Brandeis University
University Curriculum Committee
2002-2003 Report

Meeting Dates: September 12 & 26, October 10 & 24, November 7, January 23, February 3 & 27, March 20, April 3

Members of the Committee: R. Alterman, A. Antracoli (spring), S. Brown, S. Dibble, T. Doherty, E. Dudek, W. Flesch, B. Friedman, S. Light (fall), J. Mandrell, J. Suaya (fall), D. Stewart, A. Tannenwald (spring)

Ex Officio: M. Hewitt, M. Kornfeld, J.A. Owens, M. Rosenthal, E. Wong

Appointment of Subcommittees

The UCC will defer appointment of a subcommittee on major requirements because of the large number of curricular and grading initiatives to be reviewed this year. Sometime in the future such topics as the number of courses required for majors and double counting of courses toward more than one major will be revisited.

William Flesch, Richard Alterman, and Susan Dibble volunteered to serve on the UCC Subcommittee on Independent Interdisciplinary Majors, which meets twice a year to review undergraduate petitions for Independent Interdisciplinary Majors.

Review of the 2001-2002 UCC Report

Committee members approved the 2001-2002 UCC report, which was then posted on the web.

Credit/No Credit Grading for THA 41a

Jennifer Cleary, the instructor of THA 41a, presented a proposal to mandate Credit/No Credit grading for the Theater Practicum course. The practicum enables students to receive credit equivalent to one half course for working in theater shops (e.g., on sets or costumes) or in support of one of the three or four departmental productions scheduled each semester. This is Cleary's third year of leading the practicum, which she has significantly revised. About 60-100 students enroll in the course each semester. At the end of the last academic year, Cleary, who had previously felt it important to award letter grades based on students' commitment to their practicum assignments, became convinced that a Credit/No Credit grading system would be fairer to students. While Cleary is the primary supervisor of the course and ultimately responsible for each student's grade, there are actually another 10-15 supervisors, including graduate students and undergraduates who supervise production support and participate in evaluating students. Because she cannot be present to supervise each student's work, she must rely on the reports of the evaluators, which are sometimes disputed by students. Cleary has emphasized attitude and effort, rather than natural talent in grading. She hopes that changing the system will help students focus on the work and the learning experience, instead of the grade.

UCC members asked the following: Will enrollment decrease because of the proposed change in grading? No, because the course is a requirement for majors, and a co-requisite for some theater courses, where it serves as the equivalent of a lab experience. What are the current mechanics of evaluating students? Each supervisor completes a short essay on the student's attitude and skills; Cleary then meets with the supervisor(s) to review the evaluation. (Shops have only one supervisor. Productions may have two supervisors.) Each student receives a written evaluation. In the new system, a student will have to fulfill every requirement to receive credit, although exceptions will be granted due to medical and other situations. The standard nuances of evaluation don't apply for this course. The practicum resembles an internship in some ways, in that learning is experiential and that an on site supervisor provides evaluation to a course instructor.

Is this a staffing/organizational problem or a grading problem? Students and supervisors may still disagree on whether or not a student was present for an obligation. Why are other courses graded on a Credit/No Credit system and what should be the criteria for allowing a course to be graded Credit/No Credit? The goals of the music and creative writing instructors who first advocated for Credit/No Credit grading were to reduce grade pressure, inflation and competition in courses where the instructor's encouragement of creative risk-taking and experimentation might conflict with grade anxiety. These instructors also believed that academic and workshop or studio courses, particularly ensemble courses which involve students with varying levels of expertise, function differently.

The UCC asked for letters indicating formal departmental and Creative Arts School Council support for the proposed change. Committee members noted that it would be useful to provide the next instructor of 41a with information about the rationale for Credit/No Credit grading, the criteria for receiving credit, and the mechanics of grading in the course.

At a subsequent meeting, the committee considered a two-year trial approval for Credit/No Credit grading for THA 41a. The UCC also proposed allowing departments to offer courses on a Credit/No Credit grading basis with UCC and School Council approval, without requiring two votes at faculty meeting for each approval. This change in procedures was then presented to the faculty in the context of a range of grading issues.

The committee reviewed letters from Michael Murray, the Director of Theater Arts, and Susan Lichtman, the Chair of the Creative Arts School Council, in support of the proposed grading change for THA 41a, and additional documents from Jennifer Cleary explaining the rationale for Credit/No Credit grading for this course, the criteria for awarding credit, and the mechanics of grading the course, including guidelines for supervisors of practicum students, student evaluation forms, and grade calculation sheets. The committee then unanimously approved a motion to establish Credit/No Credit grading for THA 41a for a period of two years, beginning in the fall of 2003.

Review of *Brandeis University Bulletin* Text Regarding Majors in Art History and Studio Art

Nancy Scott, the interim chair of the Fine Arts department, was invited to discuss text in the Brandeis University Bulletin, which describes new options for completing majors in Art History, Studio Art or both Art History and Studio Art. Prior to this academic year, students who completed either the Art History or Studio Art track graduated with a major in "Fine Arts". Last spring, the UCC approved the department's proposal to redefine these two tracks as two separate majors, but asked to review the Bulletin text that would eventually be written to describe the new options.

Committee members suggested minor amendments to and then approved text which clarifies the number of courses (18) required of students who choose to complete both the Art History and Studio Art majors and informs students that Studio Art majors may not also minor in Art History because of overlapping course requirements. The UCC also suggested that language indicating that pass/fail courses might count toward the minor be deleted. The Registrar's office was asked to search the Bulletin to ensure that similar language is not included in requirements for other majors or minors.

Modifications to the Residency Requirement

In reviewing Advanced Placement (AP) policies, the Office of the University Registrar has found that Brandeis's residency requirement policies differ significantly from those of our peer institutions. The academic residency requirement was last reviewed in 1993, when the requirement was changed to a minimum of four semesters of Brandeis work for all students. The current policy is not in keeping with that of our competition, and doesn't support the integrity of the Brandeis degree. The university requires a minimum residency of four semesters for both freshman and transfer students, while our peers differ in the number of semesters required for freshman (usually eight) and transfers (four). Brandeis first year students can earn up to four semesters of credit from International Baccalaureate (IB) or AP credit and credit earned through summer study, study abroad, or while in high school. Most other schools are much more stringent, usually requiring eight semesters in residence, while stipulating methods for obtaining "advanced standing" equivalent to two semesters. Harvard accepts only AP and IB credit, which must be claimed as the equivalent of one year's worth of study. Brown accepts AP and college credit earned prior to matriculation, and Tufts allows AP, IB, college credit earned prior to matriculation, and four Tufts summer school courses.

The Registrar proposes that students entering Brandeis as first year students in the fall of 2003 be allowed to earn advanced standing through the following methods: Brandeis summer school courses and/or a combination of AP credit and credit from selected foreign diploma examinations. In addition, up to two semesters of study abroad would count toward the residency requirement. (Students who study abroad are not currently considered to be enrolled at Brandeis. Because they are not enrolled at Brandeis, they may apply federal, but not Brandeis, aid toward study abroad tuition. Our present study abroad financial aid policies thus create distinctions in opportunities, in that some students cannot afford to study abroad without Brandeis financial aid.)

How many students would the proposed changes affect? In the class of 2002, of those students who graduated early, seven accelerated without using IB, AP, or summer school. 26 students in last year's class accelerated with AP and/or IB credit, 26 used a combination of summer school and AP credit, and 28 used only summer school credit. Only one (non-transfer) student graduated in five semesters. Should our policy differentiate between summer school courses from Brandeis and from other institutions? Courses earned in other summer school programs would still count toward major and general education requirements; they would simply not count toward the residency requirement. A Brandeis degree is not just the number of courses completed, but also the time spent on campus with other students and with faculty.

Regarding transfer and other policies, if a student matriculates as a sophomore transfer student, he or she could still study abroad for a year. The proposed changes do not affect extended credit or senior reduced rate policies.

Later in the academic year, the UCC reviewed a revised proposal that would change the academic residency requirement to eight semesters, although students would be allowed to waive one semester by completing any combination of AP, IB, Brandeis summer school courses, or courses taken as an overload. Courses and semesters taken while studying abroad on an approved program would

also be counted toward the residency requirement; however, students studying abroad for two semesters would not be allowed to waive yet an additional semester through combining AP, IB, Brandeis summer school or overload courses. Thus a student could graduate by studying at Brandeis for eight semesters; or seven semesters plus the equivalent of four additional courses from AP, IB, etc.; or six semesters at Brandeis, one abroad, and one from a combination of AP, IB, etc.; or six semesters at Brandeis and two abroad.

This new legislation would only apply to students entering Brandeis as freshmen in the fall of 2003. Transfer students would not be affected. UCC members also reviewed a rationale for the new policy, which will be distributed to faculty, and discussed how to phrase the proposed Brandeis University Bulletin text in the clearest manner. Committee members are in agreement regarding the educational value of students being in residence for at least six semesters, while acknowledging the value of study abroad and not wanting to deter students from studying abroad for either one or two semesters. This new requirement will not affect joint degree programs such as the 3/2 program with the Columbia School of Engineering.

The UCC unanimously approved the above modifications to the residency requirement, which will be forwarded to the faculty meeting for legislative approval.

Grading Issues

UCC members discussed ways in which the committee might fruitfully address grading issues in 2002-2003. In the late 90's, the committee established subcommittees and commissioned studies on grading, neither of which resulted in a significant change in practice or policy. To engage the faculty in conversations about issues such as grading standards across departments and schools, Dean's List standards, grade inflation, and Credit/No Credit grading options for Independent Studies and Internships, the UCC agreed to sponsor a luncheon meeting for faculty on October 24, 2002. The Committee for the Support of Teaching was invited to co-sponsor this event.

For the meeting, Mark Hewitt prepared statistics on grading, sorted by department and size of course, to provide background information for the discussion. Perry Hanson discussed grading software, and Dean Owens reviewed last year's UCC and faculty meeting discussions on such issues as Credit/No Credit grading for Independent Studies and Internships, and Dean's List standards. The 1996 and 1998 memoranda on grading were distributed to committee members to provide information about past UCC initiatives on grading.

The committee then scheduled a public meeting for students to discuss grading issues, followed by a joint meeting of students and faculty to discuss the same topics. Grading statistics from the Registrar's office were distributed to all members of the UCC and CST.

Report from the Standing Committee on Interdepartmental Programs: Environmental Studies

Brian Donahue, the Director of the Environmental Studies Program, was invited to comment on the report from the Standing Committee on Interdepartmental Programs and to discuss curricular matters related to Environmental Studies. The program's obvious problems are its soft funding and thin offerings in the sciences. Brandeis does not offer courses in earth sciences or geology, and our science departments cannot offer courses related to the program as frequently as might be desired. Environmental Studies has attempted to offer opportunities for undergraduates to supplement their coursework by studying abroad or at the Columbia University Biosphere program or at Woods Hole; an exchange with Wellesley College is currently being explored. The Marine Studies Consortium also supplements the curriculum through a broad range of courses, some with and some without science prerequisites. Last year students utilized this program in record numbers, resulting in an unexpected expenditure for approximately 100 student enrollments; student participation will now be capped to limit yearly expenditures. A UCC member noticed an absence of Environmental Studies courses with political dimensions, and volunteered to assist in remedying this situation. Another asked if the internship option could be offered only once per year, depending on enrollments. If the internship course had to be completely eliminated, the program would consider offering a capstone seminar in its place. About 20 students complete the program each year, and almost all opt for internships, rather than the essay or honors thesis options.

After thanking Professor Donahue for his participation, the UCC unanimously approved a motion to continue the program in Environmental Studies for five more years.

Proposal for a New Major in Creative Writing

Olga Broumas, the Director of Creative Writing, and Michael Gilmore, the Chair of English and American Literature, presented a proposal to redefine the Creative Writing track of the English and American Literature major as a separate and distinct major that would be recorded on students' transcripts. The proposal would also revise the Creative Writing requirements by bringing them into alignment with those of the recently revised "main track" of the English major. Creative Writing would continue to require 10 courses, including, as before: ENG 11; two semester courses in Directed Writing; ENG 96d (the Senior Creative Writing Thesis); an essay on a tutorial bibliography; and an elective course in a studio or performing art, as approved by the Director of Creative Writing.

The other four required courses would now consist of one course in foundational texts (HUM 10 or ENG 10), one course in World Anglophone literature (or 20th century literature in translation or the original language), and two English electives, instead of the previously required literature course in a student's preferred genre, and one course in each of three different periods.

UCC members asked if the department would allow students to double major in both English and American Literature and Creative Writing, and/or major in one and minor in the other. If so, how many courses would be allowed to double count? Other members asked what happens to students who cannot complete the book length manuscript required for ENG 96d. This rarely occurs, because students are asked to submit work in stages throughout the year, and receive an extraordinary amount of attention and support, but in two very rare circumstances, the students graduated on extended credit or lost a second major.

The UCC unanimously approved the requirements for the major in Creative Writing, pending clarification of issues related to double majoring, and majoring and minoring in English and American Literature and Creative Writing. The department then submitted a proposal to allow students to complete both majors by completing a total of 14 courses. The overlap courses would include ENG 11a, a World Literature requirement, two electives and one Creative Writing workshop. The UCC unanimously approved this proposal.

The UCC also asked the department to clarify the course requirements for students who wish to major in Creative Writing and minor in either American or English Literature (five courses each). The department's proposal would allow two courses to double count for the Creative Writing major and the minor in either American or English Literature, thus requiring 13 classes overall. Creative Writing students are normally required to take four literature courses, so allowing these minors would provide students with an incentive to take more literature courses with some degree of focus (that is, by specializing in either English or American Literature). The completion of additional literature courses is strongly endorsed by the faculty in the Creative Writing program. The UCC unanimously approved the proposal to allow students to major in Creative Writing and minor in either English or American Literature by completing three additional courses.

Approval of New Study Abroad Programs

In the fall, J. Scott Van Der Meid, the Coordinator of Study Abroad, presented new study abroad programs for the committee's provisional approval. Criteria for program approval continue to include: the program's academic credentials, duration and credit hours, language requirements, student services, course offerings, and support from both Brandeis faculty and comparable colleges and universities. The UCC unanimously approved the programs of Boston University: London Academy of Music and Dramatic Art (LAMDA), London, England; The Council on International Education (CIEE): Universidad de Alicante, Alicante, Spain, and Facultad Latinoamericana de Ciencias Sociales (FLASCO), Santo Domingo, Dominican Republic; National Institute for Dramatic Art (NIDA) [in conjunction with the University of New South Wales], Sydney, Australia; and Michigan State University / University of Cheikh Anta Diop (UCAD), Dakar, Senegal. There are currently about 260 study abroad programs on the approved list; each year about 30 programs are removed, either because Brandeis students have not participated in them during the past five years or for various other reasons.

In the spring, the UCC unanimously approved the programs of Smith College: University of Geneva in Geneva, Switzerland, and Institute for the International Education of Students (IES): Universitat de Pompeu Fabra in Barcelona, Spain.

Proposal for a New Minor in Education Studies

Marya Levenson, the Director of the Education Program, presented a proposal for a new minor in Education Studies, designed for students interested in the field of education, but not in teacher certification. The proposal evolved through discussions with a faculty advisory committee and now consists of: 1. Two core courses, ED 155b "Education and Social Policy", and a second course selected from AMST 180b, COML 165a, ECON 59b, ED 157b (cross listed in psychology), ED 159b (cross listed in philosophy) and SOC 104a; and 2. Four additional electives, no more than two of which may be taken in the same department or interdepartmental program. The electives, which may include an approved internship, research essay or departmental honor's thesis, are grouped around several themes: psychological and linguistic examinations of human learning and development; historical, economic, philosophic and sociological approaches to children, families and schools; and teaching and learning in diverse classroom settings.

The Education Studies minor is likely to attract students interested in education policy, educational psychology, or teaching in Jewish day schools which do not require state certified instructors. Certification is cumbersome, requiring nine courses in very specific content areas such as "world literature including Shakespeare". The Brandeis teacher certification program has been successful in helping students begin teaching careers; five graduates in the class of '02 are now teaching in elementary schools and three in high schools.

Committee members suggested a new title for the program that would be more specific than Education Studies before unanimously approving establishment of this program for a period of five years, beginning in the fall of '03.

The committee then discussed the macro problem of program proliferation and related concerns. Most programs do not have the power to implement their ideal curriculum, because curriculum planning is located in the departments. How can the university plan for both departmental and program needs? Interdepartmental programs are Brandeis' niche advantage, but how many can the university sustain?

Proposal for New Majors (B.A. and B.S.) and Minor in Health: Science, Society and Policy and Termination of the Health and Society Minor

Peter Conrad, Professor of Sociology, and Judith Tsipis, Professor of Biology, presented proposals for a new minor and new B.A. and B.S. majors in Health: Science, Society, and Policy (HSSP). This interdisciplinary program originated in focus group discussions organized by the provost. The curricula, designed by six faculty members and the Dean of the Heller School, Jack Shonkoff, offer undergraduates opportunities to examine health and illness as complex biological, behavioral, social, political and economic phenomena. Students enrolled in each major and the minor would complete the same core requirements: BIOL 15b "Human Biology", SOC 191 "Health, Community and Society", HS 104b "American Health Care" or LGLS 114a "American Health Care: Law and Policy", and a new course in "Biostatistics and Health Epidemiology." Students in each program would also complete electives from three areas: biological dimensions of health and illness, social and behavioral dimensions of health and illness, and health care policy and practice. Candidates for the minor would complete a total of two electives selected from two different areas. B.A. candidates would complete at least one course from each of these areas, plus one additional course from an area of their choice. B.S. candidates would complete three electives from the "biological" area, one from each of the other two areas, plus six additional science courses numbered 10 or above. All majors would complete two capstone requirements: a senior integrative capstone course, ideally team-taught by faculty from the sciences and social sciences, and either a research project (lab research or a senior thesis) or an internship.

The planning committee anticipates that between 25 and 50 students would complete the majors annually. Some program participants would be pre-meds, but others would be students interested in health issues, who may or may not have begun the pre-medical program. Double counting with other majors will be encouraged.

Did the planning committee consider a gateway course to attract students to HSSP? The program is designed to provide many entrances and one exit pathway. Resource requirements for the early years of the program include funding for the new "Biostatistics and Epidemiology" course, for the internship coordinator/program administrator, and for reconfiguring and offering Heller school courses for undergraduates. Few other colleges or universities offer majors similar to HSSP, thus providing Brandeis with a potential competitive advantage. HSSP students should be well prepared for graduate and professional study and for health oriented careers.

A committee member commented on the initiation of new programs without guaranteed financial and administrative support. What choices must the university make to enable it to fully support excellent programs? Are there courses, which the university currently offers, that need not be offered in the next few years? As a future agenda item, the UCC might discuss allocation of resources, including faculty staffing, to interdepartmental programs.

The UCC unanimously approved establishment of the HSSP majors and minor for a period of five years, beginning in the fall of '03. Because of HSSP's potential importance to undergraduate recruitment, the committee recommends that fundraising attention be given to the program at the highest levels of the university. The UCC also approved a motion to formally end the existing Health and Society minor, now subsumed by the HSSP minor.

Proposal for a New Interdepartmental Program in Business

Ben Gomes-Casseres, Associate Professor of International Business, and Richard Gaskins, Professor of American Studies, presented a proposal for a new interdepartmental program in Business. This new minor would replace and build on the foundation of the existing minor in "International Business," completed by about 80 seniors last year. International Business has been closely tied to the Economics department and its majors, but the new minor addresses the needs of other majors interested in learning about the field of business. It aims to strike a balance between the rigor of a liberal arts education and the relevance of a field of practice by using business to teach critical thinking skills. Its requirements (three core courses consisting of ECON 2a; BUS 4 "Measuring Business Performance," a new course in statistics and accounting which addresses quantitative methods; and the renumbered BUS 10 "Functions of the Capitalist Enterprise"; plus three electives drawn from other BUS and cross-listed courses) provide fewer entry barriers and include more electives outside of economics and business. The new program also makes the benefits of the Graduate School of International Economics and Finance (lectures, placement services, etc.) more accessible to undergraduates.

UCC members asked if consideration of the ethical and political dimensions of business, and the pros and cons of the private sector could be incorporated into the core requirements. Should students be required to take one or two courses outside of GSIEF or the Economics department? The current structure would allow but not require a student to take two courses from other departments. Is the program's structure sufficiently interdisciplinary? The core courses are designed to be multidisciplinary, and to offer perspectives from other disciplines. The proposing committee hopes that new courses in other departments will soon be developed, so that the ratio

of courses in and out of business/economics departments would change over time. The proposal is thus a good faith transition to a more broadly based interdepartmental minor. Business is not a discipline, but is multidisciplinary in its perspective. It uses the case study method as a way of tying theory to practice. Does this major fit into the tradition of the liberal arts at Brandeis, as do such programs as Legal Studies or the new Health: Science, Society, and Policy major and minor? Perhaps the program could include a category of courses called "Business and Society" and students could be required to take at least one or two of these courses. Or a core course in philosophy or ethics might be offered. The committee asked the program faculty to return to the UCC with their own proposed solution to these concerns.

At a later meeting, Ben Gomes-Casseres, Richard Gaskins, Paroma Sanyal of Economics, Shih-Fen Chen of GSIEF, and Andy Molinsky of GSIEF and Psychology, presented a revised proposal. The new proposal, which addresses issues raised by the UCC, stretches the program beyond economics and business by requiring one course in "Alternative Perspectives in Business" in addition to the three core courses (ECON 2a; BUS 4 "Measuring Business Performance," and BUS 10 "Functions of the Capitalist Enterprise") and two electives from other BUS and cross-listed courses. It also discusses how ethical and social issues are addressed through a new appendix, which details ways in which these issues are included as part of regular courses by listing specific readings, case studies, course topics and assignments. The goals of the program have also been rewritten to include discussion of the importance of understanding the context and history of business institutions, the role of individual actions and leadership in business, and the inner workings of business as well as "big issues" such as the place of individual ethics in corporate environments.

The presenters and committee members discussed the best ways of including ethical issues in the curriculum of a minor. Should programs segment this discussion by having a separate course on ethics, or build it into all courses? If issues are taken out of context, it's not the most helpful forum. The program aims to bring critical as well as ethical perspectives to its course topics. Why should Business be the only minor with an ethics requirement, without requiring the same of all other minors and majors? Lastly, the proposing committee addressed the title of the program. Several titles such as "business and society", "business administration", and "business management" were considered but rejected because the program encompasses more than is described by these three titles, which set narrower limits than does the simple title, "Business."

The UCC approved a motion to establish the new interdepartmental program and minor in Business for a period of five years, beginning in the fall of '03.

Proposal for A New Major in Women's Studies

Sue Lanser, Chair of the Women's Studies (WS) program, presented a proposal from the WS Faculty Executive Committee for a new major in Women's Studies. Most colleges and universities with Women's Studies programs offer an undergraduate major while Brandeis currently offers a minor and graduate program in Women's Studies, but no major. Students have asked for a major, and a sufficient number of courses are offered to provide one. The requirements would include nine courses: three core courses (WMNS 5a, WMNS 105a and a new Senior Research seminar, each of which would be offered annually) plus six additional electives, at least one of which must have a historical focus encompassing a period before 1945 and at least one of which must examine a particular culture, society or region of the non-Western world or make comparisons across cultural barriers. No more than three courses may be taken from any one department or program outside of Women's Studies. Students must also complete a senior essay or thesis.

How many students are expected to participate in the major? The program has 20-25 minors each year; at least 6 or 7 of these students are expected to declare the major as soon as it is available. Will the new major require additional funding? No.

The UCC unanimously approved establishment of a Women's Studies major for a period of five years, beginning in the fall of '03. From this time forward, the Women's Studies major and minor will be reviewed on the same time schedule.

Report from the Subcommittee on Independent Interdisciplinary Majors and Approval of Applications

In the fall, the UCC unanimously approved four petitions for Independent Interdisciplinary Majors, all of which had previously been reviewed and approved by the UCC Subcommittee on Independent Interdisciplinary Majors. The titles of the majors, followed by the names of the student petitioners were: "Ecology and Conservation Biology"- Michael Abrams; "Human Ecology"- Alicia diVittorio; "Media and Popular Culture"- Anna Natsume; and "Development Studies"- Jeffrey Tornheim. The UCC suggested that the name of the latter major be retitled to either "International Development" or "Global Development Studies." In the spring, the committee approved two other petitions: "Environmental Science" - Rebecca Horowitz; and "Environmental Studies" - Mia Lefkowitz.

Olin College/Brandeis University Cross-Registration Program

As a point of information, the Dean of Arts and Sciences presented information about a new cross-registration agreement between Brandeis University and the Franklin W. Olin College of Engineering, which attempts to broaden course offerings for students on both campuses. These cross-registered courses, like all cross-registered courses, will not count toward the residency requirement.

Departments and course instructors will still control access to courses and decide which courses are accepted toward majors and minors. UCC members expressed support for this agreement.

Proposal for a New Major and Minor in Global Studies

Gregory Freeze, Professor of History, and George Ross, Professor of Politics and Sociology, presented a proposal for a new major and minor in Global Studies. The first draft of this proposal was produced by a small group of faculty in the summer of 2002, who then consulted with an Advisory Council of possible stakeholders (e.g., faculty in area studies and language programs, chairs of departments, heads of relevant offices). The Dean then appointed another faculty planning committee consisting of six faculty members. This group met once a week throughout the fall to produce a new draft incorporating the suggestions and concerns of the Advisory Council, which recently met again to review and comment on the latest text.

The requirements of the major include a new gateway introductory course; three foundational disciplinary courses (ECON 8a, POL 15a, and ANTH 1a); four courses in one of several specializations (Cultures, Identities, and Encounters; Environment; Global Challenges and Global Governance; Global Economy; Global Media and Communications; and Inequalities and Poverty); two electives from other specializations; additional language study and foreign experience. No more than five courses for the major may come from a single department. The requirements of the minor, which would replace the current International Studies minor, include the gateway introductory course, three foundational disciplinary courses, and two courses from two different specializations, with no more than three courses double counting toward another major or minor. The goals of the program are to explore fundamental problems of globalization, combine disciplinary training with interdisciplinary approaches, promote foreign language study, and emphasize interdisciplinary and experiential learning through the internship and study abroad (the committee hopes that many students will study abroad in programs which already offer internships for credit). The specializations provide road maps to the curriculum, but the major is flexible in that a student could also design his or her own independent specialization (for example, a pre-med might propose a specialization in globalization and medicine).

UCC members asked the following questions: What will be the curriculum of the core course? The course will introduce key issues addressed by the major, the six areas of specialization, and options for study and internships abroad. It will be led by a single instructor, but the curriculum will be collectively designed by a group of faculty, many of whom will participate in the course as guest lecturers, and all of whom could offer the course in rotation. Doesn't ECON 8b require ECON 2a as a prerequisite? Yes, but half of all Brandeis students currently complete ECON 2a, and the university has made a commitment to offer a new equivalent course, which would not require 2a, nor count toward the economics major. Will Global Studies majors all be able to study abroad? The university is making progress on the portability of financial aid; a UCC subcommittee will soon be established to review study abroad policies and acceptable programs. What do students think of this proposal? According to student representatives, Brandeis is now losing students to other universities because it does not have a vital and flourishing international studies program. Many prospective students would be attracted to the unique approach of this major. Why is the title of the program "Global Studies" instead of "International Studies"? The title conveys the purpose of the major, because it embraces topics beyond international relations, although students with intellectual interests in IR would also be accommodated. The term "Global Studies" is now used in journals and in disciplinary discussions, because problems no longer center only on nations.

The UCC approved establishment of the new interdepartmental major and minor in Global Studies for a period of five years, beginning in the fall of '03.

Changes to the Computer Science Curriculum

Tim Hickey, Chair of Computer Science, presented a proposal to modify the department's BA and BS degree requirements by adding several cross-referenced courses to approved electives, and by formally stating the number of cross-registered courses that may count toward each degree (i.e., up to two for the BA and up to four for the BS). The UCC unanimously approved proposed changes to Computer Science degree requirements.

Proposal to Change the Name of the Peace and Conflict Studies Program to the Peace, Conflict, and Coexistence Studies Program

The committee unanimously approved a request to change the name of the interdepartmental program in Peace and Conflict Studies to Peace, Conflict and Coexistence Studies. This change, proposed by program chair Gordon Fellman, will be effective as of fall term 2003. The PAX acronym will remain the same.

Proposal for New Summer Internships

Associate Provost Michaele Whelan, Director of the Hiatt Career Center Meryl Glatt-Rader, and Assistant Director for Experiential Programs Rebecca King presented a proposal for a new two credit (half course) summer internship course. This course would be available only during the summer, would not count toward departmental or program requirements and would be graded on a credit/no

credit basis by a faculty advisory committee. The Hiatt Center's role would be to support the structure of the internship by collecting evaluations and assignments. Requirements would include completion of a learning contract, weekly journal, eight-page paper, and mid term and final evaluations. One impetus for this proposal is the perception of many Brandeis students that current summer school credit-bearing internships do not accommodate their needs and expectations. Various options for providing more internship opportunities also surfaced in a meeting coordinated by the Provost and Dean's offices to bring together faculty and staff to discuss best internship practices; this meeting was organized in part because so many of Brandeis's new curricular initiatives (e.g., Global Studies; Health: Science Society, and Policy; Education Studies; Social Justice and Social Policy) include internship components. Staff members have also reviewed the Provost's Internship Task Force report, and conducted research into summer programs offered at such institutions as Carleton, Boston College, and the University of North Carolina. Tren Dolbear and Ann Koloski-Ostrow served as consultants on the proposed summer internship course.

Committee members offered the following question and comments. Could students earn a stipend or salary during the proposed summer internships? A stipend is not considered remuneration and thus is allowable; it is usually given in a lump sum to underwrite, for example, travel or other expenses. An internship is not a regular summer job, even though paid work sometimes serves the function of an internship. This proposal is designed for students who cannot obtain a specific learning experience unless they receive academic credit. Students would not be allowed to apply for retroactive summer school credit. What would be the role of the site supervisors? Site supervisors would benefit from an induction process. Would a student be eligible for a tuition refund if he or she had to withdraw from an internship after the first two weeks? It would depend on the reason for withdrawal, but it is expected that the Summer School would err on the side of leniency. Committee members also suggested ways in which final essay options might be improved.

One UCC member expressed concern that this proposal removes faculty supervision of the internship and shifts too much responsibility to the Hiatt Career Center. Faculty members should help students set academic internship goals, but in certain departments, students are not able to find faculty willing to supervise internships. Another alternative suggested by committee members was reduction in credit to one credit hour, accompanied by reduction in academic assignments (e.g., a journal OR a final essay). Committee members asked the proposers to return to the UCC with a new proposal featuring either more faculty involvement or reduction in credit.

Associate Provost Michaele Whelan and Assistant Director for Experiential Programs Rebecca King next presented a revised pilot proposal for a one-credit summer internship course. This proposal incorporated UCC suggestions regarding essay topics, the role of the faculty advisory committee, and provision of information regarding expectations to site supervisors; it also created an option for students to submit either an essay or journal. Members of the faculty advisory committee would provide oversight on all aspects of this pilot experiment (limited to 15 students), be available for advising via e-mail throughout the summer, and comment in writing on journals or essays. Because the course would now receive only one credit, the tuition and fees would also be reduced.

A sophomore student, Jennifer Rothwax, discussed her experiences in seeking internships which require academic credit. She has applied to 34 sites, 32 of which require credit-bearing internships, and has not been able to identify faculty to supervise her work in existing four-credit internship courses. She fears that this difficulty in obtaining summer internships might deter applicants to Brandeis from matriculating at the institution.

In abbreviated discussion of the proposal, one member of the committee argued that student supervision and credit for summer internships should be reduced even further; another argued that the proposed structure still cedes too much faculty authority to the Hiatt Center.

Provost Marty Krauss attended the UCC's third consideration of the proposal for a one credit summer internship course and gave her support to the proposal. All members of the UCC received the entire March 13, 2000 memo from the Internship Task Force re: "Recommendations regarding internships at Brandeis," including the comments from the faculty representatives on the Task Force.

While structures for students to obtain credit for summer internships do exist at Brandeis, not all students appear to be aware of these structures. The proposed internship, because it yields only one credit, would allow students to participate in internships up to three times, instead of the current two allowed for full credit internships. It would also enable students early in their academic careers to participate in internships that are not strongly linked to their majors or minors. Because the proposed course generates only one credit, students will still complete 32 (or 31.5) other courses. The cost of the summer internship course is minimal ($200) and proportionally less on a per credit basis than other summer school credit; the fees cover processing and advertising expenses.

The UCC approved the pilot proposal for a one credit summer internship course.

Proposal for a New Major in East Asian Studies and Modifications to the Requirements for the East Asian Studies Minor

John Schrecker, Chair of East Asian Studies, presented a proposal for a new major in East Asian Studies and modifications to the current requirements for the minor. The minor was created in 1991; for several years, students have expressed strong interest in

establishment of a major, which they now complete via declaration of independent interdisciplinary majors. The program currently lists 25 electives in history, politics, fine arts, and economics; students supplement these courses through study abroad and cross-registration. The new major would require ten courses including HIST 80; the equivalent of a 40 level language course in Chinese, Japanese, Korean or Vietnamese; at least one course in the Humanities or Creative Arts; at least one course in the Social Sciences in addition to HIST 80a; and at least one additional course in either Humanities or Creative Arts or Social Sciences. If a student wishes to study a second East Asian language, courses at all levels would count toward requirements. Regarding changes to the minor, Schrecker proposed that Korean or Vietnamese be allowed to count toward the language requirement, that the independent study or thesis requirement be eliminated, and that students be required to complete electives from two departments instead of three.

UCC members asked if Brandeis offers Korean or Vietnamese language courses (No). Doesn't the wording of this proposal create expectations that we may be able to offer these languages? Committee members asked that the text regarding the East Asian language requirement be reworded. Another asked about the use of second language courses below the 40 level. Schrecker argued that language courses provide insight into the culture of East Asian countries.

The UCC approved establishment of an East Asian Studies major for a period of five years, beginning in the fall of '03. From this time forward, the East Asian Studies major and minor will be reviewed on the same time schedule.

Proposal for a New Minor in English

Michael Gilmore, Chair of English and American Literature, and Caren Irr, the department's Undergraduate Advising Head, proposed a new minor in English, American and Anglophone Literature to replace the two current minors in American Literature and English and Anglophone Literature. This single minor would require ENG 11 and four additional courses from the department, only one of which might be a Creative Writing workshop. The proposal aims to streamline and simplify requirements and is more in consonance with requirements for the major, and with requirements for minors at other comparable peer institutions. The same principles regarding double counting of a Creative Writing major and a literature minor, already established by the UCC and the department, would continue to be applied. The UCC unanimously approved the creation of a minor in English, American and Anglophone Literature and the discontinuation of the minors in American Literature and English and Anglophone Literature.

Proposal for a New Major in Biological Physics

Robert Meyer, Professor of Physics, presented a proposal for a new major and interdisciplinary program in Biological Physics. Brandeis is recognized as one of the leaders in this emerging field. The program aims to prepare physicists for participation in certain kinds of molecular biology research that require a detailed and subtle knowledge of physics; the need for this kind of preparation has been suggested in an accompanying article by Bruce Alberts, the president of the National Academy of Sciences.

The requirement structure focuses on physics (six courses and two labs, including PHYS 11 a and b, 19 a and b, 20 and b, 39, and 40), but also requires two semesters of a new first and/or second year half credit Biological Physics Seminar, and also includes a minimum amount of chemistry (one semester course with lab) and math (2 courses), and an introduction to Biology (BIOL 22 a and b, and 18a). Students then complete two advanced electives in such fields as molecular structure, single molecule biophysics, modeling of biological structure and function, and systems and networks. The committee proposing the major has attempted to keep the total number of required and elective courses as low as possible, although some colleagues who were consulted have advocated another required semester of chemistry. UCC members also asked if a sufficient amount of chemistry is required, and if the requirements adequately prepare students for graduate study. Students who wish go into more chemically oriented areas of research will want to take more chemistry than is currently required, but all students will be well prepared for Biophysics graduate programs.

The proposal includes sample programs for entering students who are already well prepared for advanced study and for those who are not. The major requires the same number of math courses as required for physics majors, although some students will probably take additional math courses, as physics majors also do. Participants may also wish to take additional courses in either computer science, chemistry or biology, depending on their areas of elective interest. Some students will have Advanced Placement credit that will enable them to take more advanced courses immediately and others may be accepted into advanced courses without prerequisites if they take responsibility for doing independent learning on their own. Students who are pursuing a premedical curriculum will need to be particularly careful about the sequencing of their courses (physics and math in the first year, instead of chemistry and math), in the same manner that pre-med students who major in physics do. Each student will be individually advised about his or her course selection.

What's the advantage of completing this major instead of a physics or biology major, and how is this preparation different? The program is expected to be small, and is aimed primarily at very talented and highly motivated students, who would be provided with opportunities to work in cutting edge research labs and to acquire a first-rate education and preparation for graduate study. Would this program require too early of a specialization? Will students entering the program have alternatives if they find the program too difficult to complete? Students could always opt to major in physics, which requires fewer total courses.

The committee asked Professor Meyer to obtain approval of the new program from the School of Science Council before returning to the UCC for final discussion of the program. At a subsequent meeting, Professor Meyer and Melissa Moore, Chair of the School of Science Council, informed the UCC that the Bachelor of Science degree in Biological Physics had been reviewed and approved by the School of Science Council. This revised proposal strengthens chemistry and physics preparation by requiring an additional physics course (PHYS 30b), biology lab (BIO 22b), and chemistry course with lab (CHEM 11b and 18b or equivalents) to bring the total number of required courses to 19, a number similar to the total required for other Bachelor of Science degrees. For the first three semesters of study, students with no initial preparation would complete the same curriculum that pre-med physics majors currently complete, thus providing students with early alternatives. The new proposal also clearly outlines semester by semester options for completing the program in three sample curricula, so that no prerequisites are hidden.

The UCC unanimously approved a motion to establish a new interdepartmental program and B.S. major in Biological Physics; the revised proposal was forwarded to faculty for consideration at the next faculty meeting.

Announcement of New UCC Study Abroad Subcommittee

The Dean of Arts and Sciences announced the formation of a UCC Subcommittee on Study Abroad. Its membership includes Professors Seyom Brown, Dan Perlman, Sabine Von Mering, J. Scott Van Der Meid, Mark Hewitt, and Michele Rosenthal.

Discontinuation of the Major in General Science

The UCC discussed the future of the General Science program, which has been described as the major of last resort for students who are unable to complete other science majors, such as Biology or Chemistry, by the end of their senior year. In discussing the program with members of its faculty oversight committee, the Office of the Dean of Arts and Sciences ascertained that none of these faculty support continuation of the program. Due to new state accreditation rules that require prospective science teachers to major in specific science disciplines, the program no longer serves as a useful major for this population of students. The Registrar's office also notes that no students are currently enrolled in the major, and that students now have to be strongly encouraged to declare General Science as a last resort. For all of these reasons, the UCC unanimously approved a motion to discontinue the General Science major; this motion also requires approval at two faculty meetings.

Review of Russian and East European Studies Program

Upon the recommendation of the dean, the committee postponed its consideration of the review of the Russian and East European Studies program until the fall of 2003.