An Update on EPC Implementation of the new curriculum
(August 26, 2014)

Last semester the members of the Education Policy Committee worked implementation issues related to the new curriculum. The main task was to write guidelines related to the new courses required under the curriculum. These guidelines will provide guidance to faculty interested in teaching courses in the curriculum, and to help members of EPC evaluate whether proposed courses meet the expectations of the curriculum.

We presented this document at the May FAS meeting but there was no time for discussion, so we will be again presenting this for discussion on September 2.

We encourage comments and advice. Please email any suggestions to John Gilmour at jbgilm@wm.edu, Jack Martin at jbmart@wm.edu, or to any members of EPC.

COLL 100

COLL 100 Approved December 12, 2013 at the A&S Faculty meeting

---

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 courses are limited to 25 students, unless team-taught. One COLL 100 is required of each freshman.

COLL 100 Criteria Proposed by EPC

COLL 100 courses are about one or more "big ideas"—the significant questions and concepts, beliefs and creative visions, theories and discoveries that have shaped our understanding of the world. In these courses, which can be taught within or across departments, students will encounter and learn about the discoveries, texts, and knowledge that are fundamental to further study in one or more academic disciplines. COLL100 courses not only introduce first-year students to the excitement and rigor of scholarly inquiry but they also help students master digital/information literacy and improve their communication skills beyond the written word. Students will typically fulfill their COLL 100 and the writing-intensive COLL 150 requirements in different semesters.

1. COLL 100 courses are offered at an introductory level and have no pre-requisites.
2. COLL 100 courses are organized around one or more questions, concepts, beliefs, theories, or discoveries associated with one or more "big ideas". In this way, they differ from traditional survey courses that would ordinarily serve as an introduction to a subject.
3. COLL 100 courses will introduce students to the excitement and rigor of scholarly inquiry.
4. Students in COLL 100 courses will develop the ability to present and defend what they have learned. Their presentations will focus on topics integral to the subject matter of the course and will further students' understanding of the course's subject matter. In order to enhance their communication skills beyond the written word and into the realms of visual, quantitative, oral, digital, and/or multi-media expression, students in COLL 100 should be given repeated opportunities for development of the same, with feedback from peers and faculty as appropriate. Throughout the assignments, the norms of communication beyond the written word for the particular discipline(s) should be made clear. Collaborative assignments that involve dialogue among students are encouraged. Assignments may be incremental or devoted to different means of communication. Such assignments may take the following forms:
   a. Giving one or more oral presentations with associated visuals.
   b. Giving oral presentations on the class's "big idea(s)" that are deliberately designed for different audiences (parents; high school students; peers).

c. Creating a video, animation, or skit in which students explain an aspect of the class's "big idea."
d. Participating in classroom debates, with the possibility of having one student group to moderate, judge, and explain their findings or having an external moderator or judge.
e. Creating a blog, wiki, website, or equivalent that reflects on-going course discussion.
f. Developing and giving a presentation that uses, presents, and explains quantitative data and incorporates it into an argument. The presentation could include tables and several types of figures that have been generated by the student.
g. Giving a presentation using another mode of communication.
5. Students will develop and demonstrate research skills as well as an understanding of how reliable information is accessed, evaluated, and communicated as appropriate for the course.
6. COLL 100 fulfills the "Information Technology Literacy" requirement of the "Virginia Public Higher Education Policy on the Assessment of Student Learning."
7. COLL 100 courses will be taught in classes of no more than 25 students, unless team-taught.

Additional comments:

1. Multiple drafts with feedback and comments on a project, including opportunities to re-submit, are encouraged.
2. Class exercises that develop collaborative skills are encouraged.
3. COLL 100 courses may provide credit toward a major or minor at a department or program's option.
4. The four-credit COLL 100 courses will typically be four-credit/three contact hour courses, but can also be four-credit/four contact hour courses. For the former, faculty will need to justify the delinking of the contact hours from the credit hours. Examples of the justification might include additional time for movie viewings, library instruction, etc. Faculty who chose not to delink the course might use the additional hour for lab or field work, or for discussion sections that focus on communication skills.
5. EPC encourages professional development opportunities for faculty designing COLL 100 courses that include sessions led by faculty members or staff who are professionally trained in various forms of communication (e.g., speech, film, theatre, creative writing, web-design, computer animation, etc.) and/or perception (e.g., educational research, psychology). In addition, team teaching with faculty members who are professionally trained in various forms of communication and/or perception is welcomed.

Possible questions for EPC application form for courses proposed for COLL 100.

Note: COLL 100 courses do not have any prerequisites

1. 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?
2. How will the proposed COLL 100 course introduce students to the excitement of scholarly inquiry?
3. 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?
4. 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?
5. Will the proposed course be offered during three or four contact hours per week. If three, please provide justification for the delinking of contact/credit hours.
6. COLL courses should be taught to the extent possible by William & Mary faculty (TE and continuing NTE). Who will normally teach this course?
7. COLL 100 courses will be taught in classes of no more than 25 students, unless team-taught. What is the class size for the proposed course?

COLL 150

Description of COLL 150 adopted by Faculty:

"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 (LDWR). One COLL 150 is required of each freshman and transfer student."

Further elaboration recommended by EPC:

COLL 150 courses will meet for three hours per week, but will qualify for four credits. The award of four credits reflects the rigor and workload expected of these courses.

A student must receive a grade of C- or better in COLL 150 to fulfill the COLL 150 requirement. Freshman seminars with a W designation that have been approved in the past can be offered as COLL 150s. Faculty must submit the online form and indicate what significant changes, if any, they will make.

EPC will delegate approval of COLL 150 courses to the Writing Committee.

Goals & Skills for Writing in COLL 150 Courses

Goals:

Students who complete a COLL 150 course should be aware of the rhetorical nature of academic writing: i.e., that the task of academic writing is to clearly and persuasively communicate their ideas. They should also learn that the process of writing includes revision and self-editing. Ultimately, they should aspire to prose that communicates complex and sophisticated ideas through a lively, intelligent, interesting human voice.

Skills:

A well-written academic essay:

- Shows an awareness of the audience's needs and expectations within the context of a specific assignment and/or discipline.

- Presents a convincing argument that is analytic, interpretive, or explanatory in nature and exhibits independent thought and engagement with the subject matter.

- Articulates a focused thesis.

- Supports the thesis with persuasive evidence.

- Uses logical transitions to guide the reader through the stages of a compelling argument.

- Has an effective introduction and conclusion.

- Contains well-structured paragraphs.

- Uses concrete and precise language.

- Uses an engaging, concise style characterized by strong verbs and active voice.

- Shows the writer's conscious command of the elements of a sentence by avoiding disruptive grammatical errors, such as dangling modifiers, subject/verb disagreement, vague or ambiguous pronoun antecedents, and mistakes in punctuation.

- Synthesizes outside sources, when used, into the larger argument.

- Uses appropriate documentation form

Writing Committee Guidelines for approving COLL 150 courses
The following guidelines for COLL 150 have been endorsed by the Writing Committee and the Educational Policy Committee:

1. All instructors offering COLL 150 courses are required to submit a proposal through the online Proposal Form to the Writing Committee no later than the 6th week of the semester preceding the semester in which the seminar will be taught.

Faculty repeating a previously-approved course must submit the online form and simply indicate that they intend to offer the course again and what significant changes, if any, have been made.

In certain cases, such as changes in teaching assignments that take place after the week-6 deadline, online forms must be submitted to the Writing Committee as soon as possible with the understanding that the committee may require revisions once it has reviewed the course proposal.

2. Every COLL 150 course must:

A. Offer sufficient time for discussion of writing. Such discussions may take place as in-class writing workshops, peer review exercises, individual conferences, etc.. The committee requires that a grammar and style handbook be adopted for use in the seminar.

B. Allow for repeated opportunities to write. These opportunities might take several forms including weekly reaction papers, periodic response papers, multiple drafts of a single paper, etc.

C. Require at least 6000 words (24 pages) of writing. The committee recommends that at least half (10-12 pages) be formal, analytic writing; the rest might include a variety of assignments--rough drafts of formal papers, in-class essays, research logs, etc.--provided the instructor comments on these. The 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, for example, might count as either formal or informal writing depending on whether individual instructors consider formal concerns in their evaluations.

D. Allow at least one opportunity to re-write work based on instructor feedback.

E. Require an introduction to scholarly research methods appropriate to the subject. Although a research paper based on secondary sources is not required, the committee requires introducing first-year students to William & Mary library resources, with that introduction: (1) provided by (or in consultation with) a research librarian; (2) based on the content of the seminar and Association of College & Research Library (ACRL)

Information Literacy Standards
[http://www.ala.org/acrl/standards/informationliteracycompetency]; and (3) coordinated with the library/information literacy content of the COLL 100 courses.

F. Be taught by a TE or continuing NTE faculty member with at least one semester of teaching at William & Mary.

3. The Writing Committee will coordinate the list of approved seminars with the registrar.

4. The Writing Committee will be happy to assist faculty in reviewing the COLL 150 courses they offer.

All proposals should be submitted to the Writing Committee via the online form.

Any questions may be addressed to Sharon Zuber, Writing Committee Chair, at slzube@wm.edu or 757-221-3939.

COLL 200

COLL 200 description adopted by the Faculty of Arts and Sciences:

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.

COLL 200 Criteria proposed by EPC

1. Each COLL 200 course belongs to one or more of the domains (ALV, CSI, NQR). In most cases, a COLL 200 course will be anchored in one domain. Faculty will normally offer courses only in the domain of their expertise.
2. COLL 200 courses significantly enhance student knowledge by introducing ideas and methods central to a domain.
3. To the extent possible, COLL 200 courses give students the opportunity to put methodologies represented in the course into practice.
4. COLL 200 courses must look outward to one or both of the other domains.
5. COLL 200 courses may provide credit toward a major or minor, at a department or program's option.
6. COLL 200 courses may or may not have prerequisites.
7. COLL 200 courses may be of any size and be for any number of credits. Since each student is required to take a course of three or more credits in each domain, COLL 200 courses will normally be three or four credits. Some three-credit COLL 200 classes may have an associated one-credit COLL 200 lab, discussion, or other activity.

Within the COLL curriculum, COLL 200 courses serve to

8. Provide an integrated intellectual experience during the undergraduate years that encourages students to make coherent and meaningful interconnections across disciplines.
9. Explore the methodologies and epistemologies of the various academic disciplines, along with how they differ from and form synergies with one another.
10. 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.

As part of the COLL curriculum, COLL 200 courses should be taught to the extent possible by William & Mary faculty (TE and continuing NTE). Students cannot apply AP, IB, A-Levels, or other pre-matriculation examinations toward COLL 200.

Note on courses with two domains: In most cases, a COLL 200 course will belong to a single domain. To earn a designation in two domains, a COLL 200 course must satisfy all of the criteria (points 2-4 above) for both domains and cover the two domains roughly equally. If a course is approved for two domains, the requirement to reach out to another domain is automatically satisfied. If a course is approved for two domains, a student may use the course for only one domain requirement.

Possible questions for EPC application form for courses proposed for COLL 200

1. Each COLL 200 course must belong to one or more of the domains (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)? As a general rule, at least 50% of course material should belong to a specific domain.
2. COLL 200 courses significantly enhance student knowledge by introducing ideas and methods central to a domain. What specific ideas and methods will the course introduce?
3. 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?
4. COLL 200 courses must look outward to one or both of the other domains. What domain(s) will this course reach out to? 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? As a general rule, at least 10-15% of a COLL 200 course should consider the other domain(s).
5. COLL courses should be taught to the extent possible by William & Mary faculty (TE and continuing NTE). Who will normally teach this course?

Active Learning Requirement

Active Learning Experience Requirement adopted by Faculty of Arts and Sciences

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

Criteria recommended by EPC:

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, pottery
    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.