

As you design your COLL350 Proposal here are a few points for you to keep in mind.

EPC's role is to evaluate proposals and ensure that they meet William & Mary's goals as they were defined by the Faculty of Arts & Sciences in the College Curriculum.

To this end, the Educational Policy Committee has created the following list of things to keep in mind as you review your Curriculog COLL350 submission. The goal of this document is to facilitate your submission and the review process.

COLL 350 courses will examine social norms, institutional practices, and patterns of belonging and marginalization by exploring race and at least one other key social category including, but not limited to: class, disability, ethnicity, gender expression, gender identity, immigration status, language, religion, sex, and sexual orientation.

- We encourage faculty to take advantage of the CLA workshops, the support materials available on the CLA webpage (<https://www.wm.edu/as/center-liberal-arts/coll-350/index.php>) and Blackboard site (COLL350 Implementation Resources), and speak with a CLA fellow.
- **Course descriptions** (on syllabus and on banner) should be explicit in describing COLL 350 social categories and objectives—both *race* and at least one other social category. Course descriptions should reinforce the expectations and goals of the COLL 350
- The COLL350 requirements/goals should appear in the syllabus.
- Faculty are not being judged on their abilities or experience teaching the class or the material. **EPC's role is to approve the course.** Therefore, the sub-committee is asking to see concrete strategies that will be deployed in the classroom regardless of who is teaching.

The focus should be on **strategies not statements of experience**. Referencing CLA curated documents and workshops is one example for how faculty could demonstrate these techniques.

- There is a distinction between the two questions:
 1. How will you help students gain the ability to analyze the workings of power, privilege, and inequity?
 2. How will students deepen their understanding of justice, equity, and processes of social inclusion and exclusion that are historical or ongoing?

“ . . . *analyze* workings of power . . . ”

- Outward facing
- Explicit learning (texts)
- Core critical texts in the domain

“ . . . *deepen* their understanding . . . ”

- Inward facing
- Active learning (projects)
- Active participation of students (students centered classroom)
- Various modes of discussion/primary modes of discussion

We (A&S Faculty) are asking that students have an investment in this work, not just read about it in the abstract.