' mastery of formal concerns--paragraph development, mechanics, style, etc.--as well as mastery of a content or method. Response papers and rough drafts, for example, might count as either formal or informal writing depending on whether individual instructors consider formal concerns in their evaluations. Please indicate numbers, length, frequency of papers, and how writing will be evaluated. Also indicate whether students will submit drafts and/or revisions and for which papers. The Writing Committee recommends that at least half the writing be formal, analytic writing.

2. Informal Writing Assignments: Rough drafts, response papers, blogs or Discussion Board posts, research logs, etc., may be considered informal assignments. Please indicate numbers, length, frequency of papers, and how writing will be evaluated.

3. How will you fulfill the requirement to introduce students to research methods appropriate to the subject and to orient the student to the resources at Swem Library? Find your [Swem Faculty/Departmental liaison](#).

4. How will you provide writing instruction and integrate discussion about writing into class? Describe how you will include at least one opportunity for feedback and revision in the writing process. Include specific strategies you might use to help non-traditional students, speakers of other dialects and languages, and students who lack strong grammar training.

5. What grammar and style handbook will you require students to buy/use? The Writing Committee recommends one that covers the process of writing, grammar rules, and documentation forms (MLA, APA, CMS) as well as information for English language learners. Please contact Sharon Zuber if you have questions about which book to require (slzube@wm.edu). You can review samples in the Writing Resources Center.

**COLL 200 Course Proposal Form**

This form is to seek COLL 200 designation for a course. If this is a new course, you should also submit a new course application form (<http://www.wm.edu/as/facultyresources/committees/educationalpolicy/forms/index.php>).

EPC needs a syllabus to approve a COLL 200 designation. Please email your syllabus in Word or PDF format to [epc@wm.edu](mailto:epc@wm.edu). Please follow this pattern in naming the file: COLL200-Smith.pdf (where "Smith" is the name of the person submitting this form).

COLL 200 description:

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 COLL 200 credits, with at least one course of three or more credits in each domain. 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.

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.

Prefix, course number, and title (e.g., HIST 358 American History):

Credits:

Expected enrollment:

What is the first semester this course will be offered as a COLL 200?

In order to provide general education, COLL 200 courses must spend at least 50% of the course covering one (or at most two) of the three domains (ALV, CSI, NQR). What domain(s) will the course be anchored in?

ALV / CSI / NQR

Please explain why this course belongs in the relevant domain(s). How much of the course deals with the relevant domain(s)? Note: For those wishing to argue that a course introduces content and methods from two different domains, please list the specific content and methods from each domain and highlight those on the syllabus so that EPC can see that the division is 50% in each.

In order to integrate general education, COLL 200 courses must look outward to one or both of the other domains. What domain(s) will this course reach out to?

ALV / CSI / NQR

Please describe how the course will reach out to the other domain(s). Which assignments will ask students to demonstrate their understanding of the links/relationships to other domains? At least 10% of a COLL 200 course should consider the other domain(s). If a course is anchored in two domains, there is no need to reach out to the third domain.

COLL 200 courses significantly enhance student knowledge by introducing ideas and methods central to a domain. What specific topics in the home domain will the course introduce?

To the extent possible, COLL 200 courses give students the opportunity to put methodologies represented in the course into practice. In some cases, a course might use the methods of another domain to consider the topic of the course. In other cases, students might apply the methods of the home

domain to a topic in another domain. What specific methods will students put into practice? What assignments will be used to do this?

COLL courses should be taught to the extent possible by William & Mary faculty (TE and continuing NTE). Who will normally teach this course?

Submitter's home department:

Email addresses of concerned parties (chair/director of home unit or of any cross-listed units):

Some COLL 200 applications are requests to assign the COLL 200 attribute to an existing course. Others are entirely new courses (courses with a new number and a new catalog description). Which is this?

This is a new course (with a new number and catalog language).

This is an existing course that will get the COLL 200 attribute.

This is a section of a topics course that will get the COLL 200 attribute.

Please provide the course description that your department/program has approved:

Please provide an abbreviated title (maximum of 30 characters):

What semester(s) will the course normally be offered (e.g., Fall)?

Sorry to nag, but please don't forget to send your syllabus to [epc@wm.edu](mailto:epc@wm.edu)!

### **COLL 300 Course Proposal Form**

This form is intended for faculty-led study-away experiences. It is not intended at this time for COLL 300 Colloquia.

EPC needs at least an abbreviated syllabus to approve a COLL 300 designation. Please email your syllabus in Word or PDF format to [epc@wm.edu](mailto:epc@wm.edu). Please follow this pattern in naming the file: COLL300-Smith.pdf (where "Smith" is the name of the person submitting this form).

COLL 300 description:

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, they may fulfill COLL 300 through the W&M Colloquia, academically rigorous courses of at least 3 credits that address global or cross-cultural issues, and are organized around a series of lectures by W&M faculty, visiting scholars, artists, and public intellectuals. Students may take the W&M Colloquium at any time.

Addenda:

- COLL 300 may be satisfied by a single course of 3 credits or a sequence of courses totaling 3 credits.

- 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.

Prefix, course number, and full title (e.g., ANTH 370 Music of Mexico):

COLL 300 experiences must be for 3 credits. How many contact hours will there be per week in this course?

If the course is to be divided into lecture and discussion/lab, please indicate the number of hours in each per week:

Course type: New course / Existing course / Revised course

Current course number if this is a revised course:

Give the anticipated maximum enrollment. If divided into lecture and lab, give enrollment for each.

How does this course join students with people, places, and ideas?



How does this course lift students out of their familiar surroundings and deepen the way they see themselves in the world?

What global or cross-cultural issues will the course address? What activities have you planned relating to these issues?

How does the course lead to people-to-people, cross-cultural experiences?

If the course is divided into an on-campus component and an off-campus component, please explain the duration of each.

COLL 300 courses should have a self-reflective assignment that asks students to use their knowledge, their emerging expertise in framing questions, and their communication skills to engage the world. Please describe that assignment.

COLL courses should be taught to the extent possible by William & Mary faculty (TE and continuing NTE). Who will normally teach this course?

Please provide the course description for the catalog:

Please provide an abbreviated title (maximum of 30 characters):

What semester(s) will the course normally be offered (e.g., Fall)?

Submitter's home department:

Email addresses of concerned parties (chair/director of home unit or of any cross-listed units):

What is the first semester this course will be offered?

Sorry to nag, but please don't forget to send your syllabus to [epc@wm.edu](mailto:epc@wm.edu)!

### **COLL 400 Course Proposal Form**

Note: This form is for existing courses. If you wish to create a new course, please fill out the New Course Application form first.

COLL 400 description:

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.

Prefix, course number, and title (e.g., ENGL 475 Senior Seminar):

Credits:

Note: Capstone experiences must be at least 3 credits. If this is divided over several courses, please explain that here.

Anticipated maximum enrollment:

What course assignments in the course specifically encourage synthesis and critical analysis?

What assignments involve solving problems in an applied and/or academic setting, and/or creating original material or original scholarship?

What disparate audiences will assignments address? Please explain why the audiences count as disparate, and how students will be prepared to communicate effectively to those audiences.

Submitter's home department:

Email addresses of concerned parties (chair/director of home unit or of any cross-listed units):

### **Active Learning Proposal Form**

Note: This form is for existing courses. If you wish to create a new course, please fill out the New Course Application form first.

Active Learning description:

The Active Learning requirement is 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.

EPC guidelines:

Upon application by departments or faculty, EPC will consider courses for designation as providing an “active learning experience,” and courses so designated will be marked by an “A” attribute in Banner.

1. Each student must complete one active learning experience of at least one credit.
2. Requirement cannot be satisfied by transfer or AP credit.
3. Courses that will receive an “A” designation:
  - a. Labs associated with science classes
  - b. Courses involving significant fieldwork, such as archaeology digs
  - c. Courses that conduct a public opinion survey
  - d. Courses in which students conduct experiments
  - e. Credit bearing internships, including participation in a W&M Washington program that involves an internship
  - f. Service learning classes
  - g. Music lessons or participation in musical group or ensemble
  - h. Drama classes and participation in theatrical performances, including work on sets and lighting
  - i. Courses on visual arts such as painting, drawing, sculpture, ceramics
  - j. Dance classes and dance performance groups
  - k. Courses on public speaking

l. Any course currently conferring GER 6 credit

m. Other credit-bearing active learning experiences approved by EPC.

Prefix, course number, and title (e.g., GEOL 356 Geology Laboratory):

Please describe the active learning experience in this course:

If the course is to be divided into lecture and discussion/lab, please indicate the number of hours in each per week:

Submitter's home department:

Email addresses of concerned parties (chair/director, instructors):

### **Domain Credit Proposal Form**

Note: This form is for existing courses. If you wish to create a new course, please fill out the New Course Proposal form first.

**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.

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.

Prefix, course number, and title (e.g., HIST 233/AMST 233 American History):

In order to provide general education, courses covering the domains must spend at least 50% of the course covering one (or at most two) of the three domains (ALV, CSI, NQR). What domain(s) will the course be anchored in?

ALV / CSI / NQR

Please explain why this course belongs in the relevant domain(s). How much of the course deals with the relevant domain(s)? Note: For those wishing to argue that a course introduces content and methods from two different domains, please list the specific content and methods from each domain and highlight those on the syllabus so that EPC can see that the division is 50% in each.

Submitter's home department:

Email addresses of concerned parties (chair/director of home unit or of any cross-listed units):