

To: EPC
From: The COLL 100/150 EPC Subcommittee
Date: May 29, 2018
Subject: Spring 2018 Report

Together with our Fall 2017 report, this report for the Spring 2018 semester summarizes our activities for the 2017-18 academic year.

Throughout the Spring 2018 semester, we vetted course proposals and shared our comments online, meeting twice monthly to discuss and resolve in person any questions that arose. We asked EPC for clarification on two points:

1. Is a syllabus now required (not just recommended) with each proposal? (yes)
2. Is it necessary to include on the 100/150 Curriculog forms the question that appeared in Fall 2017: "Will this course content be delivered partially or totally on-line?" (no)

With EPC clarifications, the Curriculog forms were revised. Also, the committee members agreed to review proposals, as needed, during the summer.

Spring 2018 was the second semester in which the EPC's clarified 100/150 guidelines and revised Curriculog proposal forms were available to faculty. Together these have resulted in *greatly improved proposals*. We plan to revisit the guidelines and Curriculog questions in the fall to make sure they are clear and closely aligned with the faculty's intended purposes for these first-year COLL courses.

We continued to use the three pathways and templates developed in the fall to respond in a timely manner to each faculty proposer: approved; approved after seeking minor revisions; rejected and referred to the Center for the Liberal Arts for collaborative revisions. We received this positive response from a department chair about our revision recommendations to a proposer: "Thank you so much for your thoughtful feedback. This was the sentiment of many others in the department as well but we left the decision to the EPC."

Through our close reading of proposals, we also identified resources that other faculty could use (e.g. Duomont, Jean-Luc. *Creating Effective Slides: Design, Construction, and Use in Science* and *Palgrave Macmillan's Presentation Skills for Students*). Swem Library has agreed to purchase these new resources.

We continue to work with the Center for the Liberal Arts (especially the designated 100/150 Fellows) to fine-tune the pathways whereby these Fellows mentor and assist with new course proposals. There are now three entry points for faculty seeking to develop and improve their 100/150 courses: a 3-day comprehensive workshop at the end of each semester; an introductory lunch session at each semester's midpoint; and a fine-tuning, assisted "retreat" format preceding each semester. We invited the CLA Associate Chair, Ben Boone, to talk about the new CLA pre-approval workshops that were initiated this semester.

Subcommittee Slate for 2018-19

For the 2018-19 academic year we recommend the following slate of subcommittee members:

- Carey Bagdassarian, Interdisciplinary Studies, former CLA
- Mike Blum, Associate Provost for eLearning office
- 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)

This slate and proposed chair are unchanged from the 2017-18 academic year, which will provide a second year of stability as we build faculty understanding of expectations for the 100/150 courses. Looking ahead, we plan to propose to EPC rotations in the subcommittee membership and in the position of subcommittee chair.

Course Proposals Considered since January 1, 2018

We affirmed and forwarded for EPC approval a total of 21 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(s).

We rejected three course proposals on the grounds that the courses did not follow the Guidelines for the COLL 100 or 150.

COLL 100 (10):

- ANTH - 100 – Archaeology, Indigenous cultures, and Popular Cinema
- ARTH - 100 – Artists & Their Writings
- ART - 100 - Photomania
- BIOL SOCL - 100 - Landscapes of Exposure: The Making of Tick-Borne Disease
- CHEM - 100 - Light at the Museum: the Science and Art of Conservation
- COLL - 100 - Story
- HIST - 100 - A History of Letter Writing
- HIST - 100 - Dixie's Monuments
- MATH - 100 - Math in A Wet World
- RELG - 100 - Religion, Race, and Gentrification in the U.S.

COLL 150 (11):

- ARTH - 150 - Iconoclasm
- ENGL - 150 - Coming of Age: Identity and Community in Young Adult Literature
- GEOL - 150 - Extinction is Forever
- GRMN - 150 - Media in Germany
- GRMN - 150 - Migration and Multiculturalism: Germany and the U.S. in Comparison
- GRMN - 150 - The Horror Film in Weimar Germany
- HIST - 150 - The Family in Premodern Europe
- MATH - 150 - To infinity and beyond
- MUSC/LAST - 150 - Music and Noise in Latin America
- MUSC - 150 - Musical Prisms: Stravinsky, Russia, Paris
- RUSN - 150 - The Folktale in Russian Culture