The College of William and Mary

Educational Policy Committee

Final Report for 2015-16 Academic Year

Membership

> *Voting members:*
> > *Faculty:* Bill Hutton (Chair), Paul Blossom (Fall), Chandos Brown, Hiroshi Kitamura, Heather Macdonald (Spring), Weizhen Mao, Jack Martin, Don Rahtz (Spring), Diane Shakes (Fall), Mark Sher, Jeremy Stoddard, Jennifer Taylor, Peter Vishton.
> > *Students:* Ryan Corcoran, L. Alice Nie, Jack Zhang
> > *Ex officio:* Lu Ann Homza (Dean for Educational Policy)
> *Non-voting advisory members:* Monica Potkay, Sara Marchello, Martha Higgins, Cory Springer

EPC would like to thank the members of the Writing Committee and the COLL 100 Committee and their respective chairs, Sharon Zuber and Weizhen Mao, for assistance in approving course proposals. We would also like to extend our thanks for the assistance of the following regular guests at our meetings: For the CLA, Paul Mapp, John Riofrio, and Gene Tracy; for the OIAE Susan Bosworth, Susan Grover, and Denise Ridley-Johnston; Associate Provost for e-Learning Michele Jackson; and Liz Losh

Questions or comments about this document or any EPC matter can be directed to epc@wm.edu.

Main Actions

- Made the transition to the Curriculog system for submitting course and curriculum requests
- Approved a new plan formulated by the Center for the Liberal Arts for managing on-campus COLL 300 experiences (approved by FAS 10/6/15 – see **Appendix I**)
- Developed a way to handle off-campus COLL 300 experiences that are different from traditional study-abroad courses (**Appendix II**).
- Worked with the Office of Institutional Accreditation and Effectiveness to develop assessment instruments and procedures for COLL 100 and COLL 200 classes
- Moved to abolish the Active Learning Experience requirement (approved by FAS 3/1/16)
- Moved to institute a Creative and Performing Arts Proficiency requirement (all classes approved for GER 6 credit automatically satisfy this requirement) (approved by FAS 3/1/16 - See **Appendix III**)
- Updated the EPC policy on courses in which credit hours are delinked from contact hours (approved by FAS 4/5/16 -   see **Appendix IV**)

- Moved to create new minors in Native Studies and Asian and Pacific Islander American Studies (approved by FAS 4/5/16 and 5/3/16 respectively)
- Moved to add Classical Studies and Film Studies to the major options in the St. Andrews Joint Degree programme (approved by FAS 4/5/16 and 5/3/16 respectively)
- Developed a list of frequently asked questions for posting on the EPC website to assist those who want to make an application to EPC (**Appendix VIII**)

Curriculum Change Applications Approved
- General Catalog Changes: abolished ACTV requirement; established Creative and Performing Arts Proficiency requirement; established as a deadline the last day of add/drop in the term of graduation for declaration of a minor or second major; modified Foreign Language Proficiency language (a change of wording rather than policy, see **Appendix V**) and clarified language regarding pass-fail courses to make clear that such courses may not be counted toward degree requirements (see **Appendix VI**). Established new requirements for transfer students in the COLL curriculum (**see Appendix VII**)
- AFST: revisions to major and minor requirements approved.
- ANTH: new minor in Native Studies approved.
- APIA: new course prefix instituted for courses that count for the new minor in Asian and Pacific Islander American Studies
- BIOL: Clarifying the status of BIOL 325 and 327 in the major requirements.
- CAMS: clarification of major requirements.
- CLST: changes to Classical Archaeology concentration requirements and to post-baccalaureate program language approved; addition of new courses to major requirements options approved.
- GBST: AMES: additions to the list of electives for the East Asian Studies concentration; LAS: include thematic or global field as an option in concentration requirements.
- ENGL: restructuring of major requirements; changes to minor requirements; dispensing with 'High' and 'Highest' levels of honors; change in credit/exemptions for AP/IB exams (credit granted for AP will be English elective credit, but not ALV credit).
- FREN: clarifying the roll of COLL courses in major requirements.
- Interdisciplinary Studies: New minor in Asian and Pacific Islander American Studies approved.
- JAPN: modifications of major and minor requirements.
- KINE: Name change of 'Health Sciences' concentration to 'Allied Health'; Premed concentration: Courses in BIOL, PHYS and CHEM listed as 'required' will now be listed as 'recommended'; KINE 405 approved as fulfilling the Concentration Writing; addition of course option for the Public Health concentration requirement.
- KINE and PSYC: courses in BIOL, CHEM, CSCI and MATH taken to satisfy KINE or PSYC major requirements may not henceforth be taken pass/fail.

- MATH: change of major requirements to reflect new course names/numbers.
- PHYS: addition of another required course at the 200 level or above in minor requirements.
- PUBP: under degree requirements, change of ethics course listed, substitution of a new version of a SOCL course, and adding a permanent number for a previous topics course in GOVT.
- SOCL: changes to major requirements, including approval of four new concentration tracks (Globalization; Health, Medicine and Well-being; Criminology, Law, and Society; Social Problems, Policy & Justice).

New Course Applications Approved
- AFST 351 Introduction to African American Studies
- ANTH 226 Summer Field School
- APIA 205 Introduction to APIA
- APIA 351 Peoples and Cultures of Polynesia
- APIA 369 Topics in APIA
- APIA 444 Filipino-American Diaspora Studies
- APIA 445 Korean American Diaspora Studies
- APIA 480 Independent Study in Asian Pacific Islander American Studies
- APIA 495-496 Honors in APIA
- APIA 499 Senior Capstone in APIA
- CLCV 290 Introductory Topics in Classical Studies
- CLCV 349/ANTH 334 Etruscan Archaeology
- CLCV 390 Topics in Classical Studies
- CLCV 431 Archaeology of Ritual
- ENGL 230 Topics in Modern English
- GRMN 306 From Page to Stage
- HIST 255 Religion in America to 1800
- KINE 310 Microbes in Human Disease
- KINE 311 Microbes in Human Disease Laboratory
- KINE 325 Environmental Issues in Public Health
- MSCI 335 Coastal Environments of China

Course Change Applications Approved
- AFST 210 Medicine, Arts and Social Justice (permanent number for former topics course; students may take both this course and the related course ENGL 200 'Stories that Heal' for credit)
- AFST 235 African American History to Emancipation (change number from 311)
- AFST 236 African American History since Emancipation (change number from 303)
- AFST 251 Soon Come: Caribbean Languages (permanent number for a former topics course)

- AFST 307 Workshop on Black Expressive Culture (remove prerequisites)
- AFST 371 The Idea of Race (change number from 302, cross-listed with ANTH 371)
- AMES 312 Learning from Dubai (permanent number for former topics course)
- APSC 210 Probability (cross-list with Math 110)
- ARAB 301/302 Advanced Arabic I/II (Prerequisite change)
- ARTH 377 Modern and Contemporary Chinese Art (cross-list with CHIN 328)
- BIOL 220 Intro to Organisms, Ecology, Evolution (now can be taken without BIOL 221 lab section)
- BIOL 225 Intro to Molecules, Cells, Development (now can be taken without BIOL 226 lab section)
- BIOL 456 Vertebrate Biology (credit hour change, fourth hour now linked to an optional lab course 456L)
- CHIN 404 Advanced Reading and Writing II (course now satisfies Foreign Language Proficiency)
- CLCV 227 History of Ancient Greece (name change from 'Ancient History')
- CLCV 228 History of Ancient Rome (name change from 'Ancient History')
- CLCV 490 Advanced Topics in Classical Studies (change of title and course description)
- CRWR 368 Creative Writing: Fiction (removal of ACTV and GER 6 attributes)
- CRWR 369 Creative Writing: Poetry (removal of ACTV and GER 6 attributes)
- CSCI 424 Computer Architecture (change in course description)
- CSCI 454 Computer and Network Security (change of prerequisites)
- DANC 220 Reconstructing Moments in History (course name and credit hour change)
- ENGL 201 Literature and the Bible (number change from 310)
- ENGL 250 Interpreting Literature (number change to 250)
- ECON 318 The Economics of Sport (permanent number for a former topics course)
- FREN 100 Fictions of Nature (prefix change to COLL 100)
- FREN 299 French Studies Abroad at the Upper Intermediate Level (change to 4 credits)
- FREN 300 French Studies Abroad at the Advanced Level (change to 4 credits)
- FREN 302 Perspectives on Contemporary Society (change to 4 credits)
- GEOL 312 Global Climate Change (change of title and course description)
- GREK 101 Elementary Ancient Greek I (name change)
- GREK 102 Elementary Ancient Greek II (name change)
- GREK 201 Intermediate Ancient Greek I (name change)
- GREK 202 Intermediate Ancient Greek II (name change)
- GRMN 202 Intermediate German II (change from 3 to 4 credits with additional contact hour)
- HIST 306 Terror, Human Rights, and Memory in Latin American (permanent number for former topics course)
- HIST 315 Asian Pacific American History (permanent number for former topics course)

- ITAL 105 Italian Studies Abroad (course number change)
- ITAL 205 Italian Studies Abroad (course number change)
- ITAL 305 Italian Studies Abroad (course number change)
- KINE 460 Topics (change variable credit designation from 2-4 to 1-4)
- LING 440/ANTH 440 Linguistic Field Methods (number change to LING 405/ANTH 412)
- MATH 351 Probability and Statistics for Scientists (title change)
- MATH 352 Statistical Data Analysis (title and description change)
- MATH 451 Probability (description change)
- MATH 452 Mathematical Statistics (description change)
- MATH 459 Topics in Statistics (addition of description)
- PHIL 253 Kant and his Successors (prerequisite change)
- PHIL 263 20th Century Continental Philosophy (prerequisite change)
- PHIL 311 Philosophy of Religion (prerequisite change)
- PHIL 313 Philosophy of Science (prerequisite change)
- PHIL 345 Philosophy of Mind (prerequisite change)
- PHIL 350 Theory of Knowledge (prerequisite change)
- PHIL 375 Metaphysics (prerequisite change)
- PHYS 201 Modern Physics (change to 4 credits)
- PSYC 440 Perception & Representation in Art & Architecture (change number from 270 and add prerequisites)
- RELG 304 Hebrew Prophets (removal of RELG 203 as prerequisite)
- RELG 318 Islam (removal of RELG 212 as prerequisite)
- RELG 347 New Religious Movements in America (title and course description change)
- RELG 349 American Immigration and Religion (title change)
- SOCL 203 Institutions of Inequality (course description and title change (from 'American Society'))
- SOCL 302 Criminology (removal of prerequisite)
- SOCL 250, 351 and 494W (removal of prerequisite)
- SOCL 435 Crime and the Life Course (permanent number for former topics course)
- THEA 260 Introduction to Musical Theater (change from 2 to 3 credits)
- WRIT 399 Contemporary Theory and College Writing (change from one to two credits and change of number from 300)

GER Applications Approved

(***** - indicates variable topics course; approval is only for the topic indicated)

- ARTH 330 Buddhist Art & Architecture (GER 4b)*
- ARTH 366 Golden Age of Spain (GER 4a)

- FMST 330 Darwin's Dangerous Ideas (GER 4a)*
- FMST 330 Holocaust and Representation (GER 4a, 5)*
- FMST 330 Unfinished Business: Trauma on the Screen (GER 5)*
- HISP 389 Hike and Seek (GER 4c)*
- MUSC 363 Irish and American Musical Interactions (GER 4a, 5)*
- MUSC 363 Music of the Civil War Era (GER 4a, 5)*
- PHIL 325 Neuroscience and Ethics (GER 7)
- RELG 305 Biblical Wisdom: Job and Proverbs (GER 7)
- RELG 308 Ethical Formation in Comparative Perspective (GER 7)*
- SOCL 340 Transnational Encounters and Activism (GER 4c)*
- THEA 460 Right Here Right Now (GER 6)*

COLL 100 applications approved (by the COLL 100 committee)

- AMST 100 Race
- AMST 100 Media Seductions
- ART 100 Artists and their Writings
- ART 100 On Art, Craft, and Design
- ART 100 Drawing
- ART/ARTH 100 Fundamentals of Transparent Watercolor Painting: Perceptions of Light and Color
- ARTH 100 Monuments in Asia: World Heritage & Cultural Conservation
- BIOL 100 Memory, Learning, Teaching & Education
- COLL 100 Anime Explores the Post-human
- COLL 100 Toxic Narratives
- FREN 100 Monsters in Francophone Culture
- HIST 100 Mass Violence in European History 1895-1949
- INTR 100 Speaking as an Advocate
- LAS 100 Latin American Music and Ritual since 1491
- MATH 100 Symmetry
- MATH 100 Infinity and Infinitesimals
- PHIL 100 Good God, Bad World?
- PHYS 100 Rocket Science
- RELG 100 Meditation and the Mind
- SOCL 100 Self-Help and Therapeutic Culture
- THEA 100 Performance & Presence

COLL 150 applications approved (by the Writing Committee)

- AFST 150 Health Disparities
- AFST 150 Introduction to Africana Studies
- AFST 150 Teaching with *The Wire*: Urban Education in the Twenty-First Century
- AFST 150 Hip-Hop in Sub-Saharan Africa

- AMST 150 Travel Writing
- AMST/ANTH 150 Designing America
- AMST/ENGL 150 Women Writers of the U.S. South
- ANTH 150 Accessing the Past
- ANTH 150 Growing up Global
- ANTH/SOCL 150 Spatial Inequality
- APSC 150 Applied Pseudoscience
- ARAB 150 Culture of Arab Food
- ART 150 Primitive and Primal: It's Elemental (Bronze Casting)
- ARTH 150 The Art & Politics of Memory: Monuments, Museums & Heritage Sites
- ARTH 150 Maker's Knowledge in Early Modern Europe
- BIOL 150 The Injured Brain
- BIOL/GOVT 150 Darwinian Evolution in Politics & Society
- CLCV 150 Revenge: Clytemnestra to Kill Bill
- CLCV 150 The Ethics of Collecting and Cultural Heritage
- CLCV 150 When Odysseus met Harry Potter: Classical Myth in Youth Literature
- COLL 150 Self and Other
- DANC 150 Dance on Screen
- ENGL 150 Aliens
- ENGL 150 Film as Art
- ENGL 150 Jane Austen in America
- ENGL 150 LGBT Victorians
- ENGL 150 Short Cuts
- FMST 150 Unfinished Business: Trauma on the Screen
- FREN 150 Je suis Charlie: Freedom of the Press, Religion, and Violence in France
- FREN 150 Rebels and Villains
- GEOL 150 Reading the Earth
- GOVT 150 Critical Theory
- GOVT 150 Democracy, Accountability, and the Men on Horseback
- GOVT 150 The Idea of Politics
- GOVT 150 War and Peace in the Balkans
- GSWS 150 Gender, Violence, and Social Change
- GSWS/HIST 150 Introduction to LGBTIQ Studies/History
- HISP 150 Mapping Cuba: Culture and Identity in Times of Transition
- HISP 150 What's All the Fuss: Understanding the US/Mexico Border
- HIST 150 Death and Dying in America
- HIST 150 Eating and Empires in Modern East Asia
- HIST 150 Histories of the Transatlantic Slave Trade 1444-1867
- HIST 150 Memoirs of World War II in Germany
- HIST/LAS 150 Pirates of the Atlantic World
- INTR 150 Argumentation: Arguing in the Real World
- JAPN 150 Japan's Early Modern Pop
- MUSC 150 Russian Musical Modernism: Stravinsky, Paris
- MUSC 150 The Devil in Music: Goethe's Faust

- PHIL 150 Music, Beauty, and Meaning
- PHIL 150 Philosophy of Technology
- PHIL 150 The Good Life
- PHYS 150 Cosmology: The Birth & Death of the Universe
- PSYC 150 Theories of Psychotherapy
- RELG 150 Gender and Judaism
- RELG 150 Sex and God in America
- RUSN 150 Present Imperfect: Feminism & Russian Women's Culture
- THEA 150 Science, Technology, and Theatre
- THEA 150 Victims of Love

COLL 200 applications approved

> ">" means "reaching out to"
> "&" indicates courses anchored in two domains;
> * - indicates a variable topics course; COLL 200 approval is for this topic only

- AFST 210 (crosslisted as ENGL 200* and THEA 461*) Medicine, Arts & Social Justice (ALV>CSI)
- AFST 306 African American Young Adult Literature (ALV>CSI)*
- AFST 307 Workshop on Black Expressive Culture (ALV>CSI)
- AFST 367 Black Nature Writers (ALV>CSI)
- AMES 250 Critical Issues in AMES (CSI>ALV)
- AMES 312 (cross listed as ARAB 311*)Learning from Dubai (previously approved for C200 as a topics course under AMES 290*) (ALV>CSI)
- AMST 350/GSWS 390 Gender and Digital Culture (CSI>NQR)*
- ANTH 350 The Politics of Representation (CSI>ALV)*
- APIA 205 Introduction to APIA Studies (ALV>CSI)
- APIA 444 Filipino American and Diaspora Studies (ALV&CSI)
- ART 309 Life Drawing I (ALV > NQR)
- ART 440 The Visual Journal (ALV>NQR and >CSI)*
- ART 440 Perceptions of Time (ALV>CSI and >NQR)*
- ARTH 257 Asian Art (ALV>CSI)
- ARTH 353 Early Christian and Byzantine Art (ALV>CSI)
- ARTH 393 Arts of China (ALV>CSI)
- ARTH 394 Arts of Japan (ALV>CSI)
- ARTH 396 Art of the Andes (ALV>CSI)
- CHEM 201 Color, Light, and Chemistry (NQR>ALV and >CSI)
- CHEM 414C Biochemistry at the Bar (NQR>CSI; a 1 credit class that earns COLL 200 credit when co-enrolled in a regular section of CHEM 414 Biochemistry)
- CHIN 250 Introduction to Chinese Cultural Studies (ALV&CSI)
- CHIN 309 Survey of Chinese Literature in English (ALV>CSI)
- CHIN 220 Chinese Popular Culture (ALV/CSI)
- CHIN 322 20th Century Chinese Literature (ALV>CSI)

- CHIN 360 Introduction to Chinese Cinema (ALV&CSI)
- CLCV 217 Greek Archaeology and Art (ALV>CSI)
- CLCV 227 History of Ancient Greece (CSI>ALV)
- CLCV 314 Urbanism in the Ancient World (CSI>ALV)
- CLCV 349/ANTH 334 Etruscan Archaeology (ALV&CSI)
- DANC 220 Reconstructing Moments in History (ALV>CSI)
- ECON 322 Environmental and Natural Resources Economics (CSI>NQR)
- ECON 342 Global Economic History (CSI>NQR and >ALV)
- ENGL 200 Narcissism in Literature (ALV>CSI)*
- ENGL 200 Irish Film and Gender (ALV>CSI)*
- ENSP 303 Climate Change and Climate Justice (ALV>CSI and >NQR)*
- EURS 201 Introduction to European Studies (ALV&CSI)
- FMST 330 Holocaust and Representation (ALV>CSI)*
- FMST 330 Darwin's Dangerous Ideas (CSI>ALV and >NQR)*
- FMST 330 Unfinished Business (ALV>CSI)*
- FREN 394 Heroes (ALV>CSI)*
- GEOL 312 Global Climate Change (NQR>CSI)
- GOVT 393 Ancient Democracy (CSI>ALV)
- GRMN 207 Introduction to German Studies (ALV>CSI)
- GRMN 386 Literature, Society and Culture in Germany 1700-1850 (ALV>NQR)
- GSWS 205 Introduction to GSWS (CSI>ALV)
- HISP 280 Introduction to Hispanic Studies I (ALV>CSI)
- HISP 281 Introduction to Hispanic Studies II (ALV>CSI)
- HISP 389 Hike and Seek (ALV>CSI)*
- HISP 390 Nature and Empire (ALV>CSI)*
- HIST 212 Global Capitalism (CSI>ALV)*
- HIST 319 The Nuclear World (CSI>ALV)
- INTR 490 Complex Systems (NQR>ALV)*
- JAPN 208 Japanese Horror Cinema (ALV>CSI)*
- JAPN 208 Crossing Lines (ALV>CSI)*
- JAPN 220 Japan's Ghosts & Demons (ALV>CSI)
- JAPN 308 Anime (ALV>CSI)*
- JAPN 320 The Japanese City (ALV>CSI)
- KINE 354 Nutrition in Health and Disease (CSI>NQR)
- LING 250 African American English (CSI>ALV)
- MATH 316 Projective Geometry and Art (NQR>ALV)
- MATH 332 Graph Theory (NQR>CSI)
- MUSC 241 Worlds of Music (ALV>CSI)
- MUSC 363 Music of the Civil War Era (ALV>CSI)*
- PHIL 303 Ethics (ALV>CSI)
- PHIL 325 Neuroscience and Ethics (ALV&NQR)
- PHYS 201 Modern Physics (NQR>CSI)
- RELG 203 History and Religion of Ancient Israel (CSI>ALV)
- RELG 210 Introduction to the History of Christianity (ALV&CSI)

- RELG 211 Intro to the History of Jewish Thought (ALV&CSI)
- RELG 213 Introduction to Hinduism (ALV>CSI)
- RELG 214 Introduction to Buddhism (ALV>CSI)
- RELG 319 Mesopotamian Religion (ALV&CSI)
- RELG 347 New Religious Movements in America (CSI>ALV)
- RELG 350 Eastern Christianity (ALV>CSI)
- SOCL 304 Gender in Society (CSI>ALV)
- SOCL 361 Social Movements and Social Change (CSI>ALV and >NQR)
- SOCL 363/RELG 363 (also crosslisted as GSWS 390*) Sociology of Religion(CSI >ALV)
- THEA 222 (also crosslisted as AMES 290* AMST 350*) Acting Asian American (ALV>CSI)
- THEA 460 Right Here Right Now (ALV>CSI)*

COLL 300 applications approved

- AFST 306 Multicultural Education
- FREN 393 Paris in Films
- GOVT 390 Bosnia Project
- HIST 212 Spanish Law and Social History
- LING 482 Independent Community-Based Study in Linguistics
- MSCI 335 Coastal Environments of College
- MUSC 363 Irish and American Musical Interactions
- SOCL 368 International Community Health and Development
- THEA 460 Right Here Right Now (variable topics course – approval for this topic only)

Domain attributes approved

"&" indicates courses anchored in two domains;

*- indicates a variable topics course; domain designation applies to this topic only

** - indicates variable topics courses with blanket domain designation: all topics offered under these numbers must conform to the domains indicated

Course approved for COLL 200 above are automatically approved to satisfy additional domain requirements in the domain(s) in which they are anchored

- AFST 306 Multicultural Education (CSI)*
- AFST 406 Caribbean Archaeology (CSI)*
- AMES 290/ARAB 311 Learning from Dubai (ALV)*
- AMST 350 Music of the Civil War Era(ALV)*
- AMST 350 American Lit.: Trauma/Recovery (ALV)*
- ANTH 350 Biocultural Perspectives on Health (CSI)*

- ANTH 350 Political Economy of Global Health (CSI)*
- ANTH 350 Local and Indigenous Knowledges (CSI)*
- ANTH 371/AFST 371 (CSI)
- ANTH 470 Alcohol and Culture (CSI)*
- APIA 364 (ALV)
- APIA 365 (ALV)
- APIA 445 (CSI)
- ART 412 (ALV)
- ART 443 (ALV)**
- ART 461 (ALV)
- ARTH 330Art and Ecology (ALV)*
- ARTH 377 (ALV)
- ARTH 489 Sight and Insight in Baroque Art (ALV)*
- ARTH 335 (ALV&CSI)
- ARTH 360 (ALV&CSI)
- ARTH 362 (ALV&CSI)
- ARTH 363 (ALV&CSI)
- ARTH 365 (ALV&CSI)
- ARTH 366 (ALV&CSI)
- ARTH 372 (ALV&CSI)
- ARTH 377 (ALV&CSI)
- ARTH 395 (ALV&CSI)
- ARTH 397 (ALV&CSI)
- ARTH 468 (ALV&CSI)
- ARTH 477 (ALV&CSI)
- BIOL 230 (NQR)
- DANC 262 (ALV)
- DANC 264 (ALV)
- DANC 301 (ALV)**
- DANC 306 (ALV)
- DANC 312 (ALV)**
- DANC 322 (ALV)**
- DANC 350 (ALV)
- DANC 412 (ALV)**
- ENGL 200 Constructions of Crime (ALV)*
- ENGL 203 (ALV)
- ENGL 204 (ALV)
- ENGL 210 Children's Literature (ALV)*

- ENGL 211 (ALV)
- ENGL 213 (ALV)
- ENGL 214 (ALV)
- ENGL 215 (ALV)
- ENSP 249 Art and Ecology (ALV)*
- ENSP 303 (ALV)
- FREN 210 (ALV)
- FREN 212 (ALV)
- FREN 285 (ALV)
- FREN 301 (ALV)
- FREN 303 The French Revolution (CSI)*
- FREN 314 (ALV)
- FREN 315 (ALV)
- FREN 361 (ALV)
- FREN 362 (CSI&ALV)
- FREN 363 (CSI)
- FREN 385 (ALV)
- FREN 391 Écritures Secrets (ALV)*
- FREN 411-01 (Fall '15) Independent Study (ALV)*
- GEOL 330 (NQR)
- GOVT 201 (CSI)
- GOVT 203 (CSI)
- GOVT 204 (CSI)
- GOVT 390 Bosnia Project (CSI)*
- GRMN 204 (ALV)
- GRMN 205 Children's Literature (ALV&CSI)
- GRMN 206 (ALV)
- GRMN 210 (ALV)**
- GRMN 220 (ALV)
- GRMN 287 (ALV)
- GRMN 290 (ALV)**
- GRMN 307 (ALV)
- GRMN 310 Advanced German Grammar and Stylistics (ALV)
- GRMN 312 (ALV)
- GRMN 313 (ALV)
- GRMN 320 Modern German Literature (ALV)
- GRMN 333 The German Idea of Home (ALV)
- GRMN 334 (ALV)

- GRMN 335 (ALV)
- GRMN 387 (ALV)**
- GRMN 390 (ALV)**
- GRMN 391 (ALV)**
- GRMN 408 Kafka (ALV)*
- GRMN 409 (ALV)**
- GRMN 410 (ALV)**
- GRMN 411 (ALV)**
- GRMN 412 (ALV)
- GRMN 417 (ALV)
- GRMN 420 (ALV)
- GRMN 421 (ALV)
- GRMN 424 (ALV)
- HISP 206 (ALV)
- HISP 207 (ALV)
- HISP 208 (ALV)
- HISP 287 (ALV&CSI)
- HISP 290 Central American Short Story for Community Literacy (ALV)*
- HISP 305 (ALV)
- HISP 322 (ALV)
- HISP 324 (ALV)
- HISP 374 (ALV)
- HISP 385 (ALV)
- HISP 388 (ALV)
- HISP 391 (ALV)
- HISP 480 (ALV)
- HISP 481 (ALV)
- HISP 484 (ALV)
- HIST 111 (CSI)
- HIST 112 (CSI)
- HIST 121 (CSI)
- HIST 122 (CSI)
- HIST 131 (CSI)
- HIST 132 (CSI)
- HIST 141 (CSI)
- HIST 142 (CSI)
- HIST 161 (CSI)
- HIST 171 (CSI)

- HIST 172 (CSI)
- HIST 181 (CSI)
- HIST 191 (CSI)
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- HIST 226 (CSI)
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- HIST 243 (CSI)
- HIST 265 (CSI)
- HIST 280 (CSI)
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- HIST 284 (CSI)
- HIST 301 (CSI)
- HIST 304 (CSI)
- HIST 305 (CSI)
- HIST 309 (CSI)
- HIST 310 (CSI)
- HIST 316 (CSI)
- HIST 317 (CSI)
- INTR 491 The University: Single Story or Many (ALV)*
- ITAL 208 (ALV)
- ITAL 303 La questione della lingua (ALV&CSI)*
- ITAL 303 Letteratura Migrante (ALV&CSI)*
- ITAL 303 Fascism and Resistance (ALV)*
- ITAL 303 Years that Shook Italy 1968-77 (CSI)*

- ITAL 313 Intro to Italian Film (ALV&CSI)*
- ITAL 313 Protest Cultures in Italy (CSI)*
- ITAL 316 (ALV)
- JAPN 208 Japanese Ghosts and Demons (ALV&CSI)*
- JAPN 209 (ALV)
- JAPN 308 Anime Fictions (ALV)*
- JAPN 311 (ALV)
- KINE 460 Environmental Health (NQR)*
- LAS 390 Issues in Mexican Culture (ALV)*
- LAS 390 Caribbean Archaeology (CSI)*
- LAS 450 Cultures of Dictatorship (ALV)*
- MATH 111 (NQR)
- MDLL 346 (CSI)
- MDLL 347 (CSI)
- MSCI 330 (NQR)
- MUSC 101 (ALV)
- MUSC 210 (ALV)
- MUSC 224 (ALV)
- MUSC 271 (ALV)
- MUSC 273 (ALV)
- PBHL 410 Community Health in Nicaragua (CSI)*
- PBHL 410 Community Health in the Dominican Republic (CSI)*
- PHIL 232 (ALV)
- PHIL 345 (NQR)
- PHIL 403 Advanced Ethics: Global Justice (ALV)*
- PHIL 415 Reality and Biased Perception (ALV)*
- PUBP 390 01 Race and Crime (CSI)*
- RELG 345 (CSI)
- RELG 349 (CSI)
- RUSN 308 Madmen, Mayhem & Murder (ALV) *
- SOCL 340 Research Approaches to Public Health Development (CSI)*
- SOCL 340 Race Relations in US Society (CSI)*
- SOCL 340 Mental Health (CSI)*
- SOCL 363/RELG 363 (also GSWS 390* Sociology of Religion)
- SOCL 368 (CSI)
- SOCL 440/ PBHL 410/CMST 450 Community Health in the Dominican Republic (CSI)*
- SOCL 440/ PBHL 410/CMST 450 Community Health in Nicaragua (CSI)*
- SOCL 440 Food and Society (CSI)*

- SOCL 494W Sociology of Sexualities (CSI)*
- SOCL 494W American Social Inequalities (CSI)*
- THEA 350 (ALV)

ACTV attributes approved
- All existing GER 2-Lab courses were approved for the ACTV attribute
- ECON 307
- GOVT 307
- GRMN 412
- SOCL 354
- THEA 222

St. Andrews Joint Degree Program:
- Change in course options for the English major approved
- Changes to major requirements in English and Economics
- Approved the addition of new concentrations in Classical Studies and Film Studies

Other motions and proposals:
- Turned down a proposal from the Law School to create a six year (3+3) joint Baccalaureate/JD degree program
- EPC proposed an amendment to the COLL 150 language expressly allowing COLL 150s to be offered in languages other than English. This amendment was voted down by the A&S faculty (3/1/15), but subsequently faculty from Modern Languages and representatives of the Writing Committee worked out a way by which such courses could be offered within the parameters of the existing language by including some English-language writing assignments. EPC gave its approval to this agreement.

Appendix I: EPC Motion for on-campus COLL 300s (approved by FAS 10/6/15)

EPC moves that the following changes be made to the catalogue language for COLL 300 (*new text in italics*):

COLL 300

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.~~ *Alternatively, students may fulfill COLL 300 on campus through academically rigorous William & Mary courses that prominently feature global or cross-cultural issues. While students may take on-campus COLL 300s at any point in their career, COLL 300 will typically be taken in the third year, and will consist of a minimum of 3 credits taken in one course or a series of courses. To receive EPC approval, on-campus COLL 300s must address a theme that will be chosen for each semester and must engage with a series of events that feature visitors nominated by the faculty. The Center for the Liberal Arts will be responsible for arranging these events and for choosing the themes and visitors on the basis of faculty suggestions and nominations. On-campus COLL 300s will require students to attend all events and to take part in an end-of-semester symposium, which will also be arranged by the CLA.*

RATIONALE: These changes will authorize implementation of the plan for on-campus COLL 300s developed by the fellows of the Center for the Liberal Arts and described in the white paper they distributed to the faculty in early fall semester.

Appendix II. Approval Process for Alternative COLL 300 experiences
COLL 300 credit may be earned for study-away experiences that occur before or after the related course in which the student is granted credit (e.g. a summer trip following a spring-semester course).   Students involved in such experiences will need to submit the following form to the Charles Center for approval.

COLL 300 POST-TRAVEL APPROVAL FORM

COLL 300 may be satisfied by:

1. taking a course abroad;
2. participating in W&M DC programs that focus on global or cross-cultural issues;
3. registering for W&M off-campus, credit-bearing initiatives that involve encounters of at least a week in duration with different environments and cultures;
4. taking specific on-campus courses that address a theme and that are arranged by the Center for the Liberal Arts.

This form is for type (3) involving <u>on-campus coursework</u> combined with <u>off-campus travel</u>. In order to receive COLL 300 credit, the on-campus portion of the experience must be a course of <u>at least 3 credits</u>. The off-campus travel must be linked in content to the course and last for <u>at least a week</u> and involve <u>different environments and cultures</u>. The on-campus and off-campus portions will ideally join students with people, places, and ideas (all three). The experience should have <u>a self-reflective assignment</u> built into it. This form is to be filled out by the student and approved by the instructor and the director or chair of the program or department in which the course was offered. The form must then be submitted to the Charles Center (and Registrar) for final approval.

Student Name: _____

Student W&M ID#: 930_____

Student Email: _____

Title of course that was linked to this experience:

_____

Number of credits (must be 3 or more): _____

1. Describe the on-campus portion of the experience. What was the topic of the course?

2. Describe the off-campus portion of the experience.

3. Describe how the on-campus and off-campus portions of this experience served to lift the student out of his/her familar surroundings and deepen his/her understanding of the world.

4. Please describe the self-reflective assignment.

Approvals:

Instructor's signature _____

Director/Chair's signature _____

Charles Center approval _____

Appendix III: Creation of a Creative and Performing Arts Proficiency Requirement
(approved by FAS 3/1/16)

> **I. Motion** to create a Creative and Performing Arts Proficiency.   This would become one of the general education requirements for all students beginning with the entering class of Fall 2016.
>
> > **Creative and Performing Arts Proficiency.** Satisfied by two credits in the same creative or performing art.
> >
> > The purpose of this proficiency is to understand the artistic process. Accordingly, by actively involving students in exercises that require artistic choices, these courses aim for an experience-based understanding of how the artist communicates. A course that satisfies this proficiency requires a student to begin to understand an art at the foundation level through artistic activities involving each of the following: developing their artistic skills; and applying the principles of the art through projects and/or exercises.

Appendix IV: Updating of EPC policy on de-linking (approved by FAS 4/5/16)

> **Rationale:** In the fall of 2014 the provost issued a new College-wide policy on credit hours based on federal DoE guidelines (see Appendix B).   This change would make the EPC's policy consistent with the College-wide policy and broaden the language to encompass a variety of course formats and modes of instruction not addressed in the old version, including online courses.   EPC still considers a one-to-one correspondence between credit hours and contact hours to be the norm, and variations from that norm (except in the case of COLL 100 and 150, which are automatically delinked) will still require justification.   Since the previous policy … was brought before the faculty for approval, we are doing the same for this version.

> **New policy:**

<div align="center">

Rules for Delinking Credit hours and Contact Hours

</div>

> Within Arts and Sciences, the Educational Policy Committee is responsible for monitoring credit hours in undergraduate courses. According to W&M's [Academic Credit Hour Policy](), one credit hour is "an amount of work represented in intended learning outcomes and verified by evidence of student achievement" that approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks.
> In most traditional courses, one credit hour is equivalent to one contact hour (one hour of direct, face-to-face instruction in the same room). Well-known exceptions include

independent studies, honors courses, and internships, which generally involve more independent student work. The Faculty of Arts and Sciences has also approved COLL 100 and COLL 150 courses as "delinked" courses: these courses normally meet for only three hours per week, but students receive four credits as compensation for greater expectations in writing assignments and presentations.

Credit hours in all other courses generally correspond to contact hours. When departments or programs propose to offer other "delinked" courses (courses where students receive credit that exceeds the number of contact hours), they must gain approval from EPC. This also applies to courses that replace face-to-face contact with alternative modalities (e.g., online courses, hybrid courses, and other distance courses).

EPC will accept proposals from chairs and directors through Curriculog for "delinked" courses. Proposals must include a syllabus and should explain why the department or program supports de-linking for this course. An acceptable course proposal must show one or more of the following:

- that the course involves instructor-student interaction outside the classroom that will be an integral part of the proposed course and have sufficient educational value to substitute for class time.
- that the special nature of the skills to be taught in the proposed course is such that students will clearly benefit from alternative modes of instruction.   This may include labs, performances, forums, service projects, and online activities that stand in place of class time. In such cases, it may be difficult to decide whether the activity should be considered class time or homework: To qualify as class time, there must be additional assignments (written reports, readings etc.) involving the activity amounting to two hours per week for each hour of class time replaced.
- that the work required in the course significantly exceeds that found in comparable courses with the same number of contact hours. In accordance with W&M's Academic Credit Hour Policy, a three-credit course is expected to have six hours of readings and homework per week. Four credits may be justified for a course that requires eight hours of assignments per week. The course proposal should explain the number and types of projects students will undertake and the way these will be evaluated. Faculty should generally expect to confer formally with individual students several times as needed over the course of the semester to assess their progress.

Proposals for courses with substantial online components (20% or more of class time) must undergo a different process of approval. Consult the EPC for more information.

Appendix V: New catalogue language for the Foreign Language Proficiency (approved by EPC 10/28/15)

A. Foreign Language Proficiency
Students are required to demonstrate proficiency in a foreign language commensurate with the 202 level at William and Mary. A foreign language is understood to mean a natural language other than English. Completion of the foreign language requirement is accomplished in several ways.

1. completion of Level IV in high school of an ancient or modern foreign language;
2. a score of at least 600 in a modern foreign language or 650 in Latin on the College Board SAT II subject test taken prior to matriculation at the College;
3. completion of a college language course taught in the original language at or above the 202 level;
4. graduation from a high school where the main language of instruction was not English;
5. a score of "intermediate" or higher on the ACTFL standardized test for a language other than English.

Students seeking to demonstrate proficiency at W&M by means of options 3, 4, or 5 may petition the Registrar. Petition forms may be obtained at the Registrar's website. Petitions for fulfillment of the FLP should be completed by the end of the junior year.

Among the ancient languages in which one may demonstrate proficiency at William and Mary are Latin, Greek, and Biblical Hebrew. Students who wish to take a placement examination in Classical Greek or Biblical Hebrew should contact the Department of Classical Studies. Students may discuss with the Chair of Classical Studies the possibility of demonstrating proficiency in other ancient languages.

Appendix VI: Clarification of catalogue language on pass/fail courses

The catalogue language on pass/fail courses will now read as follows (*new language in italics*):

Courses taken on a Pass/Fail basis may not be used to satisfy general education (GER or COLL), proficiency, minor or major requirements, *including electives that are counted toward major or minor requirements.*

Appendix VII: COLL curriculum rules for transfer students (approved by EPC 9/30/15)

New Curriculum Requirements for Incoming Transfer Students

New Curriculum Rules and Requirements for All Transfer Students

1. COLL 100: The COLL 100 requirement (and the DIL) will be waived for transfer students (not new freshmen) with at least two full-time college semesters post-high school, such that they are entering with the sophomore or junior social class.

2. COLL 150: All students must take COLL 150 at W&M, regardless of transfer institution or credits transferred.
3. COLL 200: For transfer students (not new freshmen) who have at least two full-time college semesters post-high school, such that they are entering with the sophomore or junior social class but have not completed a VCCS or RBC university-parallel associate's degree, three credits of COLL 200 will be waived. These students will still take three COLL 200 courses at William & Mary, one in each domain, for a total of at least 9 credits.
4. COLL 300: Transfer students may apply for COLL 300 "credit" if they completed a significant study-abroad or study-away experience that earned at least three transferrable (graded with "C" 2.0 or higher grade) credits at another higher education institution subsequent to high school graduation. This application will require documentation including, but not limited to, the college transcript and the course syllabus.
5. Courses (or exams) for which transfer credit is granted may be used to fulfill all proficiencies (foreign language, mathematics, and active learning) and the "credits in domain" requirements. Proficiencies are never waived, so if the incoming transfer student does not receive transfer credit for courses that satisfy the proficiencies, then the student will fulfill them at W&M.
6. Courses (or exams) for which transfer credit is granted may not be used to fulfill COLL 150, 200, or 400 requirements.

New Curriculum Rules and Requirements for VCCS and RBC AA, AS, AA&S Holders

NOTES (these notes will not appear in the catalog but are included here for policy consideration): State Policy on Transfer indicates that university-parallel VCCS and RBC associate degrees should fulfill all or most of the institution's lower-division general education requirements and guarantee junior standing. The table below addresses this requirement and notes the following exceptions:

1. We do not waive the foreign language proficiency requirement (FLP) for any student. Many VCCS/ RBC degree-holders will have fulfilled the FLP either in high school (as do most W&M native students) or during the associate degree.
2. A&S Faculty voted in spring 2014 not to waive the COLL 150 requirement for any students, regardless of transfer institution. The intent is for all incoming W&M students to have specific instruction in writing while in residence at W&M.
3. COLL 200 courses embody the integrative aspect of the COLL curriculum, in that they are grounded in one of the domains and reach out, intentionally, to another. By requiring all transfer students to experience at least one COLL 200 course while in residence at W&M, we ensure that all W&M graduates have experienced the integrative intent of the COLL curriculum.
4. Junior standing (at least 54 credit hours) will also be granted to VCCS and RBC university-parallel associate degree holders, first through course-by-course transfer credit evaluation and then, if necessary, with the addition of sufficient academic elective credits to bring the incoming student to 54 total credits.
5. Note that COLL 300 and COLL 400 are upper-division requirements and therefore are not subject to the State Policy on Transfer

Division	Curricular Requirements	Requirement	Action for VCCS or RBC AA, AS, AA&S-holder (earned post-HS graduation)	Action for Transfers with at least two semesters post-HS graduation (entering as social	Action for Freshmen and Freshman-Transfers

				sophomore or junior)	
Lower	Digital Info Literacy (DIL)	Test	Waived	Waived	Waived (included in COLL 100)
Lower	Mathematics Proficiency	Course Credit or Exemption	Waived	May be satisfied by test or transfer credit	May be satisfied by test or transfer credit
Lower	Active Learning Proficiency	One course	Waived	May be satisfied by test or transfer credit	May be satisfied by test or transfer credit
Lower	Foreign Language Proficiency	Proficiency through 202 or 4 years in HS	Must be fulfilled as for native student (through test or transfer credit or in residence at W&M)	Must be fulfilled as for native student (through test or transfer credit or in residence at W&M)	Must be fulfilled through test or transfer credit or in residence at W&M
Lower	COLL 100	4-credit course	Waived	Waived	Must be fulfilled at W&M (no transfer credit)
Lower	COLL 150	4-credit course	Must be fulfilled at W&M (no transfer credit)	Must be fulfilled at W&M (no transfer credit)	Must be fulfilled at W&M (no transfer credit)
Lower	Credits in Domain ALV	2 credits	Waived	May be satisfied by test or transfer credit	May be satisfied by test or transfer credit
Lower	Credits in Domain CSI	2 credits	Waived	May be satisfied by test or transfer credit	May be satisfied by test or transfer credit
Lower	Credits in Domain NQR	2 credits	Waived	May be satisfied by test or transfer credit	May be satisfied by test or transfer credit
Lower	COLL 200	12 total credits: At least one 3-cr course rooted in each domain: ALV, CSI, NQR	9 credits waived. Student must take one COLL 200 course (3- or 4-cr) in residence at W&M; the single COLL 200 course may be in any domain.	3 credits waived. Student must take three COLL 200 courses in residence at W&M, one in each domain (ALV, CSI, and NQR)	Must be fulfilled at W&M (no transfer credit)
Upper	COLL 300	3 credits	Must be fulfilled after matriculation at W&M (except in rare cases, under #4 above)	Must be fulfilled after matriculation at W&M (except in rare cases, under #4 above)	Must be fulfilled at W&M (no transfer credit)
Upper	COLL 400	3 credits	Must be fulfilled after matriculation at W&M	Must be fulfilled after matriculation at W&M	Must be fulfilled at W&M (no transfer credit)

APPENDIX VIII:

Educational Policy Committee: Frequently Asked Questions

For more information on these and other issues, please contact epc@wm.edu

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1. **What sort of changes need EPC approval?**
   The Bylaws of the Faculty of Arts and Sciences give the Educational Policy Committee responsibility for the undergraduate educational program. EPC

regularly reviews all requests for changes to the curriculum. EPC may approve or disapprove these changes so long as they do not affect educational policy. When a change affects educational policy, EPC brings the matter to FAS with a recommendation. Here are some examples of things that do or do not need EPC approval:

A. Catalog changes. All substantive changes in the Undergraduate Catalog relating to Arts and Sciences need EPC approval. Exceptions: minor changes such as staff or semesters a course is taught, minor typographical errors, and minor (stylistic) changes can be approved by the Registrar's Office.

B. Prerequisites. Please send requests for removing, adding, or changing prerequisites to the registrar; the registrar will inform EPC if it is the sort that needs to go to EPC. Changes in prerequisites sometimes need EPC approval. For instance, a prerequisite in another department/program must be approved by both units and EPC.

C. Course restrictions. Enrollment restrictions based on graduating class or major do not need EPC approval. Departments and programs may decide whether courses require instructor permission.

D. Cross-listing. Cross-listing creates a number of administrative difficulties and should be avoided where possible. Both cross-listing units must approve of the cross-list. Cross-listing normally does not need EPC approval unless a new course must be created.

E. Topics courses. Topics courses allow faculty to experiment with new courses before adding them permanently to the curriculum. Normally, a specific topic in a topics course may be offered three times without EPC approval. The fourth time a permanent number should usually be requested and approved by EPC. When a specific topic carries a GER or COLL attribute, it must be approved the first time. The same topic will normally retain the same attribute(s) when taught for the second and third time. In rare cases, permanent GER and/or COLL domain attributes can be assigned to topics course numbers if the department/program can guarantee that all courses offered under that number will fulfill the requirements specific to the GER and/or COLL attributes in question. For such courses, language specific to the GER or COLL attribute must be included in the catalogue language for the course.

F. Credit and contact hours: In keeping with the Academic Credit Hour Policy, EPC, chairs and directors, and deans are all responsible for monitoring credit hours. One credit hour in most courses consists of one hour of class time per week between students and instructors (where the teaching is face-to-face in the same room) for fifteen weeks. When more than 20% of a course departs from that traditional format (e.g., 25% of a course is online or involves watching

movies outside of class), EPC must approve the change. Broad exceptions include internships and independent studies (including honors), where expectations differ.

G. <u>Online courses</u>: These must go through the same approval processes as other courses, and must also undergo additional vetting for following best practices in e-learning. The amount of credit earned in the absence of direct contact hours between students and faculty must also be justified.

2. **When does the Faculty of Arts and Sciences needs to approve a change?**

FAS must approve all changes in educational policy. It is up to EPC to decide when a curricular matter rises to the level of a change in educational policy. The following are guidelines:

A. <u>New majors and minors</u>. New majors and minors must be approved by FAS with a recommendation by EPC. The same is true for major or minor concentrations within Interdisciplinary Studies. New concentrations or tracks within majors may be approved by EPC alone.

B. <u>Changes in the names of majors and minors</u> must be approved by FAS with a recommendation by EPC.

C. <u>Changes in major or minor requirements</u> generally only need EPC approval unless the new requirements are especially heavy, light, or might impact other departments or programs. EPC will determine what changes of this sort need FAS approval

D. <u>Changes in general education requirements</u>, and substantive changes in other requirements and policies listed in the catalog.

E. <u>When an educational program involves two or more</u> schools (e.g., FAS and Law), changes must be approved by each school and by the Faculty Assembly. *Significant* changes (establishing a new degree, changing the name of a degree, etc.) require approval at higher levels (e.g. BOV, SCHEV, SACS). See the <u>Institutional Change Policy</u> for further information.

3. **What rules and standards does EPC observe in approving courses for the COLL curriculum?**

A. COLL 100 and 150
- COLL 100s and 150s are topics courses. EPC delegates approval of the communication portion of these courses to the COLL 100 Committee and the Writing Committee, respectively.

- Once approved, a particular COLL 100 or 150 topics may be repeated any number of times without EPC approval, although EPC reserves the authority to request re-submission at any time.
- COLL 100s and 150s will not normally be approved for the summer sessions.
- COLL 100s and 150s can be cross-listed as 100s and 150s, but they should not be cross-listed with courses of other types.
- Topics that were offered as 150s and 150Ws in the old system need to go through the COLL 150 approval process before they are offered as COLL 150s, since expectations have changed somewhat.
- FAS has approved a policy by which COLL 100s and COLL 150s are 4-credit courses even if they only meet for three hours per week. This policy reflects the greater expectations in these courses for writing and presentations.

B. COLL 200:

- In addition to considering whether the course description and syllabus are sound, EPC considers whether the proposer has properly identified the course's domain(s), and whether it is clear that at least 10% of the course 'reaches out' to another domain (see below on domains).
- Courses may be anchored in 2 domains (meaning a student can count it as filling requirements in either domain, but not both), but for such courses EPC wants to see clear evidence in the syllabus that the content from each domain is as close to 50% as possible.
- Consequently, a course anchored in two domains should not try to 'reach out' to the third.
- COLL 200 courses must be 3 or 4 credits. A 4-credit course that does not have at least four meeting-hours per week must go through a separate process for justifying the de-linking of credit hours and contact hours (that goes not just for COLL 200 but for all courses, with the exception of COLL 100 and 150, which are delinked automatically).

C. COLL 300:

There are basically three ways students can earn COLL 300 credit:

1. By taking any course or series of courses totaling 3 or more credits in a W&M study-abroad program approved by the International Studies Advisory Committee and administered by the Reves Center.

2. By taking a course or series of courses (totaling at least 3 credits) approved by EPC for COLL 300 credit in connection with the series of on-campus visitors arranged each semester by the Center for the Liberal Arts.

3. By engaging in a cross-cultural or international off-campus experience in connection with an on-campus course. The off-campus experience must occupy at least a week (or at least 40 waking hours of active cross-cultural or international activity).   The off-campus experience may occur before, during, or after the semester in which the course is offered.

If you want to offer a COLL 300 opportunity of type 1, you do not need to seek EPC approval.   Students who earn at least 3 credits in an ISAC-approved W&M study-abroad program will automatically receive credit for COLL 300.   Courses in study-abroad programs may also fulfill other requirements (e.g. COLL 200), but please make sure your students are aware that they cannot count the same credits for both COLL 300 and any other COLL requirement.

For COLL 300s of type 2 (the on-campus COLL 300s), you should submit a proposal through the COLL 300 form on Curriculog.   You will need to describe how your course will be integrated with the theme and the events arranged by the Center for Liberal Arts in each semester it is being offered for COLL 300 credit.

For proposals of type 3 there are a number of different options.

- If the course will always be offered with the off-campus experience, and the experience is required of all students in the course, you can apply through Curriculog to have the course permanently approved for COLL 300.

- If the off-campus experience is optional, the easiest thing to do is to ask the registrar to set up a concurrent second section of the course, and apply for the COLL 300 attribute for the second section.   Students who want COLL 300 credit should then be informed to sign up for the section approved for COLL 300.   Students should be made aware that if they do not engage in the off-campus experience they will not receive COLL 300 credit, even if they pass the course otherwise.
- If a single student or a small group is engaging in independent, off-campus experiences that can be integrated with a credit-bearing course of at least 3 credits, the student should fill out a COLL 300 Post-Approval form that will be submitted to the Charles Center for vetting. No application to EPC is required.

D. COLL 400

The exact form(s) that COLL 400 will take are currently under discussion. Pending further word from the dean and/or EPC, we suggest holding off on the submission of COLL 400 applications.

E. ADDITIONAL DOMAIN CREDITS:
- Over the last two years we approved domain labels for many non-COLL-200 courses that could fulfill this requirement. (COLL 200 courses automatically can be counted as additional credit in the domain(s) in which they are anchored). Requests for additional labellings have been trickling in.
- We have left it up to departments/programs to tell us which of their courses they would like to be labelled, though we have not encouraged the labelling of upper-level courses for which there are prerequisites (on the grounds that usually the requirement would have been satisfied already by the prerequisite, but there are exceptions).
- Departments and programs may submit lists of several courses through Curriculog for bulk domain labeling, as long as the domain requested is straightforward and obvious (e.g. Art = ALV; Chemistry = NQR).   If the domain requested is not obvious (e.g. Geology = ALV) or if two domains are being requested, then an individual application should be submitted for each course (see below).
- We have decided against labelling COLL 100's and COLL 150, and also basic Math and beginning language classes (since SACS, our accrediting agency, defines these as 'skills' classes that should not count toward general education).

- We have, however, allowed the labelling of upper-level language classes in which students do not spend most of their class time learning vocabulary and grammar but are using the language to study literature/history/culture etc.   We also allow the labelling of Mathematics courses that deal with issues beyond mathematical skills.
- Courses may be labelled in two domains, but they must satisfy the same 50/50 requirement as COLL 200's (see above).   EPC will need to see a syllabus for any course that aspires to a two-domain designation, and the 50/50 balance will need to be evident in the readings, topics, assignments, and course objectives listed in the syllabus.
- Students must earn at least 2 credits in each domain from any combination of classes, so even 1-credit classes can be assigned to a domain.

F. DOMAINS:
- Of the three domains the two that have proved most difficult to distinguish consistently are Arts, Letters and Values (ALV) and Culture, Society and the Individual (CSI). A general rule of thumb is that the former deals with 'text' and the latter 'context'.   For instance, you can study literature, art, philosophical ideas etc. for their intrinsic qualities and for their place in the development of literary/artistic/philosophical ideas and movements. You can also employ literature or art or philosophical ideas as a means of understanding the particular social and historical context in which they were created. Courses that focus solidly on the former are clearly ALV. Courses that spend a lot of time on the latter could be CSI or could be anchored in both domains (ALV&CSI), but…
- For courses that have titles like 'Circassian Literature...' or 'Circassian Film...', or have course descriptions or syllabi that focus predominantly on literature/film/etc., EPC's presumption will be that they are predominantly ALV rather than CSI or (ALV+CSI). Historical and cultural contextualization is nowadays a normal part of the way scholars of film/literature/etc. approach their topic in the ALV realm, so performing that sort of analysis does not in itself make a course CSI (though it may be a good example of reaching out to CSI).   CSI should be reserved for courses that deal primarily with how scholars study particular cultures and periods (for which the methodologically conscientious use of literature, film, etc. is often essential).
- If you are demonstrably doing both in equal measure your course may qualify for both ALV and CSI.

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- COLL 200's in Math and Computer Science that deal with the application of those disciplines to ALV and CSI topics (e.g. Music for ALV, Economics for CSI) are anchored in those domains rather than NQR. Such classes that focus on natural science applications belong in NQR.

G. ACTIVE LEARNING REQUIREMENT
In 2014-15 all existing GER 6 classes and GER 2L labs were blanket-approved for the ACTV requirement. In spring 2016, the ACTV requirement was abolished for students who enter in fall 2016 and beyond, but students who started in 15-16 will still need to satisfy the requirement, so EPC is still accepting applications for the ACTV attribute.

H. CREATIVE AND PERFORMING ARTS PROFICIENCY:
Also in Spring 2016, the faculty created a new Creative and Performing Arts Proficiency requirement for students entering Fall 2016 and beyond. All current GER 6 courses were blanket-approved for this new attribute. New courses that want to be approved for this attribute should for the time being submit a GER 6 application on Curriculog. If the course is approved for GER 6 it will automatically be approved for the Arts proficiency.

I. MATH PROFICIENCY:
Current practice is to grant the MATH attribute to any W&M course in calculus or statistics (statistics for the social sciences would qualify), and to other courses "in which students formulate mathematical arguments and use mathematical procedures in the solution or exploration of problems external to mathematics."

4. **How do I submit an application to EPC?**

Normally applications to EPC are submitted through the Curriculog system (http://wm.curriculog.com). Each department and program should have at least one individual trained and authorized to submit applications on behalf of the department/program – check with your department chair or program director to find out who. That individual will work with you to get the information needed

for your application.

Every Curriculog submission is automatically routed to the appropriate program director or department chair for his/her approval.   Then it either goes on to automatically to EPC, or to one of the bodies to which EPC has delegated approval (COLL 100 committee, Writing Committee, etc.)

There are a number of different Curriculog forms for different types of application. Below is a quick guide on which form to use in various situations. If you do not see your situation covered, contact epc@wm.edu.

- Use the "New Course Application" for creating a course that will not satisfy any GER or COLL requirements.   To create a new course that does satisfy one or more of those requirements, use one of the applications listed below.

- Use the "GER Attribute Application" to apply a GER attribute to:
  - A new course that is intended to satisfy GER requirements
  - An existing course to which you want to add a GER attribute
  - A new topic for a variable topics course that is intended to satisfy GER requireSimilarly use one of the various COLL applications to apply a COLL attribute to
    - A new course that is intended to satisfy COLL requirements
    - An existing course to which you want to add a COLL attribute
    - A new topic for a variable topics course that is intended to satisfy COLL requirements

  There are separate applications for each of the COLL attributes (COLL 100, COLL 150, COLL 200, COLL 300, COLL 400) as well as an application that combines Domain designations (non-COLL 200), Active Learning attribute, and Creative and Performing Arts attribute.

  Note that if a course satisfies more than one COLL attribute (apart from two domain designations) a separate application will need to be submitted for each attribute.

- Use the "Course Change" application to request any <u>other</u> changes to an individual course (or to a small set of similar courses). Examples of change that would go on this application are:
  - Changing the number or title of the course
  - Changing the wording of the course description
  - Changing the number of credit hours for the course

- Requesting a permanent number for a course formerly offered as a topics course

  You can use this application to change any of the above on a course that already has a GER or COLL attribute, but not to request the GER or COLL attribute in the first place.

- Use the Curriculum Change application for any requested changes that involve issues broader than an individual course. Such changes might include:
    - A change to major or minor requirements
    - The addition of new concentrations within a major
    - Changing the name of a major or a program
    - Creating a new major or minor or interdisciplinary program
    - Requesting a change to COLL and other general education requirements

  Note that some of these sorts of changes will require approval beyond EPC's. See section 1 above