

COLL 300 language approved by the Faculty in December 2013:

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. Other opportunities to fulfill COLL 300 include participation in W&M DC programs that focus on global issues. Students may also register for W&M off-campus, credit-bearing initiatives that involve encounters 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 highlight one or more of the three domains, address global 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.

COLL 300 Guidelines Proposed by EPC:

The COLL 300 experience aims to expand how students view themselves in the larger world. It asks them to consider people, places, problems, and solutions that are unfamiliar. Such difference can be encountered in the United States or abroad, and focus on cross-cultural or global juxtapositions, or both. The COLL 300 experience requires students to reflect on the limits of their knowledge and to seek to expand that knowledge. Students may fulfill this requirement through study abroad; domestic study that exposes them to unfamiliar settings, issues, and/or peoples; or through on-campus, William and Mary Colloquia that bring cross-cultural or global issues and/or peoples into the community.

The COLL 300 requirement is typically satisfied in year 3. COLL 300 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. The COLL 300 requirement is satisfied by a course (or sequence of courses) of at least 3 credits that asks students to use their knowledge, their emerging expertise in framing questions, and their communication skills to engage the world in multiple ways.

COLL 300 courses can be offered in four ways:

- a) As a course taught by W&M or non-W&M faculty in a study-abroad program sponsored or endorsed by the Reves Center;
- b) As a W&M course that involves encounters off-campus of at least a week in duration with different environments and cultures;
- c) As a course in the W&M DC Program that focuses on cross-cultural issues, global issues, or both.

- d) One of the W&M Colloquia, academically rigorous courses of at least 3 credits that address cross-cultural issues, global issues, or both; and are organized around a series of lectures by, for example, W&M faculty, visiting scholars, artists, or public intellectuals.

Though COLL 300 will typically be fulfilled in year 3, the W&M Colloquia may be taken at any time.

Questions for courses seeking a COLL 300 designation:

Name of faculty member:

Title of course:

Enrollment:

Credit hours:

Location/destination:

Duration of the course:

1. Which of the four types of courses above are you proposing (a, b, c, or d)?
2. Which international or cross-cultural issues will be addressed in this course?
3. How will the course lift students out of familiar surroundings?
4. What structured opportunities will there be for self-reflection and how will that self-reflection be evaluated?
5. For courses of types (a) or (b) (study abroad programs offered or endorsed by the Reves Center and off campus W&M courses): Do you agree to follow the instructions in risk management and security procedures offered by the Reves Center before departure?
6. For courses of type (b): What sort of advance preparation will be available or required? Examples might include lectures, readings, or meetings to introduce students to the place they will be visiting.
7. For courses of type (c) in the W&M Washington, DC Program: What kinds of activities and/or guest speakers will encourage cross-cultural or global learning?
8. For courses of type (b), describe the nature and duration of the off-campus experience.
9. For W&M Colloquia: What is the theme of the colloquium? What is the structure of the course, e.g., lectures + discussion sections; films + discussion sections, etc.? If discussion features are incorporated into the course, who will staff them? How will the colloquium

achieve person-to-person experiences for the students?

EPC motions regarding COLL 300:

EPC has voted to approve draft guidelines for COLL courses. These will continue to undergo revision this year. In our judgment, the COLL 300 guidelines are consistent with the curriculum language approved by FAS in December, 2013, with three exceptions. We therefore offer the following three motions:

- a) (COLL 300) Motion to make all COLL 300 experiences parallel by allowing approved W&M D.C. Program courses and W&M Colloquia to cover cross-cultural topics, global topics, or both.
- b) (COLL 300) Motion to remove the requirement that W&M Colloquia highlight one of the domains.
- c) (COLL 300) Motion to allow the COLL 300 requirement to be satisfied by a single course of 3 credits or a sequence of courses of 3 credits.

COLL 400 language approved by the Faculty in December 2013:

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.

COLL 400 Guidelines Proposed by EPC:

Concise Summary Statement: COLL 400 is (i) a capstone experience of at least 3 credits that requires students (ii) to produce original material or original scholarship and (iii) to improve their ability to communicate with diverse audiences.

i. Capstone Experience

Through a capstone experience, students must apply, or implement, what they have learned in their course work. This may involve the application of content, skills, and/or methodologies. Capstones are ordinarily taken in one's major or minor, but they also can allow students from several majors to direct their expertise to a single topic. Departments and programs must ensure that students have some relevant prior experience, e.g., by requiring prerequisites or instructor approval. It is generally expected that students will take their capstone experience in their senior year.

Opportunities to fulfill COLL 400 include:

- Upper-level seminars.
- Honors projects.
- Senior research.
- Independent studies.
- Student teaching (in the School of Education).
- Capstone strategy courses (in the School of Business).

ii. Original Material or Scholarship

COLL 400 experiences require students to produce a body of work that counts as original material or scholarship. To be original, the body of work must involve initiative, creativity, and analysis that goes beyond the summary of existing ideas. For some disciplines, the originality of the work may consist in the articulation and defense of new ideas, the discovery of new connections between existing ideas, or novel presentations of existing ideas. For others, the originality may consist in the application of existing methodology to new data or in the creation of art. Research papers, artistic work, and performances of various kinds may count as original.

Application to specific cases:

- Research papers. Substantial research papers generally satisfy the originality requirement.
- Lab or field work. A research paper or thesis that analyzes the results of the lab (field) work would ordinarily count as original, but lab (field) work is generally not itself original.
- Client-based work or internships. In some disciplines, students apply the analytic tools learned in their field of study to address questions or tasks issued by actual clients or employers. Written analyses or oral presentations based on such work would ordinarily count as original, provided that (i) students receive academic mentorship for the duration of the work, and (ii) the designated assignments receive academic evaluation. Such work, whether performed individually or in teams, does generally not itself qualify as original.
- Student teaching. In the School of Education, student teaching can count as original work.

iii. Diverse Audiences

In COLL 400 experiences, students *express* themselves in ways appropriate for at least two disparate audiences. There are at least two main ways of satisfying the diverse audiences requirement. One involves requiring at least two discrete assignments that are tailored to different audiences. In this scenario, the original piece(s) of work (described in ii., above) may be prepared for one audience, while additional assignment(s) would require students to translate their research, the subject matter of the course, and/or the methodology of the discipline to a disparate audience. These additional assignments need not be significant enough to satisfy the originality requirement, and the additional assignments can, but need not be, based on the same research. Another way of satisfying

this requirement allows a single piece of work to address more than one audience. Class discussion and participation—even in an interdisciplinary course—cannot satisfy the diverse audiences requirement, whereas papers, presentations, and performances can satisfy it.

Application to Specific Cases:

- Multiple assignments. A course might require students to give an in-class presentation and write a final paper. The audience for the presentation would thus consist of a student's peers. The implied audience for the paper (unlike the student's peers) would already be familiar with that research topic. To be sure, the diverse audience requirement does not require different modalities (e.g., one written paper and one oral presentation/blog post/editorial/digital presentation), except where this is required to communicate effectively to the target audiences. Consider an interdisciplinary course on the environmental and economic implications of climate change. Such a course might require two essays, one on the environmental implications and one on the economic implications. These two essays would jointly satisfy the diverse audiences requirement, provided that the essays were written to disparate audiences.
- As mentioned above, a single piece of work can satisfy the diverse audiences requirement. For example, a single interdisciplinary research paper on immigration that addresses issues relevant to sociology and economics and *is written for experts in both areas* might satisfy the diverse audience requirement. This example also illustrates why it is possible for a single piece of work to satisfy both the originality requirement and the diverse audiences requirement: a single piece of interdisciplinary work might effectively express ideas to experts in two disparate disciplines.
- Intradisciplinary but still significantly diverse. Various sub-disciplines might be sufficiently diverse that a single work concerning both sub-disciplines might satisfy the diverse audience requirements. Experts of the psychology of language acquisition and experts on the psychology of memory may count as disparate audiences. Experts on genetics and experts on molecular development may count as disparate audiences.
- Honors thesis and defense within a single sub-discipline. An honors thesis in a single sub-discipline generally will be written to experts in that sub-discipline. Since the oral defense of the honors thesis includes at least one committee member from a disparate discipline, the oral defense would ordinarily be aimed at a much more general audience than the thesis. The honors thesis and defense, then, jointly satisfy the diverse audience requirement.
- Independent studies within a single sub-discipline. Independent studies (including projects that begin as honors theses and later become independent studies) often result in a substantial essay written to specialists in the relevant sub-discipline. For such an independent study to satisfy the diverse audience requirement, it would need to include some further assignment(s). Examples include: a short written discussion that elucidates the sub-discipline's methodology and importance to a non-academic audience; a poster presentation aimed at academics

with no training in the relevant discipline; an oral presentation based on the essay made to wider or more diverse audience than the thesis is itself directed.

- Work for client or employer. When one's original piece of work is developed for a client or an employer, it will ordinarily count as satisfying the diverse audiences requirement.
- Public artistic performances. Some performances are aimed at both experts and lay audiences, so a single performance may satisfy the diverse audience requirement. For example, a public piano concert that receives academic evaluation may satisfy the diverse audience requirement.
- Student teaching. In the School of Education, student teaching can count as communicating with diverse audiences.
- Business Strategy: In the Mason School of Business, the capstone strategy course requires the preparation and presentation of analyses to diverse audiences.

Questions for courses seeking a COLL 400 designation:

1. Describe the nature of the COLL 400 experience (see above for examples of the types of experiences that qualify).
2. If the COLL 400 consists of a single course, how many credits will that course offer (must be at least 3).
3. If the COLL 400 comprises a sequence or combination of courses, describe each of the components of the experience and indicate how many credits each component will bear (must add up to at least 3).
4. How will it be determined that students have the necessary background for the COLL 400 (prerequisites, instructor approval, etc.)?
5. How will the COLL 400 experience require students to apply the skills and knowledge they have gained during their course work?
6. How will the COLL 400 experience require students to do one or more of the following: take initiative in synthesis and critical analysis; solve problems in an applied and/or academic setting; create original material or original scholarship?
7. What type of work will be produced and how will that work demonstrate having achieved the goals described in the previous two questions?
8. How will students satisfy the requirement that they express themselves in ways appropriate to at least two disparate audiences? Identify two or more target audiences, describe how students will communicate with these disparate audiences, and explain how the COLL 400 experience will prepare students to engage in that communication effectively.

EPC motions regarding COLL 400:

EPC feels the guidelines developed for COLL 400 are consistent with the language approved in December of 2013.

EPC motion regarding COLL 100 and COLL 150:

EPC proposes that COLL 100 (normally) and COLL 150 (always) will be topics courses. EPC will encourage departments and programs to adopt template catalog language for these courses:

AFST 100 – Critical Questions in [Africana Studies]

Fall and Spring (4) Staff (COLL 100)

An exploration of significant questions and concepts, beliefs and creative visions, theories and discoveries in [Africana Studies] for first-year students. Although topics vary, the courses also seek to improve students' communication skills beyond the written word. Sample topics might include: [list here].

AFST 150 -- First-year Seminar

Fall and Spring (4) Staff (COLL 150)

An exploration of a specific topic in [Africana Studies]. A grade of C- or better fulfills the COLL 150 requirement. Although topics vary, the courses emphasize academic writing skills, reading and analysis of texts, and discussion. Sample topics might include: [list here].

To have these courses approved, departments and programs will need to tell us the prefix and the content of the bracketed expressions. As with freshman seminars in our current system, topics for specific sections of COLL 100 and COLL 150 will be approved by the department or program.

Approximate time-line for course approvals

- Forms are currently available for COLL 200.
- October 8, 2014: If the template catalog language above is approved, forms will be available for departments and programs to create COLL 100 topics courses.
- October 31, 2014: First target date for submitting forms to create COLL 100 and COLL 150 topics courses and to seek COLL 200 designations for fall 2015 courses.
- December 5, 2014: Second target date for submitting forms to create COLL 100 and COLL 150 topics courses and to seek COLL 200 designations for fall 2015 courses.