To: EPC
From: The COLL 100/150 EPC Subcommittee
Date: December 12, 2017
Subject: Fall 2017 Report

Following our first semester of activity, the newly formed COLL 100/150 EPC Subcommittee is pleased to submit this report to the full EPC. Below, we highlight several areas:

- Assessment of the subcommittee's overall functioning to date
- New workflow processes we have introduced to support faculty proposals
- Course proposals vetted and affirmed by the subcommittee
- Requests for EPC guidance to the subcommittee for Spring 2018

Throughout Summer and Fall 2017, we vetted course proposals and shared our comments online, meeting twice monthly during the semester to discuss and resolve in person any questions that arose. For a COLL 100 course proposal planned to be taught in a language other than English, we asked the EPC for guidance, which led to clarified guidelines from the EPC that were subsequently posted to the EPC website. A complete list of 100/150 courses forwarded to the EPC for approval is provided below.

The composition of our subcommittee, which combines faculty and staff members previously serving on the separate COLL 100 and COLL 150 subcommittees, has worked well. We are a congenial and responsible group, and our assessment is that the current blend of membership brings the right mix of knowledge to the subcommittee's work. Current members are noted below.

Fall 2017 was the first semester in which the EPC's clarified 100/150 guidelines and revised Curriculog proposal forms were available to faculty. It is our judgment that together these have resulted in *greatly improved proposals*, much clearer and more closely aligned with the faculty's intended purposes for these first-year COLL courses.

Among the charges for our subcommittee was to develop new workflows that support the best possible course proposals from faculty. We have developed three pathways and associated email correspondence from the subcommittee to the faculty proposer (described below), depending on our assessment of each proposal in relation to the EPC criteria. We are working with the Center for the Liberal Arts (especially the designated 100/150 Fellows) to fine-tune the pathway where these Fellows mentor and assist with new course proposals.

Requested Guidance for Spring 2018

Deadlines. It would be helpful if the EPC provided the subcommittee with each semester's deadline for when we should have all proposals resolved and forwarded to the full EPC for approval. Note that the deadlines will differ for Fall and Spring. Working from the EPC's deadlines, we can determine the subcommittee's deadlines and communicate these dates to faculty.

Subcommittee Membership for 2018-19. For the current year's membership, the chair of EPC invited members who had served on the original COLL 100 Committee and the Writing Committee as well as one EPC member. We propose that in Spring 2018 the subcommittee present a 2018-19 membership slate for approval by the EPC. Other methods could also work, and we ask for the EPC's guidance on how best to move forward in this area.

Course Proposals Considered since July 1, 2017

We affirmed and forwarded for EPC approval a total of 25 COLL 100 and COLL 150 courses (listed below). The large majority of proposals were affirmed outright. Several proposals required, in our judgment, adjustments that were subsequently addressed by the faculty member. We rejected one course proposal, on the technical ground that the faculty member would not yet have taught one semester at William & Mary.

COLL 100 (8):

- ART 100, Selfies: Self-Representation & Mediation
- ECON 100, Capitalism and Its Discontents
- HIST 100, History of Global Health
- HIST 100, What is Hollywood?
- HIST 100, Writing the World in Images: An Introduction to the History of Cartography
- INTR 100, Neurodiversity: The Culture, Politics, and Science of Brain Differences
- KINE 100, Public Health and Physical Activity
- MUSC 100, Musical Revolutions: Western Europe and the United States

COLL 150 (17):

- AMST 150, Intercollegiate Athletics and the American University
- ANTH 150, Archaeology of Powhatan
- ARAB 150, Hollywood on the Nile: Egyptian Popular Film
- CHIN 150, What is China?
- COLL 150, Waiting for the End of the World
- ENGL 150, Shrews, Witches, and Amazons: Unconventional Women in Engl. Ren. Lit.
- ENGL 150, Writing My Identity Through Culture, Community, and Research
- GOVT 150, Race, Law, and Memory
- HISP 150, Imagina Madrid, Capital Cultural 1808-2018
- HIST 150, Childhood and Youth in Modern Times
- HIST 150, Middle East as an Idea
- HIST 150, Red Promise or Threat? Communism in the Twentieth Century
- HIST 150, The French Revolution
- INTR 150, Virtue and Vice: Fraternities, Sororities, and the American University
- MUSC 150, Gender and Sexuality in American Popular Music
- PSYC 150, Exploring the Intersection of Adolescent Identity and Intergroup Relations
- SOCL 150, Media Today: Changing Influences in the Contemporary Social World
- THEA 150, Theatre and Performance in Muslim Worlds (under old Curriculog)

New Workflows to Support Course Proposals

Once the chair/director approves a 100/150 course proposal, the proposal becomes visible to the subcommittee and is available for review. Based on our shared online comments and subsequent discussion in committee, we assign course proposals to one of three pathways:

1. The first pathway is a direct one. A majority of the subcommittee affirms the proposal. The subcommittee chair forwards the proposal to the EPC for approval and notifies by email (see below) the faculty member and chair/director.

2. The second pathway involves proposals that do not fully meet the EPC criteria and are in need of revision. Subcommittee members make specific recommendations for revision, and the chair provides a summary of these comments and asks the originating faculty member to submit clarifications and revisions that are, when accepted, added to the Curriculog file for that course. Once the revisions are accepted, the chair forwards the proposal to EPC for approval and notifies by email (see below) the faculty member and chair/director.

3. Some proposals do not fulfill the EPC criteria in significant ways and must be resubmitted as, essentially, new proposals. The constraints of the Curriculog software require that the subcommittee reject these proposals. The faculty member is provided with specific recommendations and directed toward resources (e.g., the CLA Fellows designated for COLL 100 and COLL 150 courses). The faculty member then re-submits a course proposal, triggering a new review process.

For each of the pathways, the committee created email templates to improve communication with the faculty proposers and their chairs/directors.

1. For Proposals that have been **reviewed and forwarded** to the EPC (copied to the chair/director):

Members of the COLL 100/150 EPC subcommittee have reviewed and discussed your proposal for [Title of course].

The committee has endorsed your proposal as meeting the COLL criteria and has forwarded it to the Educational Policy Committee with a recommendation for final approval.

2a. For proposals that need **minor revisions or clarifications** (to the faculty proposer only):

Members of the COLL 100/150 EPC subcommittee have reviewed and discussed your proposal for [Title of course]. We have placed your proposal on hold pending further clarification about the following questions:
    [specific questions/clarifications that need to be addressed]

Once these questions are addressed, we anticipate that the proposal can move forward to the Educational Policy Committee.

Because the Curriculog software won't allow you to make changes at this stage, you can email your responses to me, and I can add them to the Comment section. I can also attach documents to the proposal (e.g., a draft syllabus or assignment sheet).
I'm happy to discuss these next steps with you.

2b. For proposals that have **been revised and now meet** the COLL 100/150 Criteria (copied to chair/director).

Thank you for your response to the COLL 100/150 EPC Subcommittee's questions about your proposal for [Title of course].

With the changes you have made, the committee has endorsed your proposal as meeting the COLL criteria and has forwarded it to the Educational Policy Committee with a recommendation for final approval.

3. For proposals that **do not meet the COLL 100/150 criteria** (copied to the chair/director):

Members of the COLL 100/150 EPC subcommittee have reviewed and discussed your proposal for [Title of course].

While your proposal, in its current form, does not meet the COLL requirements, we encourage you to review the Educational Policy Committee (EPC) website's discussion about COLL 100/150 [insert link] and to contact the Center for the Liberal Arts (CLA) Fellows who specialize in the COLL 100/150 courses. These Fellows have volunteered to work with faculty on course development and proposals. They are also knowledgeable about campus resources that might be appropriate for the class you're developing.

[The committee will provide up to 3 general recommendations as guidance for the CLA Fellows who serve as COLL 100/150 liaisons, should the faculty member follow up.]

Because the Curriculog software won't allow you to make changes at this stage, we have marked your proposal as "rejected." You must submit your revised proposal as if it were a new entry in Curriculog. We look forward to reviewing your new proposal.

Subcommittee Members, 2017-18
Carey Bagdassarian, Interdisciplinary Studies, former CLA
Mike Blum, Associate Provost for eLearning
Randy Coleman, Chemistry, EPC
Georgia Irby, Classical Studies, former CLA
Steve Otto, A&S Director of Communications
Paul Showalter, Swem Library
Sharon Zuber, English, Writing Resources Center (chair)