Brandeis University
University Curriculum Committee
2000-2001 Report

Meeting Dates: September 14 & 28, October 12 & 26, November 9 & 30, January 25, February 15, March 1, 15, & 29, April 26

Ex Officio: Mark Hewitt, M. Kornfeld, L. Morgan, M. Rosenthal, E. Wong

2000-2001 Agenda Items
Possible 2000-2001 University Curriculum Committee (UCC) agenda items include: approval of new study abroad programs; reports from the Standing Committee on Interdepartmental Programs and Concentrations on Health, Law and Society, Islamic and Middle Eastern Studies, and Women's Studies; report of the UCC Subcommittee on the Theater Practicum; formation of a subcommittee to review four-year B.A./M.A. programs at Brandeis; a proposal to revise concentration requirements in Computer Science; a proposal for an interdepartmental program in Internet Studies; transfer credit for distance learning courses; preparation for the 2001-2002 review of the writing requirement; review of the 1999-2000 UCC Report; a proposal for the minor in Writing and a new minor in English Literature; discussion of a Center for Teaching and Learning; review of the Humanities Interdisciplinary Program (HIP); discussion of the tutorial experiment and placement exams; workload and credit issues for science lab courses; a report from the USEM oversight committee on the USEM program, and such curricular issues as instituting an ongoing review of existing courses, and employing key words to help guide students through the curriculum.

Procedures for the conduct of UCC meetings were approved.

Proposal to Revise NEJS Concentration and Minor Requirements
Jonathan Sarna, Chair of the NEJS department, presented his department’s proposal to revise the requirements for the Judaic Studies track of the NEJS concentration by dropping item “C” in the Brandeis University Bulletin, which mandates the completion of at least three courses in one of eight areas of specialization. The department believes that its desire for breadth within the major is adequately covered by requiring all students to complete at least one course in three different chronological periods. Students also report that they find the current requirement structure unnecessarily complicated. UCC members encouraged the department to continue to advise students to complete an area of specialization, perhaps through an information sheet for concentrators or via the department’s web site. A motion to delete requirement “C” in the Judaic Studies track of the NEJS concentration was unanimously approved.

A motion to revise the NEJS minor by deleting the requirement that three of five courses be selected from one of eight specific areas was also unanimously approved.

Discussion of Handbook Committee Revisions to “University/Undergraduate Curriculum Committee” Charge
UCC members reviewed a draft amendment to the Handbook Committee’s charge to the “University/Undergraduate Curriculum Committee.” This text would change the name and charge of the committee, and eliminate graduate student representation. Committee members suggested
various revisions to the text, which were offered as an amendment to the handbook draft at faculty meeting.

This amendment was accepted by the Handbook Committee at one faculty meeting, but later deleted. The Provost then offered an amendment to establish a new Senior Academic Council, which would be "informed of all actions and recommendations of the Council of the Graduate School, the Council of Professional Schools, and the Undergraduate Curriculum Committee" and examine "major issues that affect the academic enterprise." This proposed amendment was not approved, although an amendment to add a graduate student representative to the Undergraduate Curriculum Committee was accepted.

The new faculty legislation also mandates that independent concentrations be approved by the Undergraduate Curriculum Committee instead of the Committee on Academic Standing (COAS).

Proposal for an Interdisciplinary Program in Internet Studies
Anne Carter of Economics and David Jacobson of Anthropology presented a proposal for an interdisciplinary program in Internet Studies. This curricular concept was first suggested by Tom Friedman, the Pulitzer Prize-winning Brandeis alum. The Internet Studies curriculum combines a minimal competence in using the web (e.g., constructing a web page) with a broad introduction to ways in which the web makes a difference in many fields. Six courses are required: two core courses (COSI 33a, "Internet and Society," and COSI 2a, "Introduction to Computers"); three electives selected from a list of courses in anthropology, economics, computer science, legal studies, and other fields; and either an independent study, internship or senior thesis approved by a member of the program's faculty, or a senior seminar, if offered. Courses utilize a critical perspective to address the problems as well as possibilities inherent in the new technology. The new core course, "Internet and Society", taught for the first time in spring of '01, provides an overview of the technology, and addresses topics in the sociology and anthropology of the net, historical and legal aspects, and applications such as e-commerce. Tim Hickey grades all course work and coordinates the course, though a number of faculty members contribute lectures.

Does the topic of the internet require a program? How is Internet Studies different from having a program which focuses, for example, on the printing press? The Internet is both a tool and a technology which affects off-line worlds and creates on-line worlds with their own behaviors. The net has developed so quickly that scholars can study this phenomenon as it grows and transforms society. The program looks at the Internet from many perspectives and illuminates these perspectives, showing how the economy and politi work, and the panoramic effect of innovations. It provides both technical skills and a liberal arts approach to issues related to the web.

Why is the core course "Introduction to Computers" instead of "Introduction to Communications"? COSI 2a introduces the history of the Internet, its construction and navigation. What is the instructional home for this program? The Computer Science department will provide physical space. Are there enough course electives, offered frequently enough so that students can actually complete the program? If Internet Studies is a small program, course electives are offered with sufficient frequency; if it becomes a large program, courses will have to be offered courses more frequently. Some new courses will also be offered. The Internet appears to be tangential to many of the elective course offerings. Perhaps there should be guidelines about the percentage of material pertaining to Internet Studies for courses included as electives. In Women's Studies, for example, 50% of each course elective must concern women. Will students take COSI 33a at the end or beginning of their participation in the program? The proposal should specifically advise students to take it at the
beginning. What will the program be like in five or ten years? Will it still be relevant? Programs are usually created for initial periods of 3-5 years. A very few are eventually terminated. The Internet Studies curriculum is likely to change appropriately as it evolves.

Members of the UCC asked Internet Studies faculty to provide information about all courses listed in the Internet Studies proposal (i.e., the percentage of each course related to the Internet, the relationship of course goals to the curriculum, prerequisites, past enrollments, expected frequency of course offerings and more detailed information about the rationale for including COSI 2a and its substitute, COSI 21a, and COSI 11a and COSI 125a in the curriculum). This information demonstrated that core and elective courses relate to the program’s goals and are offered with sufficient frequency to enable students to complete the program.

UCC members, concerned about the level of student interest in the program, asked that a survey of students be designed and administered. The Office of Undergraduate Academic Affairs, in consultation with Anne Carter, surveyed students by e-mail about their interest in enrolling in COSI 33a, “Internet and Society”, and in a possible Internet Studies program. This survey indicated strong positive interest in Internet Studies.

Anne Carter returned to a later UCC meeting with a final version of the proposal, including the new course approval form for COSI 33a. UCC members asked questions about how the program would handle a large number of student participants. Regarding the capstone experience, some students are expected to complete honors theses in their concentrations. Even large interdepartmental programs don’t usually graduate more than 15 students per year. Though extra sections of popular electives may need to be added, Internet Studies could survive initially without new faculty.

Programs tend to thrive if there are faculty who are committed to them, and who agree to offer core courses and electives regularly. This program offers a strong liberal arts component, which would benefit COSI concentrators, and involves faculty who are enthusiastic about the subject.

UCC members unanimously approved a motion to initiate the program for a period of five years, with the review process to commence in the fall of 2004. Marcus Hellyer presented this motion for the UCC at a faculty meeting.

Report of the UCC Subcommittee on the Theater Practicum
Michael Murray, Chair of the Theater Arts (THA) Department, was invited to present his department’s response to the “Report of the UCC Subcommittee on the Theater Practicum.” The concerns and suggestions expressed in the survey and report are similar to the department’s own views. The department also focused on the number of hours required for the practicum, the course’s co-requisite status for students who are theater majors, minors, and non-minors, and consideration of a graduated credit system.

Theater Arts agrees with the report’s conclusions that the practicum can be an integral part of theater education, and that student help contributes economically to productions. Productions provide a laboratory for theater students; offer examples of how art is created; are unique handcrafted artifacts, which disappear when completed; and are a cultural resource to the whole campus and a representation of Brandeis to the wider community. Main stage productions are not necessary for educational purposes. The NYU graduate professional program conducts its projects in classrooms, and has no theater. Several years ago, the Brandeis THA department reduced main stage productions from four to two. It costs $100,000 for programs, tickets, advertising, productions costs,
paid staff, etc., per main stage production. The practicum is a traditional apprenticeship, involving sometimes menial tasks, that contributes to a common enterprise all believe in. The THA department couldn’t manage its productions without student help, but “crew” now seems to be an archaic and outmoded system that doesn’t fit in a modern university’s conception of what university students should be required to do. Brandeis has a relatively small labor pool. The department is investigating using more work study students, but the pool of interested students would still be the same. Paying some students and requiring others to work for the practicum could create dissension and would definitely increase production budgets.

In all universities with theater programs, there are crew systems, with both successes and complaints. Practicum work best in large programs with training courses. The THA department has some courses in aspects of technical theater, and would like to have more, but does not have the staffing to teach such courses.

Should the UCC regularly review concentrations and courses? Once a course is approved, it is rarely reviewed. Only when the course title or description changes is the Registrar’s Office alerted.

Murray asked to return to the UCC in the spring with a proposal for revisions to the theater practicum course. He and Jennifer Cleary, the new instructor of THA 41a, reported in April about implemented changes after Cleary had analyzed the staffing and program needs, and gathered input from students and Theater Arts staff and faculty. The practicum’s current goal is to have students view crew as a positive and enriching educational experience, and not as involuntary servitude. Students choose to participate in either shop crews, which work in one specific shop over the course of a semester, or show crews, which complete specific sets of responsibilities during the run of a show. Students in shop crews work three hours per week for a total of 45 hours per semester, or 15 hours less than previously required. Students in show crews fulfill job requirements by finishing projects, without consideration of an hourly requirement; some students will complete 30 hours of work and others 70-90. This option provides students with a greater amount of responsibility, and the opportunity to work in a team. In show crews it is impossible to anticipate the number of hours required, because every show is different. The previous 60-hour requirement mandated too many hours for the amount of work available in a semester.

Beginning next year, the practicum will no longer be co-requisite to every Theater Arts “studio” course. The co-requisite will be maintained in THA 4a and b, in order to introduce first year students to opportunities offered by the department, and for production courses such as “Scenic Construction” or “Scene Painting”, so students can apply the skills learned in these courses. The co-requisite will be eliminated for students in THA 9a and b, 10b, 11a, 15a, and in the advanced acting courses, THA 33a and b.

Other components of the new proposal include elimination of the required paper, and for shop crews, elimination of attendance at tech rehearsal, replacement of attendance at the production forum with attendance at a crew meeting with the cast, director, and designers, and viewing of an additional performance so that students will see two different departmental productions. How will students be graded, if there is no paper? The paper was not a major component of the grade before. Grading will now be based on performance in the course.

Committee members strongly endorse and support these voluntary changes, which go beyond what the UCC Subcommittee on the Practicum had proposed. A resolution of support was unanimously approved.
Approval of New Study Abroad Programs
In the fall, Scott Van Der Meid, the Coordinator of Study Abroad, presented six new study abroad programs for UCC approval. Criteria for new program approval continue to include: the program’s academic credentials, duration and credit hours, language requirement, student services, and course offerings, and support from Brandeis faculty and other colleges and universities. The following programs were unanimously approved: CET in Beijing, China; ICADS in Costa Rica; University of Minnesota Integrated Studies in France, which offers both a one semester and year long program at the Universite Paul Valery in Montpellier, France; Moscow State University, which features programs for heritage speakers and is sponsored by University of Colorado at Denver; API - University of Granada in Spain, and the program at Naropa University in Nepal.

UCC members asked if Brandeis is now providing financial aid for students studying abroad. Although the answer is still no, the climate is now more supportive. Fifty-eight students are studying abroad this fall, 28 students are expected to return to Brandeis from fall semesters abroad in January, and about 120 new students will study abroad this spring.

In the spring, Van Der Meid presented several other study abroad programs for the committee’s consideration, and the following programs were unanimously approved: Butler University-Institute for Study Abroad Cooperating Programs in the Americas (COPA), Universidad de la Habana in Havana, Cuba; Beaver College (Arcadia University) Center for Education Abroad, at The Umbra Institute in Perugia, Italy, and at Universidad Panamericana in Guadalajara, Mexico; Institute for the Education of Students at the Universite de Nantes in Nantes, France and at Albert-Ludwigs Universitat in Freiburg, Germany; Duke University in China, Capital Normal University, in Beijing, China; and the direct enrollment program at University of Durham, Durham, England. The UCC also unanimously approved the Woods Hole - Sea Education Association-Sea Semester, which meets for only 12 weeks though requiring 415 contact hours. By a unanimous vote, the Academic Programs International at the University of Pablo de Olavide in Seville, Spain failed to win UCC approval. This program will not begin until the fall of ’01 and has not received institutional support from institutions comparable to Brandeis.

In response to an inquiry about granting credit for a three week course preceding a ten week fall semester program of study in the UK, the UCC reaffirmed the current policy of not granting credit for courses of three weeks duration, nor for ten week study abroad programs.

UCC members approved the distribution of the "1999-2000 UCC Report".

Report from the Standing Committee on Interdepartmental Programs and Concentrations: Women’s Studies
The UCC considered the Report on Women’s Studies from its Standing Committee on Interdepartmental Programs. Shulamit Reinharz, Professor of Sociology and Director of the Women’s Studies program, and Bernadette Brooten, Professor of Christian Studies and a member of the Executive Committee of the Women’s Studies program, were invited to answer questions about the program by the UCC. In reply to a question about her reactions to the report, Reinharz answered that the five-member Women’s Studies Executive Committee has begun work on strengthening the involvement of tenured and tenure track faculty with the program, examining the senior project, and addressing search and appointment issues. The report was also useful in identifying some issues of concern to all interdisciplinary programs (e.g., the ways in which faculty are recognized for contributions to interdisciplinary programs, and the ways in which departments and
interdepartmental programs can mesh their needs). However, the report did not include direct observation of the WMNS 5a class or conversations with the instructor about course issues, nor did it review documentation on all senior projects, which was collected and available in the Women’s Studies office.

Members of the UCC asked about the use of film in the WMNS 5a class. Film is used as text, so that students take notes as they watch short sections of film in the class, and then discuss issues raised by the film. What is the role of feminist theory in the program? There are specific courses on feminist theory in such contributing departments as Comparative Literature, English, and Sociology. The current framework of the 5a course is to address issues of race, class, gender, and sexuality in a cross-cultural context. Regarding the senior project, guidelines for standards and deadlines might be established, instead of relying on departmental structures supporting honors theses.

The UCC unanimously approved the continuance of the Women’s Studies program for a period of five years, but will continue its discussion of issues to be resolved by the Dean at its next meeting. Committee members asked the Dean to discuss the Women’s Studies reports with tenured and tenure track faculty, and in a separate meeting, with undergraduates enrolled in the program.

While some of the issues discussed in the review, which have to do with the growth and evolution of a large program, are out of the purview of the UCC, others are specifically related to the curriculum (e.g., the core course, and establishing guidelines for the senior project and what constitutes a women’s studies course). Members of the committee requested that the program report back to the UCC by the fall of 2001 on progress made in addressing these issues.

**Minors in Writing and English Literature**

Susan Staves from English and American Literature presented her department’s proposal to create a new minor in English literature and to allow English concentrators to formally complete the existing minor in writing. Students can actually “complete” the writing minor now, though they are not allowed to record this achievement on their transcripts. When minors were first initiated, the UCC established a policy of not allowing students to minor in subjects in which they are majoring. The minor in writing consists of three writing workshops, most of which admit students on the basis of writing samples, and one academic course which matches the literary genre of one of the selected workshops. The English major also has a creative writing track, which admits about six sophomores each year. In order to complete the track or minor, a student must be accepted into each of the writing workshops, on a competitive basis. Because writing workshops do not count for the main track of the English concentration, only one course might double count for both the minor in writing and the concentration.

The minor in English literature would consist of four courses in English literature (two of which might be in the anglophone literature of a place such as Ireland, India, or South Africa) and a fifth course in either the history, politics, philosophy, art or music of Britain or a British colony, or in postcolonial theory, or in comparative literature with a focus (one third) in British literature. This minor has been requested by theater arts concentrators interested in British drama, among others.

UCC members suggested ways of clarifying the minor’s requirements by providing examples of courses, by rewriting text describing the fifth course, and by adding AAAS courses taught by Faith Smith to cross-listed courses that would count for the minor and major. UCC members also asked about the requirement that at least two courses be in literature originating in England. Why is English literature defined as excluding the literature of Ireland, Scotland, and Wales, for these
purposes? How would Canadian literature be defined? The department offers far more courses in British literature than courses in global anglophone literature, and no courses in Canadian literature, but if Canadian literature courses did exist, they would most likely be grouped with the literature of the Americas. The department also believes that courses in English literature ground the study of anglophone literatures.

The UCC unanimously approved a motion to allow English concentrators to complete the minor in writing. The UCC asked the department to consider retitling this program the minor in "creative writing." The latter title seems to more accurately characterize the minor, and might be more attractive to students. The UCC postponed approval of the minor in English Literature, until the department was able to consider two questions. 1. Is it necessary to specify how many courses may be "in the anglophone literature of a place that has an anglophone literary tradition because it was once a British colony..." Why not specify different historical periods or genres instead? 2. Would it be helpful to clarify the description of the fifth course in the following way: "One course in the history, politics, philosophy, art, or music of Britain or of a place other than the Americas that was once a British colony, or a course in post-colonial theory, or one in comparative literature in which British literature constitutes at least one third of the reading."

In the spring, Susan Staves presented her department’s revised proposal for a minor in English literature, which now includes examples of anglophone literature courses and examples of “fifth” courses, while no longer mentioning the literature of Ireland as a possible anglophone literature. The UCC unanimously approved the revised minor in English literature.

New Course Evaluation Instrument
UCC members reviewed a new course evaluation instrument, which may be introduced to students and faculty in a pilot study in spring of ‘01. The Committee for the Support of Teaching spent the better part of 1999-2000 revising the current course evaluation to include more domains and questions, and to improve the wording of some of the questions and answers. A “student responsibilities” section was added, for example, to underscore students’ contributions to their own learning. The Committee for the Support of Teaching expects some of the more frequent general comments to be covered by the new questions, allowing students to utilize the comments section for very specific suggestions. Students noted that, in some classes, insufficient time is allowed to complete the forms. Students usually need 10-15 minutes to complete an evaluation. UCC members were invited to suggest revisions to the text and format of the new evaluation form during the course of the year.

Subcommittee to Review Four Year B.A./M.A. Programs
Committee members discussed the report of the Subcommittee to Review Four-Year B.A./M.A. Programs. A small number of students complete B.A./M.A. programs each year (e.g., two students in 1989, nine students in 2000). Nine program heads were interviewed regarding the utility of the programs and other related issues. No one supported changes in admissions criteria or other guidelines. While few believe the programs assist undergraduates in gaining admission to graduate or professional schools, most note that the programs appeal to the very best students. The UCC may wish to review B.A./M.A. programs in five years, and/or to receive periodic reports on the numbers of students completing the programs, but, at the moment, the subcommittee does not recommend further action. The UCC accepted the report of the Subcommittee and thanked members for their efforts.
Proposal Regarding Requirements for Anthropology Concentration and Minor
The University Curriculum Committee unanimously approved the Anthropology department’s proposal that no course with a final grade below C- be allowed to count toward fulfilling the requirements for the concentration and minor.

Report from the Standing Committee on Interdepartmental Programs: Health, Law and Society
Lyman Stookey, the chair of the Health, Law, and Society interdepartmental program, was invited to discuss the Standing Committee on Interdepartmental Programs’ report and recommendations for the program. Stookey noted that when the program was initiated in 1993, it hoped to attract a wide array of students interested in health and allied professions, but very few pre-meds have actually completed the program. In an effort to increase participation by science majors, he proposed to eliminate the word “Law” from the program title, to eliminate the program’s tracks (“Health, Community, and Society” and “Law, Medicine and Health Policy”), to eliminate some law-related courses from the list of electives, to add additional Biology and Chemistry electives, and to eventually enrich the curriculum by offering a new course in, for example, epidemiology or the history of medicine.

In answer to a question about the internship course, which the Standing Review Committee suggested might be “fine-tuned”, Stookey explained that an internship requires two full days of work per week, and a research paper including data from 6-8 interviews and demonstrating familiarity with statutes, regulations, professional and scholarly literature. The Review Committee also mentioned that some students would like to complete internships out of state. Stookey replied that it is difficult to identify site supervisors out of state who will also support the interview portions of the research project. How might this program relate to the Heller School proposal for a new interdepartmental program in Social Justice and Social Policy? That program, still in the formative stage, would be substantially different.

A UCC member asked if the Law, Medicine, and Health Policy track of Legal Studies, which is identical to the Law, Medicine, and Health Policy track in the Health, Law and Society program, should also be eliminated. The overlap seems highly unusual. Do students ever attempt to record both programs on their transcripts? No, because the same advisor serves both programs. The Law, Medicine and Health Policy track of Legal Studies was created to enable some students to gain a better understanding of the law by viewing it through the lens of a particular functional area. Education or transportation might just as well have been selected as topics for alternative tracks.

UCC members asked how biology and pre-med majors have been recruited in the past? Perhaps an outline of the program should be sent to pre-med students and their advisors, who are most likely unaware of the option. UCC members also suggested that the new science electives include pre-med courses, such as “Genetics” and “Human Physiology”.

The UCC requested that Professor Stookey provide the committee with Brandeis University Bulletin text that would detail the changes outlined in his presentation (e.g., elimination of tracks and some law-related electives, and addition of some advanced level science courses) before final approval and renewal of the program. The UCC also asked that these changes be reviewed by members of the program’s faculty committee.

Professor Stookey returned to a later UCC meeting with the proposed Bulletin text describing the new Health and Society curriculum. This text eliminated the two separate tracks, requiring instead
two core courses (LGLS 114a and SOC 191a); an internship, honors thesis, or senior essay; plus three electives. ANTH 127a, BIBC 22a, BIOL 42a, BIOL 55b, BIOL 125a, BIOL 128a, BIOL 172b, BISC 1a, BISC 4a, BISC 5a, BISC 9a, and CHSC 4a were added as new electives. UCC members suggested that the instructors of these courses be invited to participate in the program.

The curriculum committee unanimously approved the revised curriculum, and continued the Health and Society program for an additional five years.

Proposal for Interdepartmental Concentration in Italian Studies
Richard Lansing, Chair of the Italian Studies program, presented a proposal for a new interdepartmental concentration in Italian Studies. Because Italian Studies is an interdepartmental program, students have only been able to major in this subject by petitioning for an independent concentration; however, there is now a critical mass of students interested in majoring or "minoring" in Italian Studies. In past years, about one student every other year petitioned for a concentration in Italian Studies, but in 2000-2001, three seniors are graduating as concentrators, and two or three other seniors are completing the interdepartmental program. About 12 students are enrolled in the core Italian Literature course. Formalizing the concentration will attract more students' attention by its inclusion in the list of concentrations in the Brandeis University Bulletin and will also regularize concentration requirements, by bringing the number of courses required into line with those required for the French and Spanish concentrations. The requirements for the proposed concentration include an advanced Italian language course (ITAL 105 or 106), three literature courses, four cognate courses, and either a senior essay or thesis. Study abroad courses may count toward literature or cognate courses.

Italian Studies would be a fully interdisciplinary major, drawing on art and history courses from other departments. A UCC member asked what percentage of a cognate course needs to be about Italy to count toward the concentration. Approximately 50%. Where do most students study abroad? Florence, Rome, or Milan. What if a student can't study abroad because of financial issues? The major can be supplemented without going abroad by taking courses through the cross-registration consortium or by enrolling in independent study or directed reading courses. Could a student interested in literature count additional literature courses toward the major in place of cognate courses? Yes. How frequently are cognate courses offered? Students must plan ahead, but formalizing the concentration provides a better opportunity to advise students at the beginning of their studies. Many students also double major in other subjects.

The UCC unanimously approved the new concentration in Italian Studies, but asked Professor Lansing to revise his proposal before its review at faculty meeting by explicitly stating that students may enroll in Italian Studies courses offered through the consortium, if they are unable to study abroad; by noting that a student who pursues honors will complete a total number of 10 courses for the major; and by adding the line "or other courses approved by the student's advisor" to section C of the requirements.

Proposal Regarding Changes in Russian Undergraduate Concentration.
Robin Feuer Miller, Joan Chevalier and Andrew Swensen, the faculty in the Russian language and literature program, were invited to present their proposal for changes in the Russian curriculum. The number of courses required for the concentration would remain constant, so that changes would not necessitate additional staffing.
The proposed changes reflect the needs of a changing student population at Brandeis. While the number of concentrators in Russian is less than five, one tenth of Brandeis students now have a Russian heritage. Due to emigration, some heritage students (bilingual speakers, with either native or some knowledge of the language but without formal language training) are virtually illiterate, while others have completed eight or more years of language study in Russia. Many have not achieved writing proficiency. American students who learn Russian as a second language (RSL) are sometimes intimidated by native speakers in advanced level courses. The department is now initiating two tracks for the different populations. Each would take ECS 100 and complete either a senior essay or thesis but heritage speakers would take RUS 110 (a new Russian for native speakers course), RUS 150 (a topics in Russian literature course conducted in Russian), and six RECS courses (Russian literature courses taught in English), while RSL students would complete two advanced Russian language courses (RUS 105 and 106), RUS 153 (an introduction to Russian poetry course), one RECS course with readings in Russian aided by a special tutorial, and four RECS courses. The Russian as a second language track focuses on language development by requiring more language courses. Changes in the Russian minor would enable students to take any of three advanced language Russian courses (RUS 105, 106 or 110), plus three RECS courses, and either 150 or 153.

At Columbia and UCLA, where similar tracks have been implemented, enrollments have risen, and instructors and students have benefited from the curriculum changes. Will the two tracks enable native and RSL students to interact with another? Most of the course requirements still overlap.

The UCC unanimously approved the proposed changes to the Russian Language and Literature concentration and minor.

Proposal to Revise B.A. and B.S. in Biology
Susan Lovett, Associate Professor of Biology, was invited to present her department’s proposal for changes in B.A. and B.S. degree requirements. These changes were originated in response to 1999 senior exit polls, through which graduating biology concentrators complained about the amount of physical science required for the concentration and about their inability to enroll in a first year biology course because of Chemistry and Math prerequisites.

After reviewing the curricula of about 20 universities (including Tufts, Harvard, Yale, Emory, MIT, Wellesley, UC-Berkeley, Swarthmore, and Cornell), Lovett found that Brandeis was the only university not offering a first year biology course, had by far the most rigorous requirements in physical science, and thus required proportionately fewer courses in biology. The department has since initiated actions to address student concerns, and to bring the department’s requirements more in line with other universities.

Some of the actions, which introduce flexibility to the concentration (e.g., a new introductory elective course to be taught for the first time in spring of 2002 by Professor Chandler Fulton, and changes in prerequisites that will enable students to take the Cell Biology and Genetics courses in any order, with or without the previously co-requisite laboratories) do not require UCC approval.

The following revisions in B.A. concentration requirements, approved by the School of Science Council, would reduce the calculus requirement from two courses to one, eliminate the one semester biochemistry (BCHM 100a) requirement, increase the number of required biology electives from three to five, and allow two semesters of BIOL 99 (senior honors research) to count as one of the electives. The proposed changes in the B.S. requirements, also approved by the Science Council, would allow a statistics or other quantitative course to replace one semester of calculus.
Students satisfying the current requirements for the B.A. would also automatically satisfy the new requirements since calculus, other quantitative courses and BCHM 100a would be listed as possible biology electives. The rationale for the changes is as follows. While calculus is useful for some tracks in Biology, a course in statistics and probability is actually more useful for other tracks. Brandeis offers relatively few biology laboratory courses in comparison with other schools, but does provide opportunities for students to work in professors’ labs. This proposal will now enable some of this work to count toward the major.

UCC members asked the following questions. If statistics is more useful than calculus, why require calculus at all? The proposed options will enable students to choose courses that best suit their needs without requiring them to commit to a track too early. Is the total number of courses too large? The changes proposed by the department will impose no additional burden on students but will increase their options. The B.A. degree will still require 18 courses, and the B.S. degree 20 courses. Do students need a year of both general and organic chemistry? To understand biology in a meaningful level, it’s useful to have two years of chemistry. The department considered dropping one or two semesters of organic chemistry for B.A. candidates, but the most relevant information for its concentrators is taught in the second semester of organic chemistry. Berkeley has a three semester chemistry requirement (a semester each of general, organic, and physical chemistry) that is ideal for biology concentrators. Some institutions also offer the following sequence: one semester of general chemistry, two in organic, and then a final semester of general chemistry. The physical science requirements at other institutions are extremely variable with some schools requiring no physical science courses, and others only one year. Shouldn’t the Bulletin text advise pre-meds of the utility of taking a full year of math? Students might also be advised to take MATH 10b if they wish to complete the PHYS 11 sequence for their physics requirement.

Proposal to Revise B.A. and B.S. in Biochemistry
Melissa Moore, Associate Professor of Biochemistry, presented her department’s proposal for revisions in B.A. requirements, for a new B.S. degree in Biochemistry, and for a change in the combined bachelors/masters degree. Biochemistry has lagged behind other departments in instituting a B.S. degree, which students have requested because they believe it to be a more technical degree.

The proposed changes in B.A. requirements would require “Cell Structure and Function” (BIBC 22b) and the accompanying lab, and replace a molecular biology (BIBC 105b) course with one elective from any 100 level courses, excluding research courses offered by Biology and Biochemistry. Almost all Biochemistry concentrators already complete BIBC 22b, but a requirement will ensure early exposure to cell biology. Replacing BIBC 105b with an elective, which might still be BIBC 105b, will add flexibility to a strictly prescribed curriculum. The new B.S. degree would require two more courses than the B.A. degree. This would be accomplished by requiring one year of Advanced Biochemistry (BCHM 101a and b). Both B.A. and B.S. degree candidates would now be eligible to earn departmental honors by completing senior research (99) courses, eliminating the BCHM 101 requirement for B.A. degree candidates. Because the combined bachelors/masters program has an explicit research component while recognizing students who have completed advanced work in biochemistry, the B.A./M.S. would be replaced by a B.S./M.S. program, which would require a total of 38 courses, including an additional upper level elective, three semesters of research, a summer research residency and thesis, and a GPA requirement of 3.0 or better in the sciences.
Biochemistry has about 17 concentrators, two thirds of whom double major in biology, although others also double or triple major in other subjects. Its students tend to be interested in pursuing research. The department is very biophysics oriented, and requires a more rigorous math and physics background than does biology; the two semester calculus sequence is implied rather than stated.

How long has a biochemistry major been offered in the United States? Since the 1960s. Biochemistry is a discipline in its own right that combines and then goes beyond the disciplines of Chemistry and Biology. The Brandeis Biology concentration is more chemically oriented than that of others across the country because the department was formed after the biological world had begun focusing on molecular biology.

A committee member noted that completing the Biochemistry concentration would almost guarantee completion of the Biology concentration because of the close overlap in requirements. UCC members asked Lovett and Moore to ascertain if either department would object to a proposal preventing students from double majoring in both Biochemistry and Biology.

**Discussion of the Proposals to Revise B.A. and B.B. Degree Requirements in Biology and Biochemistry**

Because several members of the Biology department were opposed to a prohibition against double concentrating in Biology and Biochemistry, the UCC postponed action on this item until next year. In 2001-2002, the UCC Subcommittee on Concentration Requirements will revisit these issues and present policy recommendations on double counting courses for two majors.

Although some committee members were concerned about the large number of courses required for degrees in these departments (18 for the B.A. and 20 for the B.S.), these and other concerns about the variable numbers of courses required for different concentrations will also be addressed through the work of the UCC Subcommittee on Concentration Requirements.

UCC members praised both departments for their responsible attention to student concerns before unanimously approving the proposed changes to the B.A. and B.S. degree in Biology, proposed changes to the B.A. degree and senior honors requirements in Biochemistry, and the proposal for a B.S. degree in Biochemistry and a revised B.S./M.S. program in Biochemistry.

**Proposal for an Interdepartmental Program in Social Justice and Social Policy**

Marty Krauss, Professor of Social Policy and Sociology, and Richard Gaskins, Professor of American Studies and Director of Legal Studies, were invited to present their proposal for a new interdepartmental program in Social Justice and Social Policy. Gaskins, Krauss, Gillian Najaraiian from the Heller School and George Ross of Sociology, who later joined the meeting, developed the conceptual model for the program last summer.

The requirements include foundation, internship and capstone courses and three electives from a variety of policy (e.g., family and child, aging and disability, health care) and social justice (democracy and social justice, historical and comparative perspectives, discrimination and inequality) areas.

The proposal attempts to involve as many departments in Arts and Sciences as possible, and to bring the resources of the Heller School to the rest of the university. The planning and oversight committee, co-chaired by Robert Reich, Gaskins and Ross, will either identify or develop one or two
capstone courses, which might be offered in rotation. The internship would be available by the second year of the program, after new resources are identified to hire an individual to staff the course. Both the Social Science School Council and many faculty members have been consulted. Students interested in social justice have expressed strong support for the program. How is student interest demonstrated? By large enrollments in Altman and Reich's courses, and in the "Crisis of the Welfare State" course.

UCC members expressed the following concerns. New programs must have all their curricular components in place at their inception so that students can plan course schedules, and juniors and seniors are able to participate in the program. What would be the format of the capstone course, and how would it achieve its goals? The capstone would be a discussion course of about 15-20 students. What would be the format of the internship course? It will be a one semester course, requiring 1.5 or two days of work per week, supported by a seminar and a research project. Heller graduate students might supervise some internship students. How many of the courses would be allowed to double count for concentration or other program requirements? Would students be required to complete courses from different departments?

Could undergraduates take regular Heller School graduate courses? Heller courses would have to be especially designed for undergraduates, as they were 20 years ago, but Heller faculty are eager to teach these courses. How could Heller faculty offer undergraduate courses without compromising graduate programs, unless the courses are taught as overloads? How many Heller courses might be taught in a year? Would the Heller School or Arts and Sciences provide for staffing and expenses? The Dean of the Heller School is committed to initiating this program, but the program is for the benefit of undergraduate students. It is also viewed by the Development Office as a naming opportunity.

The Dean of Arts and Sciences agreed to ask the Provost for a statement regarding the financial implications of Heller involvement in the program. Meanwhile, the UCC delayed consideration of the proposal until its concerns about the capstone and internship courses were resolved.

George Ross returned to another meeting to answer questions about proposed Bulletin text for the program and other related issues. UCC members asked about the physical location of the program. In its first year, the office would be located in either Legal Studies or the German Center. Would the capstone course be a new or existing course, who would be admitted to it, and for whom would it be designed? Would the course, for example, assume first hand experience of the internship? It would be advertised as the program's capstone course, but other students would also be admitted. Who would teach the course in the first five years?

UCC members fully endorsed the conception of the Social Justice and Social Policy program, but wish to ensure that the program would be able to accommodate students in its first year of creation. At least a few students may attempt to complete the program in its first year, even though the program will grow and evolve in future years.

Richard Gaskins later presented a revised proposal for the program in Social Justice and Social Policy. In this revision, the capstone course was identified as POL 159a, the internship model was clarified, and a new independent research course, supervised by faculty members on the program committee or others approved by the director, was offered as an option to the internship. Jytte Klausen is committed to teaching POL 159a once a year for an indefinite period of time. Regarding the internship, the program has selected a model utilized in Legal Studies and Environmental Studies, which includes a research
Eastern language? Yes, two courses may be waived due to language proficiency. What languages count toward the language requirement? Arabic, Hebrew, Turkish, and Persian. Information about waivers and placement should be included in the Bulletin text. Would the program consider restructuring requirements so that language courses (e.g., ARAB 40) count as electives? Would pursuing an honors thesis (two 99 courses) count for the electives? Yes.

UCC members asked the IMES program to prepare the exact text describing proposed concentration and program requirements for next year’s Brandeis University Bulletin, before the UCC votes on continuation of the program and concentration. Committee members were particularly interested in text describing the language requirement (e.g., placement issues for students who already speak Arabic or speak Persian or Turkish; Arabic 40 as either a requirement or an elective).

UCC members later reviewed the proposed Bulletin text describing revisions in the IMES concentration. The new requirements would consist of either four semesters of Arabic or two semesters of Arabic and two semesters of another Middle Eastern language; IMES 104a; two courses pertaining to the classical period; two courses pertaining to the modern period; and three additional courses from a list of electives including ARBC 40. Students who are fluent in Arabic, Persian or Turkish would be eligible for exemption from the language requirement. The UCC unanimously approved the revisions to the IMES concentration before continuing both the IMES program and concentration for a period of five years (review to be conducted in 2006).

Proposal for a New Concentration in Hebrew Language and Literature

Vardit Ringvald, Director of the Hebrew Language program, and Jonathan Sarna, chair of Near Eastern and Judaic Studies, presented their department’s proposal for a new concentration in Hebrew Language and Literature. This proposal has its roots in a student petition to the NEJS undergraduate advising head. Students asked why NEJS offers specializations in Biblical and Ancient Near Eastern Studies, but not Hebrew Language and Literature. The department already offers many Hebrew classes and a new Masters degree in Hebrew instruction; in the coming fall, it will host the leading figure in Hebrew literature as a visiting professor.

Requirements for the concentration include a language requirement that might involve as many as six courses, and eight other Hebrew and NEJS courses (NEJS 1a, HBRW 106b and 108b, a course in Biblical and Rabbinic Hebrew and one in Modern Hebrew literature, two electives, and a senior essay or thesis written in Hebrew). The total number of courses has been carefully planned to replicate the number of courses required for the NEJS concentration, although the course requirements are sufficiently different that students would be allowed to complete both majors.

Students who report interest in a Hebrew Language and Literature concentration also adamantly state that they would not otherwise major in NEJS. Students enrolled in upper level Hebrew courses are not usually NEJS majors.

Some UCC members asked if it would be possible for a student to complete the concentration if s/he entered Brandeis with no Hebrew language skills. Very few students who have not studied Hebrew will pursue this concentration, but it is possible to complete without previous Hebrew training. A student would have to be linguistically gifted and to begin Hebrew instruction in his or her first year. What could the student take in the first two years of study? S/he could complete NEJS 1a, and then enroll in NEJS 72a and other electives in the fourth semester.
Some UCC members were concerned about the number of courses required for this major, which would be the third major from the NEJS department. Other language and literature majors require only nine or ten courses, although Hebrew is one of the more difficult languages to learn. Should the number of courses required for language and literature majors be more congruent? Does the structure of this major appear forbidding? UCC members suggested minor revisions to the text regarding the timing of language requirement completion and discussion of study abroad options.

UCC members later reviewed the revised text for the concentration in Hebrew language and literature, suggesting two small amendments to clarify the number and distribution of required and elective courses, before unanimously approving the text and forwarding it to faculty meeting for final approval.

Jonathan Sarna and Vardit Ringwald also presented a proposal for a new minor in Hebrew Language and Literature, which would consist of five advanced level courses in Hebrew, one of which would be writing intensive. The UCC unanimously approved this minor.

**Rabb Advanced Certificates in e-Content Creation and Writing, and in Software Program Management**

Amy Grossman, Assistant Provost for Summer and Continuing Studies, and Ray Guillette, Director of Continuing and Professional Studies, were invited to present proposals for advanced certificates in e-Content Creation and Writing, and in Software Program Management. These two programs were already approved by the Graduate Council, but under current faculty legislation, must also be approved by the University Curriculum Committee.

The Rabb School, which represents Brandeis's outreach into the community, is also a unit that contributes funds to the Arts and Sciences' undergraduate and graduate programs. Rabb enrollments have grown from 400 to 1600 per year in only four years.

The school currently offers a Masters in Software Engineering, and advanced certificates in Software Engineering and E-commerce Technology. 23 students will graduate with Masters degrees in February. The certificate programs are an acknowledgement that course requirements form a coherent whole. The proposed certificate in e-Content Creation and Writing would serve people interested in utilizing their writing and research skills in the technology arena. After consulting with many individuals in industry and at Brandeis, the Rabb School believes it has identified an original and distinctive niche program. This certificate consists of five core courses in topics such as writing, journalism, project management, and advanced research methods, and one elective in education, news, entertainment, or marketing. All courses would be taught by Brandeis faculty and industry professionals, with the first course to be offered in the summer of 2001.

The advanced certificate in Software Program Management focuses on enhancing the interpersonal, communication, and managerial skills of technical professionals and/or serving sales and customer service professionals interested in learning about e-Commerce. Requirements include courses in "Project Management", "Software Development Fundamentals", "Leadership for Technical Professionals", "Communications for Technical Professionals" and "e-Commerce Economics", plus a liberal arts elective in a topic such as "Privacy and the Internet" or "Shakespeare and Leadership". This program will probably be offered in three corporate locations, with 25 people completing one course in each location each semester.

The UCC unanimously approved both advanced certificate programs.
Proposal To Revise Medieval Studies Requirements
Charles McClendon, the chair of Medieval Studies, presented a proposal to expand the Medieval
Studies program to include Renaissance Studies. This curriculum revision was triggered by the
current review of the program, and by the fact that several departments are about to strengthen
offerings in Renaissance areas through new appointments. There is an inherent connection between
the two fields as evidenced by the expertise of the Brandeis faculty and the interests of current and
potential students in the program. Many medievalists also teach the Renaissance period. The
proposed changes include a modification of the title (to Medieval and Renaissance Studies), a new
choice of two core courses (HIST 110b, “High and Late Middle Ages”, and HIST 123a, “The
Renaissance”), and the addition of many elective courses in Renaissance topics. The Standing
Committee on Interdepartmental Programs has expressed enthusiastic support for the changes.
Students have also expressed their strong support. McClendon has contacted faculty teaching the
new electives, and all have been positive.

A UCC member asked if the program had considered requiring both core courses, instead of only
one. Yes, but to do so would require either adding a seventh course or removing one of the elective
choices. Another member asked if there is a mechanism to keep students from excessive double
counting. The program already requires that at least two courses originate in departments other than
one’s major.

The proposed revisions to Medieval and Renaissance studies were unanimously approved by the
UCC.

Proposal for a B.S. in Computer Science
Tim Hickey, the Undergraduate Advising Head of the Computer Science Department, was invited to
present his department’s proposal for a B.S. degree in Computer Science. This degree responds to
substantial student demand, provides stronger preparation for students pursuing research or graduate
study, and recognizes the efforts of undergraduates who complete four or five courses beyond the major.
The proposed requirements are Math 10b (the second semester of the calculus sequence), two additional
COSI courses numbered 100 or higher, and two additional science courses with a significant quantitative
component, selected from a list to be updated every year. The current B.A. degree requires 12 courses
plus two half-credit lab courses; the proposed B.S degree will require 17 courses plus two half-credit lab
courses.

UCC members noted that many of the science electives have prerequisites. For example, the
prerequisites for PHYS 29a and b are PHYS 11a and b and 19a and b or the equivalent. Hickey
responded that many potential B.S. candidates are already double majors, and/or have earned AP credit
in math and science courses. Also, the “Mathematical Logic” and “Cognitive Modeling” science
electives have few prerequisites.

UCC members suggested that text describing the B.S. in Computer Science make students aware of
prerequisites for some science electives. The B.S. degree in Computer Science was unanimously
approved, and the motion forwarded to the faculty meeting for final approval.

Dean’s List
Mark Hewitt, the University Registrar, presented information on Dean’s List standards at Brandeis
and other universities. In the fall of 2000, 1302 of 3111, or 42% of full time Brandeis students, had
semester grade point averages of 3.48 or better and no incompletes, thus meeting Dean’s List
eligibility requirements. Through a query on an e-mail survey, Hewitt learned that the majority of
schools responding to the survey utilize 3.50 for Dean’s List eligibility, although Princeton, Brown, and MIT have no Dean’s Lists, and Cornell, Rice, and UC Davis utilize percentage-based systems. A few schools require higher GPAs: Buffalo requires 3.6, and UCLA 3.7. Case Western requires 3.5 for its honors list and 3.75 for its high honors list. Chicago and Penn base their systems on academic year averages.

UCC members asked if it would be possible to find out the average grade point average of all students and the percentage of students receiving Dean’s List recognition at all reporting institutions. UAA schools could also be polled. Some committee members expressed an interest in moving to a percentage-based system, and/or a system with two standards (e.g., honors and high honors). One member noted that GPA based systems set standards that do not place students in direct competition with one another. UCC members also asked whether achieving Dean’s List is considered an achievement by students. It may be useful to poll students on this question. The UCC will continue its discussions after more information is obtained.

Rate of Work
Mark Hewitt introduced proposed changes to rate of work regulations; these changes aim to clarify and simplify rules governing the number of courses in which a student may enroll each semester. The current rate of work is a minimum of three courses per semester and a maximum of 5.5 per semester; a student must also enroll in a minimum of seven courses in an academic year.

The Registrar’s proposal contains three different sections, all of which can be considered independently. One part would change the minimum rate of work to four courses per semester, on the principle that minimum rate of work should equal expected time to degree. Graduating seniors with 26+ courses would be allowed to work at a three-course rate each semester. Other students who wish to work at a three-course rate would petition the Committee on Academic Standing (COAS) or its Executive Committee, thereby engendering conversation about how the students plan to graduate on time. The second part of the proposal would place students who work at an underload without permission on probation; if students work at an underload more than once, they would be subject to withdrawal from the university by the Committee on Academic Standing. Some students, perhaps ten a semester, choose not to enroll in a full rate of work. Students who take two courses are not in compliance with federal rules on financial aid loans. The third part of the proposal would note that courses dropped after the first five weeks of class, resulting in a transcript grade of “W”, would not count toward the rate of work.

How many students are working below the four course rate? About 500, mostly seniors. How would cross registration be addressed in this proposal? Students would be required to take three Brandeis courses in addition to the cross registered course. What would the criteria be for granting an exception? COAS would be instructed regarding guidelines for exceptions, which are currently granted primarily for severe medical emergencies. How would AP credit be considered since AP credit cannot be claimed until the end of the sophomore year? How would the university inform students about the petitioning option? How late in the term would students be allowed to petition?

Fifteen years ago, first year students were required to complete a minimum of four courses each semester. A three course rate provides a safety valve for students who haven’t wisely selected their courses, and keeps many students from facing probation in the first semester of their Brandeis careers. In the Registrar’s proposal, if a student takes five courses in one semester, she would have to petition to take three in another semester. The proposal would also force students who take chemistry and lab in the first year to take 4.5 courses in each semester. Students may not want to share their reasons for taking three courses with COAS. A minimum load need not be the average load.
UCC members will continue discussion of parts two and three of the rate of work proposal in meetings next year, but, by consensus, will not act on the institution of a minimum four course rate.

Russian and East European Studies Program Requirements
Andrew Swensen, chair of the Russian and East European Studies (REES) Program, proposed changing REES requirements by eliminating the current obligation to participate in a senior interdisciplinary seminar, which is no longer offered, or an independent study under the direction of a member of the program faculty. This change would reduce the number of required courses from six to five, in addition to four semesters of Russian language. A second change would remove the requirement to complete courses in three of four disciplines (history, literature, politics, and economics), while still requiring three courses in addition to HIST 147a and b. (The politics and economics electives are offered infrequently.)

If students can complete the program by taking two history courses and three literature courses without a capstone experience, what value is added by having a program, and how interdisciplinary is the experience? Swensen considers language a third discipline, so three disciplines would still be involved. Sampling more of the existing curriculum and encountering more faculty serves students better than completing an independent study. The program provides breadth to students concentrating within a discipline. What is the east European content? Steve Burg teaches a course on the Balkans, and there are courses on Poland offered in NEJS.

UCC members asked Swensen to accept the amended wording, “Completion of any three courses listed below, in at least two separate disciplines”. The motion to change the program requirements, as amended, was approved.

Distance Learning
Mark Hewitt, the University Registrar, asked the UCC for guidance regarding the university’s policy on distance learning. The current policy is to deny transfer credit for web based or distance learning courses at the undergraduate level. However, the Rabb School wishes to proceed with plans to offer certificate programs solely by distance learning, which would create an inconsistency in university policy. The New England Association of Schools and Colleges, our accrediting agency, states that transfer policies should be based on learning outcomes and not on mode of delivery. College transcripts no longer distinguish whether or not a course is taught by distance learning.

Brandeis policies on summer school courses and college level work completed in high school specify either contact hours or location of class meetings as criteria for granting credit. Measuring contact hours for distance learning courses is difficult. Distance learning instructor/student contact can include chat rooms, video screens, virtual office hours, and e-mail. What should be the guidelines for granting distance learning credit? Should the university discriminate on the basis of the quality of the institution? Transfer credit is now accepted from all accredited institutions. Departments review syllabi only for concentration credit. What do other schools do? Before the UCC considers the issue again, it would be helpful to review distance learning course sites and gather more information on pedagogy and learning outcomes in these courses.