

EPC meeting minutes: September 18, 2014

EPC: Jack Martin & John Gilmour (co-chairs), Dean Lu Ann Homza, Dean John Griffin, Susan Bosworth (Associate Provost for Institutional Accreditation & Effectiveness), Denise Ridley-Johnston (Assistant Director, Institutional Effectiveness & Assessment), Heather Macdonald, Josh Erlich, Bill Hutton, Weizhen Mao, Sallie Marchello, Cory Springer, Peter Vishton

Scribe: Josh Erlich

Submitted Sept 23, 2014

1. **Approved the minutes for the September 12, 2014 EPC meeting.**
2. **Discussion of COLL 100 as topics courses, and approval for Spring pilots vs. permanent COLL 100s.**

EPC will propose a motion to FAS to treat COLL 100s as topics courses, following current practice for Freshman seminars. A Communications Committee will approve the communications component of COLL 100 courses, in analogy to the role of the Writing Committee in approving the writing component of COLL 150s.

Courses approved as Spring 2015 pilots will be automatically approved as permanent COLL 100 courses.

Motion (Jack Martin): Until a Communications Committee is formed, EPC will be responsible for approving sections of COLL 100.
Motion was approved unanimously.

Question: How will COLL 100s be approved for Fall 2015 before the Communications Committee is formed?

Response: Until the Communications Committee is formed, EPC will be responsible for approving the communications component of COLL 100s.

Question: If we will approve all COLL 100 pilot proposals as actual COLL 100 courses for Fall 2015, how will we deal with proposals for COLL 100 courses with >25 students?

Response: If pilot courses proposals do not satisfy the existing parameters for COLL courses as approved by FAS, then EPC could consider those courses for Spring 2015 pilots only.

3. **Discussion of draft COLL application forms.**

The top of each form will include a description of the corresponding COLL course.

For the next round of COLL 100 and COLL 200 applications, the form will include a checkbox:
Should this course be treated as a pilot COLL course for Spring 2015?

Susan Bosworth would like to see a representative sample of COLL 100 pilots across disciplines. This suggests encouraging Spring pilots.

For departments and programs without a topics course available for COLL 100 pilots, an interdisciplinary topics course INTR 100 could be created.

4. Discussion of COLL 300 guidelines and approval form. Current draft is attached below the minutes.

Revised COLL 300 description will include examples of possible required advanced preparation.

Question: How can self-reflection be assessed? How can faculty, EPC judge whether the experience was successful?

Response: Structured opportunities for self-reflection will be required.

Policy changes requiring FAS approval:

- a) 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) Motion to remove the requirement that W&M Colloquia highlight one of the domains.
- c) 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.

Discussion of politics of motion (a) above in light of FAS discussions leading up to approval of the COLL curriculum last May.

5. Discussion of COLL 400 guidelines and approval form.

Bill Hutton and Heather Macdonald volunteered to work on questions for COLL 400 form. Heather chaired the COLL 400 working group in Spring 2014, so she can identify changes that the working group produced.

Question: Should business school case analysis be included as a possibility in guidelines?

Response: Business school is okay with current version of guidelines.

Addendum:

****Draft* form for EPC approval of COLL 300 proposals (September 18, 2014)***

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?

Policy changes requiring FAS approval:

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