

EPC Minutes, May, 3, 2017

Present: Susan Bosworth, Chandos Brown, John Charles, Randy Coleman, Elizabeth Harbron, Lu Ann Homza, Bill Hutton, Sallie Marchello, Brian Kreydatus, Marc Sher, Cory Springer, Jenny Taylor (Chair), Weizhen Mao, Laurie Wolf

Scribe: Jenny Taylor

I. Approval of minutes from April 26, 2017

II. Discussion of document from the sub-committee on COLL 150/100 outlining proposed new committee structure (see attachment). Steve Otto, the chair of the sub-committee, visited to answer questions. With a few friendly amendments, the document was voted on and approved. We agreed to bring to the faculty in the fall the issue of making COLL 150 and 100 more parallel by requiring a C- for the COLL 100 as we do for COLL 150.

II. We agreed to take up the issue of GPAs for Honors in the fall.

III. Good-bye to outgoing members and introduction of newly elected members for 2017-2018. We said good-bye to: Bill Hutton (three-year term and chair of EPC), Weizhen Mao (three-year term and chair of COLL 100 sub-committee), John Charles (one-year term) and to our Dean, Lu Ann Homza. We welcomes new EPC members: Tusca Benes, Randy Coleman, Brian Kreydatus and Rani Mullen.

IV. New Business

V. Proposals

1. ANTH - 470 - Senior Seminar/Capstone Course- approved for COLL 400
2. APSC - 456 - Random Walks in Biology- approved to be cross-listed with Math 356
3. CHEM - 417 – Neurochemistry- approved for Coll 400
4. CLCV - 330 - Egypt after the Pharaohs- approved new course description.
5. CSCI - 495-496 – Honors- 495 rejected for COLL 400. 496 approved as soon as information about disparate audiences is submitted.
6. ECON - 412 - Empirical Microeconomics- approved as soon as information about disparate audiences is submitted.
7. ECON - 474 - Seminar on International Economic Integration- approved COLL 400
8. KINE - 401 - Neurophysiology of Aging- approved COLL 400.

9. KINE - 498 – Internship- approved COLL 400.
- 10.LATN - 103 - Combined Beginning Latin- approved.
- 11.Mathematics - N/A- approved to replace CSCI 141 with CSCI 141 or 140
(for new Data Science minor)
- 12.PUBP - 496 – Honors- approved for COLL 400.

To: EPC
From: COLL 100/150 EPC Workgroup: Mike Blum, Cathy Forestell, Lori Jacobson, Steve Otto, Paul Showalter, Jenny Taylor, Sharon Zuber
Date: April 30, 2017 (**as amended by EPC on May 3, 2017**)
Re: Workgroup Report and Recommendations re COLL 100 and COLL 150

In October 2016, our Workgroup was charged by EPC with researching areas relating to COLL 100 and COLL 150, reporting findings, and making recommendations about:

1. *EPC guidelines for COLL 100 and COLL 150*. Current guidelines in the context of the COLL curriculum generally and the first-year COLL experience specifically.
2. *100/150 alignment*. Structural questions, such as designation as "topics" vs. non-topics and the process through which COLL 100 and 150 gain EPC approval.
3. *Subcommittees for COLL 100 and COLL 150 (Writing Committee)*. Specific purview of these committees, their relationship to EPC, administration (e.g., member selection, length of service, representation), and transparency.
4. *Internal and external descriptions and communications*. Appropriate, consistent, and useful content across these and any other extant media: Curriculog; websites for the EPC, Writing Committee, Writing Program, Undergraduate Program/Curriculum, Office of Academic Advising; Blackboard sites; College Studies course for entering freshmen, etc.

Our work has been guided by the question, how can we make it easier for faculty to design and propose great courses that meet the aspirations and mandates of the COLL curriculum?

We have consulted at various stages with the Dean for Educational Policy, Cory Springer in the Registrar's Office, EPC member Bill Hutton, members of the COLL 150 Writing Committee, and Fellows in the Center for the Liberal Arts, all of whom provided thoughtful corrections and suggestions for improvement.

Summary of recommendations

- Proposed EPC Elaboration of COLL 100 and COLL 150 (with clarifications)
- Proposed EPC Discussion of COLL 100 and COLL 150
- Proposed course-approval process for COLL 100 and COLL 150 (with recommendations for a combined sub-committee to vet proposals)
- Direction from EPC to implement the communication recommendations in item #4, in summer 2017.

Here follows our report and recommendations in each of the four areas.

1. EPC guidelines for COLL 100 and COLL 150

We assembled all extant texts about these courses, reviewed them for consistency, clarity, and alignment across the two types of courses, and queried any apparent gaps we identified. We then distinguished among content that was "statutory" in nature (EPC Elaboration), descriptive of course content (EPC Discussion), and primarily resource-oriented (Resources).

We have drafted and recommend revised text for EPC Elaboration (attached). Three questions arose in our comparison of current statements about these courses:

- Should COLL 100 specify (as with COLL 150) that a TE/NTE faculty member must have at least one semester of teaching experience at W&M?
- Should COLL 100 require (as with COLL 150) that a student receive a grade of C- or better? To assess the implications of this requirement, we requested data from the Dean's Office (attached). For the three semesters taught to date, an average of 11 students per semester received a D (+/-) or F in COLL 100. This compares to an average of 13 students per semester in COLL 150.
- Should the independent prefix COLL (as opposed to a departmental prefix) be offered for COLL 150 (as with COLL 100)?

Our recommendation, and the consensus among groups we consulted, is in favor of these clarifications.

We have drafted and recommend revised text for EPC Discussion (attached). Our research and discussions reinforced that the COLL 100 and COLL 150, as complementary courses, emphasize foundational skills that students will build upon throughout their College curriculum. Accordingly, we present a shared discussion of the courses where their purposes overlap, and additional discussion where their purposes diverge.

We have also begun to list the kinds of resources and web links that could form the basis of a Resources area linked from the EPC website (attached).

2. 100/150 alignment: Structural questions, such as designation as "topics" vs. non-topics and the process through which COLL 100 and 150 gain EPC approval

We found wide variation among departments/programs in current practices related to developing new COLL 100 and COLL 150 courses. In some academic units, colleagues routinely brainstorm and improve new courses together (e.g., through an Undergraduate Program Committee); other units prefer a hands-off approach, deferring to a colleague's expertise and judgment.

We offer a course-proposal flow diagram (attached) that partly addresses this disparity in the pre-proposal stage and introduces several other innovations:

- A recommended pre-proposal stage, where faculty are encouraged to consult colleagues and the Resources offered on the EPC website.
- Curriculog proposal notification to the Dean of Undergraduate Studies, for planning purposes.
- Combined sub-committee to vet both COLL 100 and COLL 150 courses (see #3 below).
- A new pathway from the subcommittee for proposals that need some work (diversion to Resources outside the EPC), rather than outright rejection.
- A new pathway from the subcommittee to the EPC for final approval. We anticipate very few proposals that will warrant more than pro forma attention from the committee; but added this layer both as a safeguard and an acknowledgment that the elected EPC evaluates course content.

- Approval notification to the Dean of Undergraduate Studies, for planning purposes.

3. Subcommittees for COLL 100 and COLL 150 (Writing Committee). Specific purview of these committees, their relationship to EPC, administration (e.g., member selection, length of service, representation), and transparency.

We recommend that EPC appoint a single committee to vet both COLL 100 and COLL 150 courses for final approval by EPC:

- Minimum of 7 members, with a faculty majority (one serves as chair)
 - 1 EPC elected faculty member
 - 1 faculty member with knowledge of teaching writing
 - 2 faculty members to round out disciplinary areas represented
 - 1 staff member trained in reference/information literacy (W&M Libraries)
 - 1 staff member trained in communication technology (APeL)
 - 1 staff member trained in writing/editing across multi-media
- Appointed for 1-year terms, renewable
- Initially appointed primarily from current subcommittees, then balanced with seasoned and new members
- Mandate to evaluate Curriculog proposals and (a) recommend approval to EPC or (b) describe in detail areas needing improvement, and connect faculty member to appropriate resources (see #2 above)
- Required to meet at least monthly
- Chair provides initial orientation and Curriculog training
- Membership posted to EPC website for transparency

4. Internal and external descriptions and communications

We propose that once EPC finalizes the texts describing COLL 100 and COLL 150 courses, all W&M public sites be aligned to this content. We have completed an inventory of such sites and can initiate this work with their respective managing editors, in consultation with EPC and the Registrar's Office, in summer 2017:

- Centralize and build content out from the EPC website, with links to Resources
- Delete competing sites with duplicate information (e.g., the Dean's Office Curriculum Implementation site in Blackboard)
- Update Curriculog proposal forms for COLL 100 and COLL 150 to reflect revised texts

Proposed EPC Elaboration of COLL 100	Proposed EPC Elaboration of COLL 150
<p>COLL 100 courses are organized around “big ideas” and differ in purpose from traditional survey courses.</p> <p>Courses with the COLL 100 attribute may be offered within departments/programs or across them via cross-listing or team teaching. They may also be offered outside the department/program structure as an independent course with the COLL subject prefix.</p> <p>COLL 100, like COLL 150, is required of all first-year students. Typically students will take these courses in different semesters. COLL 100 is required of freshman transfer students.</p> <p>Class size is limited to 25 students. EPC will consider proposals to increase class size.</p> <p>COLL 100 courses may provide credit toward a major or minor at a department or program’s option.</p> <p>COLL 100 courses carry four credits. The award of four credits reflects the rigor and workload expected of these courses.</p> <p>Whether TE or NTE, the faculty member teaching a COLL 100 course will have at least one semester of teaching experience at William & Mary.</p> <p>EPC may delegate the review of portions of course proposals to a subcommittee.</p>	<p>COLL 150 courses typically focus on a narrow topic, giving students an opportunity for in-depth analysis and interpretation.</p> <p>Courses with the COLL 150 attribute may be offered within departments/programs or across them via cross-listing or team teaching. They may also be offered outside the department/program structure as an independent course with the COLL subject prefix.</p> <p>COLL 150, like COLL 100, is required of all first-year students. Typically students will take these courses in different semesters. COLL 150 is required of transfer students.</p> <p>Class size is limited to 15 students.</p> <p>COLL 150 courses may provide credit toward a major or minor at a department or program’s option.</p> <p>COLL 150 courses carry four credits. The award of four credits reflects the rigor and workload expected of these courses.</p> <p>Whether TE or NTE, the faculty member teaching a COLL 150 course will have at least one semester of teaching experience at William & Mary.</p> <p>A student must receive a grade of C- or better to fulfill the COLL 150 requirement.</p> <p>EPC may delegate the review of portions of course proposals to a subcommittee.</p>

Grades Awarded for COLL 100 and COLL 150 Courses

	Fall 2016		Spring 2016		Fall 2017	
	COLL 100	COLL 150	COLL 100	COLL 150	COLL 100	COLL 150
A	269	323	337	267	430	337
A-	183	201	174	190	227	204
B	104	115	81	76	115	79
B+	133	118	93	126	139	143
B-	41	49	16	31	38	30
C	9	10	11	5	12	9
C+	14	14	13	22	9	6
C-	7	6	2	10	6	5
D	2	6	4	3	3	1
D+	1	3	1	1	4	4
D-		1	2	1	1	
F		8	12	11	4	9
I				1	1	5
Total	763	854	746	744	989	832

% Grades Below C-	0%	2%	3%	2%	1%	2%
-------------------	----	----	----	----	----	----

Proposed EPC Discussion of COLL 100 and COLL 150

COLL 100 and COLL 150 introduce students to scholarly methods and transition students to college-level thinking and communication. These first-year courses begin to cultivate intellectual growth by emphasizing inquiry (e.g., frame questions, reason, create, solve problems), communication (e.g., write, speak, visualize, perform), and collaboration.

Assignments in these courses deepen students' understanding of the course content, while also teaching essential skills:

Information literacy, the ways in which ideas and information sources are located, evaluated, and cited. In teaching about information literacy it is appropriate to partner with Swem Library, so that students learn how best to use the library's resources to support their work in class, and to prepare them for future academic research in subsequent courses.

Communication, the process of integrating ideas and information sources to construct credible and persuasive narratives, with an independent voice and the objective, scholarly distance that characterizes academic discourse. In teaching communication it is appropriate to state clearly in assignments the purpose, audience, and context of the assigned communication.

Collaboration, integrating assignments that involve dialogue and feedback among students.

Revision, involving feedback from the instructor or peer students, with the opportunity to incorporate that feedback through robust revision and re-submission.

Because skills-building at a foundational level is an essential part of COLL 100 and COLL 150 courses, instructors are encouraged to balance course content with adequate time for the teaching and practicing of these skills. Generally one-quarter to one-third of the time commitment of the course should be devoted to skills-building.

It is critical that instructors clearly state the learning objectives for assignments and the criteria by which they will be evaluated.

The instructor should designate and show students how to use one or more resources that elaborate on the forms and methods of academic communication. Many such resources are available in printed form and online. Consult the Resources section for examples.

Note that COLL 100 and COLL 150 courses are both required in the first year, and it is likely that students will take one course each semester. Courses taught in the fall semester can build on the summer College Studies online course, where students are introduced to basic information literacy concepts and the use of library resources. Courses taught in the spring semester can build on the first-year COLL course taken in the fall semester. The timing of a course might affect instructors' expectations, how assignments are conceived and constructed, and the most productive integration of resources such as Swem Library.

Additional EPC Discussion of COLL 100	Additional EPC Discussion of COLL 150
<p>COLL 100 courses are organized around “big ideas,” the significant questions and concepts, beliefs and creative visions, theories and discoveries that have shaped our understanding of the world. Students will gain a greater understanding of the discoveries, texts, and fundamental concepts of one or more academic disciplines. Interdisciplinary approaches are welcome in these courses.</p> <p>COLL 100 assignments encourage students to develop skills along a range of visual and aural forms of communication, which may include performative, visual, quantitative, oral, digital, and/or multi-media expression. At least one major communication assignment should require a form of communication that does not rely primarily on writing (although writing might be involved in an early stage, such as developing a podcast script or a storyboard).</p> <p>Depending on the type of communication assignment, it might be appropriate to consult with campus resources (e.g., APeL, Reeder Media Center) to consider the assignment's design, evaluation, and available student support.</p>	<p>COLL 150 courses delve into a focused subject, giving students an opportunity for in-depth analysis and interpretation.</p> <p>COLL 150 assignments consist primarily of writing, with students producing a total of at least 6,000 words (24 pages). At least one major writing assignment should follow the conventions of scholarly writing in the discipline.</p> <p>For all types of writing assignments, it might be appropriate to consult with the Writing Resources Center to consider the assignment's design, evaluation, and available student support.</p>

Incomplete List of Resources Proposed for Posting to the EPC Website

The following resources are candidates for inclusion in a COLL 100/150 "resources" section added to the EPC website, with links out to content maintained by the various entities:

- Outline or texts or video links for College Studies
- CLA Communication Concepts in COLL 100 and COLL 150 workshop
- Faculty resources, Center for the Liberal Arts
- Material about accessing Writing Resources Center services
- Material about accessing Swem Library services
- Material about accessing APeL services
- Material about accessing Reeder Media Center
- Guide to writing/communication resources

Here is the url for the COLL assessment

information: http://www.wm.edu/offices/iae/assessing_general_education/index.php

This proposed resource section dovetails with the proposed EPC course-approval process, which describes a pathway for courses not yet meeting criteria for approval.

Proposed Idea-to-approval EPC Process for COLL 100, COLL 150 courses

New course proposals are entered into the Curriculog system for evaluation and approval. Before launching that process, we recommend that you:

- Determine with your chair/director or appropriate internal committee the overall COLL contributions of the department/program and how the course fits. Is a COLL 100 a better fit, or vice versa? Will the course count toward the major or minor?
- Consult with colleagues, either within or outside the department/program, to fine-tune and improve the course.
- Consider taking advantage of the resources listed on the EPC website.

In Curriculog:

