BRANDEIS UNIVERSITY
Undergraduate Curriculum Committee
2005-2006 Report

Meeting Dates: September 15 & 29, October 20 & 27, November 3 & 17, December 1, February 2 & 16, March 9, 16 & 30, April 27

Members of the Committee: S. Birren, C. Blocker, L. Bui, S. Davé, J. Decter (fall), S. Dibble, A. Jaffe, E. Kellman (spring), S. Lanser, L. Levine, C. Ortenberg, J.E.C. Sholes, A. Strauss

Ex Officio: M. Hewitt, M. Kornfeld, M. Rosenthal, E. Wong

Possible 2005-2006 Agenda Items

At the first UCC meeting of the year, Dean Jaffe reviewed possible 2005-2006 agenda items, before inviting suggestions from committee members. Items discussed were reports from the Standing Committee on Interdepartmental Programs on European Cultural Studies, Internet Studies, Italian Studies, Peace, Conflict and Coexistence Studies, and Russian and East European Studies; proposed changes to the University Seminars in Humanistic Inquiries and first-year writing curriculum; the Linguistics major and minor; petitions for Independent Interdisciplinary Majors; approval of new study abroad programs; a proposal for a new minor and program in Sexuality Studies; and review of guidelines for academic internship courses. Committee members suggested these topics: pass/fail (what should count as a passing grade?); a possible major in Environmental Studies; double counting of courses for majors and minors; course and classroom scheduling; waitlisting for classes; and notation of academic tracks on transcripts.

Procedures for Conduct of UCC Meetings and Related Issues

The committee reviewed procedures for the conduct of UCC meetings. All distributed UCC materials are confidential, as is the specific content of committee discussions. In response to requests from faculty and staff to attend UCC meetings, the committee chose to distribute, for confidential, informational purposes only, a copy of each UCC agenda and enclosures to the Chair of the Faculty Senate and individuals from various administrative offices.

Appointment of Subcommittee on Independent Interdisciplinary Majors

Susan Birren and Sue Lanser were appointed to serve on the UCC's Subcommittee on Independent Interdisciplinary Majors.

Approval of New Study Abroad Programs

Early in the fall, J. Scott Van Der Meid, Director of Study Abroad, presented new study abroad programs for the committee's provisional approval. Approval criteria 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 following programs were proposed by the Office of Study Abroad and granted provisional approval by the UCC to address regional or curricular gaps: Council on International Education Exchange (CIEE): University of Hyderabad, in Hyderabad, India; Kyoto Center for Japanese Studies: Kyoto University [Stanford], in Kyoto, Japan; Undergraduate Program in Central European Studies: Center for Economic Research and Graduate Education of Charles University, in Prague, Czech Republic; American University Center of Provence, in Marseille, France; Council on International Education Exchange (CIEE): Corvinus

University of Budapest, in Budapest, Hungary; Council on International Education Exchange (CIEE): St. Petersburg State University- Russian Area Studies, Russian Language Program in St. Petersburg, Russia; IFSA Butler: Universidad de Malaga, in Malaga, Spain; Council on International Education Exchange (CIEE): Universitat de Barcelona, ELISAVA, Escola Superior de Conerc Intl. and Universitat Pompeau Fabra, in Barcelona, Spain; Council on International Education Exchange (CIEE): Universidad Carlos III de Madrid, in Madrid, Spain; and Institute for the International Education of Students: Universidad de Granada, in Granada, Spain.

At a later meeting in the fall, the committee unanimously approved the following study abroad programs: the Council on International Education Exchange (CIEE), at the Universidad de Alcala, in Alcala, Spain and at Pontifica Universidade Catoloca de Sao Paolo, in Sao Paulo, Brazil; and the Siena School for Liberal Arts, in Siena, Italy.

In the spring,Van Der Meid presented two other new study abroad programs, and the committee approved the CIEE Service-Learning Program at the University of Cape Town in South Africa and the Organization for Tropical Studies Program in Costa Rica. Van Der Meid reported that about a third of study abroad programs now offer field-based or experiential learning opportunities. About 36% of the junior class is studying abroad this year, in comparison to 28% of last year's class, and 22% of the class before. The top five countries for Brandeis study abroad are England, Israel, Spain, Australia, and Italy.

Proposal for an Interdepartmental Program in Language and Linguistics

Richard Parmentier and Janet McIntosh from Anthropology, Ray Jackendoff from Linguistics, and James Pustejovksy and Harry Mairson from Computer Science attended a fall UCC meeting to present a proposal for an interdepartmental program in Language and Linguistics. A faculty committee created this proposal last spring in the context of integrated strategic planning and Faculty Review Committee (FRC) discussions. The proposal aims to broaden the current program to include aesthetic and social dimensions of language and linguistics, and would have broader faculty representation on the faculty oversight committee. The total number of courses required for the major would be reduced by one (from ten to nine), and the core courses would be expanded to include an optional new course, LING 140b, Pragmatics and Discourse Analysis, which would be taught by a new full time instructor. The requirements would include at least four courses with the LING abbreviation, one advanced course in a natural language and four other courses selected from an expanded list of electives.

UCC members asked: How does this proposed curriculum fit into the range of linguistics programs offered by other universities? Linguistics curricula vary tremendously. Where is the field of linguistics going? Is it becoming more interdisciplinary? Linguistics is always going in many directions, with links to psychology, cognitive science, philosophy, anthropology and English. How would these requirements overlap with other majors, for example, with linguistic anthropology? The proposal doesn't include language specifying the number of courses that would be allowed to double count, but two LING courses overlap, as well as ANTH electives in the two majors. How was the list of course electives chosen? The course list includes suggestions from planning committee members, but additional courses might be added, such as programming languages in computer science. How often are the required courses taught? Some are offered every year and some every other year. LING 100 is a prerequisite for other LING courses. LING 110, Phonological Theory, is a bottleneck, since it is usually offered in the spring, when many juniors study abroad. What is the approximate number of LING courses that must be offered each year to deliver a program of which the university is proud? Eight or nine is the current average, which would not change. The UCC usually expects core courses in a major or minor to be taught by regular faculty. Eight courses can be offered by two full time instructors with one additional course (for example, language acquisition or psycholinguistics) offered by an adjunct. In upper level courses, there is

sometimes a disparity of course experience with some students having completed only one LING course and others having completed three such courses. It would be nice to sequence more courses, but this would make it harder for students to complete the major. Brandeis has an unusually large number of students enrolled in the major for an institution of its size.

This proposal frames the future of the program and its administration. It differs from the current program through the nature and home of the second position, and by its intellectual focus. The committee asked for more information about the linguistics programs of other institutions, and additional information about the number and selection of linguistics courses that must be offered to support other majors and minors at Brandeis. The new proposal creates more exciting intellectual links to and strengthens other programs, but UCC members asked if the university offers the depth and breadth of courses necessary for a truly excellent major. In reviewing the offerings of other institutions, it appears that most other linguistics programs offer more courses than Brandeis currently does.

After a brief discussion of resource allocation issues related to the Language and Linguistics proposal, the UCC conditionally approved the new program for a period of four years (until the end of 2009-10, with the first review to occur in fall of 2009), pending resolution of the following matters. 1. Faculty in the program and in the Linguistic Anthropology track were asked to produce *Bulletin* text describing the degree of double counting that may occur between the two programs for both major and minor requirements. (As proposed, a student could double major in Linguistic Anthropology and Language and Linguistics with a total of 12 courses.) 2. The committee also asked that the principles for including courses in the elective list and in the list of "advanced course(s) in a natural language" be clarified. 3. The proposing faculty were asked if they wished to encourage or allow some amount of study in a third language, perhaps only for those students pursuing honors or graduate study because UCC members noticed that a third language was required in some Linguistics programs at other institutions. At a later meeting, after reviewing new *Bulletin* text and answers from Richard Parmentier to UCC questions, the committee granted final approval to the interdepartmental program in Language and Linguistics.

<u>Proposal to Restructure the University Seminars in Humanistic Inquiries (USEM) and Writing Programs</u>

Early in the fall, two representatives of the joint 2004-2005 UCC-USEM committee, Gregory Freeze, Chair of the Committee, and Dawn Skorczewski, Director of University Writing, were invited to discuss the proposal to restructure USEMs and the writing requirement. USEMs were created about 15 years ago to ensure that first year students would enroll in small classes taught by full time faculty in addition to the large introductory courses often selected. The proposal aims to expand the number of USEMs offered each year and to address problems in staffing, by enabling some faculty members to teach disciplinary USEMS appropriate to first year students, and to no longer require all USEM faculty to focus on writing instruction. These new options would exist alongside interdisciplinary USEMS, which could continue to include writing instruction (or not), thus providing more options for both instructors and students. The proposal would also upgrade and professionalize the first year writing seminar, renamed Intensive Writing Seminar (IWS). This course would be required of all students in place of the University Writing Seminar (two hours of instruction per week) or USEM+w (one hour of writing instruction added to the three hour USEM per week) options. Through the new IWS program, all students and instructors would have a shared basis of thinking about writing a persuasive academic essay, while using the same vocabulary of thesis, motive, structure, style, and evidence. All students would complete the same number of reading and writing assignments, which might include examples of the best student essays, published in an annual "magazine."

Much of the UCC discussion at this meeting focused on the new IWS course. Would first year students be able to choose their IWSs, on the basis of course titles and themes? Yes. Of what benefit would

teaching the course be to the graduate instructors? They would learn about pedagogical issues such as syllabus and assignment design, leading classroom discussions, classroom management and handling difficult moments in the classroom. They would also become better writers themselves through teaching writing. Are the graduate students prepared and qualified to teach writing, and would the university be able to staff more sections? All instructors would first complete a new pedagogy course taught by Skorczewski. They would not teach IWS in their first year of graduate study, and would probably enroll in the pedagogy course in their second or third year of study. They would then teach IWS after having served as a TF in other courses. Is there a preferred sequence of course enrollment in USEM and IWS? The current program tries to offer more USEMs in the first semester. Students required to enroll in fall Composition (COMP) courses must take both USEM and a writing course in the second semester. Is there a curricular justification for offering disciplinary USEMs? It's important for faculty to teach subjects that they know and are excited about. The new option will enable some students to explore fields in which they have an interest, while still allowing students to be challenged in their thinking. A greater variety of courses would be provided. UCC members asked that already collected faculty comments about the proposal be distributed to committee members along with a table of departmental contributions to the USEM program.

At a following meeting, the UCC returned to its discussion of the USEM proposal by focusing on the issue of disciplinary versus interdisciplinary USEMs. Would allowing some USEMs to be "disciplinary" actually increase the willingness of instructors and departments to participate in the program? Faculty in some departments believe they are unable to offer USEMs because they must instead offer courses for their majors and/or graduate students. Because this problem exists in every department, it would be fairer to spread the burden of contribution more equitably across departments. The current proposal attempts to simplify the aims of the USEM, by removing the interdisciplinary, "humanistic" and multi-century requirements. It would also allow departments to count USEMs toward major requirements if the course content were appropriate, thereby adding options available to students and potentially enabling a department's resources to go further by broadening its electives. However, in some fields with more hierarchical, sequential knowledge, USEMs would never count toward major requirements; these departments might prefer to offer their limited small classes to senior majors instead of first year students. What would make it desirable for faculty and departments to offer USEMs?

The UCC began to define the essential traits of new university seminar courses. For example, it might be considered essential for every first year student to enroll in a small discussion class, which facilitates first year socialization to college, and interactions with faculty and other students. Or we might require USEM topics to be about "big" ideas or questions, thus outlawing narrow technical topics. How much writing should be required in USEMs? Could faculty use writing as a means of evaluating students, without having to teach grammar, syntax, and the structure of an argument? Could other means of communication, including oral, and visual arts be included? USEMs could be prevented from becoming "introductory courses to a major" by the faculty oversight committee. How small should USEMs be? Reducing the size of all USEMs to 15 students would require offering an additional 10 seminars each year, thereby creating other resource problems.

At a later meeting, UCC members first agreed that USEMs must be taught in interactive small classes that involve discussion, analysis, critical thinking and communication about big issues. Students should demonstrate their ability to think critically through appropriate assignments, which might include research, writing, debate, oral presentations, and experimentation or creation of artistic works. The latter two types of assignments should provide students with opportunities to reflect upon, articulate and synthesize their learning. UCC members agreed that a USEM may be either interdisciplinary or disciplinary, so long as the subject matter of the course is different from that of an introductory course in a

major. USEMs should incorporate different disciplinary or interdisciplinary perspectives, and not focus on the transmittal of facts.

The report from the UCC-USEM joint committee notes that the new USEM "will continue to give considerable attention to writing" though not all USEMs need perform this task. Current guidelines for USEM assignments include reading approximately six texts, and writing two short papers and one 8-10 page paper. Writing-intensive (WI) courses require 18-20 pages of writing assigned throughout the semester, opportunity for revision, and some instruction on writing; thus all current USEMs meet WI criteria.

Dean Jaffe reported that he and Dawn Skorczewski, the Director of University Writing, had met with three graduate advising heads to discuss staffing issues related to the proposed IWS course. Those at the meeting agreed that a writing/pedagogy course for full credit, or a more condensed non-credit version of this course offered in May of each year would be a reasonable prerequisite for teaching an IWS course, though instructors should still be selected by application. An opportunity for advanced graduate students (perhaps at the ABD stage or after stipend) to teach IWS courses for additional pay would be attractive to many. It was also noted that USEM instructors in some departments have had very positive experiences in mentoring their own graduate students and teaching first year students in USEM+w courses.

At another meeting, UCC members discussed the responses and a selection of randomly chosen qualitative comments from 474 students who completed the Student Union USEM/Writing Program survey. Students appear to agree that systematic writing instruction is an important component of undergraduate education, and that our current writing program can be improved. Students also seem to appreciate the aims of the USEM course and its small class structure. Seminars that work well appear to have been top choices of students and taught by enthusiastic instructors about subjects of interest to those enrolled. (The USEM enrollment process is an issue which the university intends to remedy next year, no matter what other changes are implemented.)

Committee members next reviewed key components of the USEM as agreed upon in previous meetings. USEM topics are about "big" ideas or questions, but need no longer concern "humanistic inquiry", nor include "texts" from more than one century. USEMs facilitate first year socialization to college and intense intellectual engagement through interactive small classes utilizing multiple perspectives, and diverse learning and evaluation methods. USEM faculty use writing for purposes of evaluation, but are not necessarily responsible for teaching the mechanics or structure of good writing, or for adhering to previous writing assignment guidelines, unless they wish for their courses to be listed as writing intensive.

After further discussion, UCC members agreed that USEMs might be allowed to count toward school distribution (Creative Arts, Humanities, Science, or Social Science) or other general education requirements (Writing Intensive, Quantitative Reasoning, or Non-western and Comparative Studies), if so approved by the various School Councils and oversight committees. This would enable students to make progress toward completing these requirements, without skewing course choice if most USEMs count toward one or more of the requirements. The UCC did not support counting USEMs toward majors, unless departmental chairs expressed strong interest in this option. Committee members were concerned that allowing USEMs to count toward majors would skew course selection and discourage students from exploring new liberal arts topics. They were also unconvinced that allowing USEMs to count toward majors would encourage departments to offer more USEMS without other means of persuasion. In January, Dean Jaffe reported that department chairs expressed support for the UCC modifications, though there was little support for counting USEMs toward majors.

Mark Hewitt reported that members of the incoming class of 2010 will experience new procedures for selecting their USEM and UWS courses. Students will select five choices from each program during June, and will be placed in one choice from each program before selecting other fall courses. On a space available basis, students may then opt to change their USEM/writing courses during both the summer and fall enrollment periods.

At another meeting, the committee addressed two topics related to the writing requirement: ensuring the quality of the IWS experience, and providing IWS honors sections or allowing exemption from the requirement. How can the university monitor and ensure uniform course quality? The writing instructors will continue to be graduate students, but the curriculum will be more uniform and training will be strengthened through the offering of a credit-bearing pedagogy course. The English and American Literature department would provide the majority of instructors. Post-stipend graduate students from other departments would be hired and paid on a per course basis, by application to the Director of University Writing, only after completing appropriate training. Would it be useful for the university to provide additional resources to hire a few postdoctoral instructors or lecturers? Does the program plan to conduct midsemester evaluations, and then address teaching issues that arise? (Yes.) Some USEM +w instructors and TFs have very effectively taught writing through a team approach, but this level of excellence has not been achieved in all USEM +w's. It will not be financially possible to provide TFs for all future writing intensive USEMs, and it would not be fair to provide TFs to some but not all such courses.

Regarding honors sections of IWS, the following questions were raised. How would students be placed in or apply for these sections? Perhaps by scores on standardized tests, a placement test or a review of a portfolio of work from high school (e.g., a personal essay, research or creative writing papers, etc.)? What would be different about the honors section—the course content, the qualifications of the students? How would the honors instructors be selected? Having a range of students, including good writers, in all writing classes is often useful to the instructor, but sometimes the pace of a course is slowed by the abilities of the slowest quartile. Would good writers see IWS as an easy A if there were no honors sections? Dawn Skorczewski, the Director of University Writing, was asked her opinions on these issues; she does not favor honors sections.

At another UCC meeting, committee members addressed the proposed two course writing-intensive requirement and oral communication option. The committee has already decided that USEMs may count toward the writing intensive requirement. Mark Hewitt of the Office of the Registrar was asked to research by what year most students complete their WI requirements.

Committee members discussed the current availability of courses that might be designated "OC", the best strategy for developing more courses, and the value of such a requirement to our students, before deciding to proceed by including the option and defining the criteria for OC designation. The original USEM proposal introduced the oral communication option to add flexibility to the WI requirement, slowly build the new component, and enable more departments to contribute to this aspect of the curriculum. Committee members agreed that oral communication skills are necessary in all disciplines. The list of objectives to be achieved, in the words of another University, include the ability to communicate and listen effectively in a range of situations, think critically and evaluate a variety of messages, and understand the influence of perception and the nature and use of language as a communication tool.

The current criteria for Writing Intensive courses includes frequent writing assignments, opportunities for revision, and some writing instruction. OC courses would probably have to be capped to limit enrollment to no more than 35(?) students per class. It would be useful to encourage every major to offer at least one OC course. An OC course would require at least two five to seven minute oral assignments, which would

have to be prepared in advance in the student's own words (that is, not memorizing someone else's speech or poem). The presentations would have to be assessed, with feedback given not only by the instructor, but sometimes by other students in the class so that listening skills are also developed, and classmates learn to evaluate communication skills. It might be useful to have at least one OC assignment combined with a writing assignment so that students have the opportunity to reflect on this experience. In addition, faculty could offer instruction on such topics as appropriate style and effective delivery, theories of effective communication, small group interaction, verbal and nonverbal behavior, audience adaptation, rhetorical reasoning, persuasive arguments, organization, evidence, and clarity of expression, ideas, and voice.

Examples of OC assignments include five to seven minute presentations on a variety of subjects (describing one's research and the data sought and found, framing different perspectives and ways to address an intellectual or social problem, summarizing a scientist's research or experiment and analyzing its place in the field, discussing the life history and influence of an artist or scholar, presenting the perspective of an historical figure on a treaty or other document), and/or leading a classroom discussion, participating in a debate or classroom panel, working in small groups and being asked to summarize the findings of the group, receiving in advance with the entire class a list of topics to prepare and being called on in class to speak on the topics.

UCC members clarified other matters related to the writing and oral communication requirements. The Writing Seminar will not be allowed to satisfy any other requirement. A single course may satisfy either, but not both the WI and OC requirement. The UCC also discussed prohibiting the completion of more than one WI course in a language other than English.

In March, UCC members reviewed draft legislation to enact changes in the USEM and writing program, which was considered by the faculty at its April meeting. A committee member suggested that the name of the first year writing seminar remain University Writing Seminar, if the Director of University Writing agrees to this course title; a few other small changes to the legislation were accepted. Dean Jaffe discussed plans to share the draft text with the Student Union and Senate, Faculty Senate, all departmental chairs, and members of the original joint UCC/USEM proposing committee.

<u>New England Association of Schools and Colleges (NEASC) Announcements</u>

Dean Jaffe noted that the university is in the final stages of completing a self study for its accreditation visit in the fall of 2006 by a team of New England Association of Schools and Colleges evaluators, led by John Sexton, the president of NYU. Sections of the self study concerning undergraduate education were sent to UCC members for their review. All sections follow the format of "description, appraisal and projection"; two items mentioned in the projection section are the possibility of setting learning objectives for each major and of establishing a schedule of review for the curriculum of each major (all interdepartmental programs are regularly reviewed by the UCC, but departmental curricula are only reviewed when a curricular change is proposed). The possibility of establishing a regular (every ten years?) review of all Arts and Sciences courses was also suggested by a UCC member.

<u>Proposal to Modify Requirements for the Minor in Women's and Gender Studies</u>

The Women's and Gender Studies (WMGS) faculty proposed that the requirements for the WMGS minor be modified to eliminate the senior research paper (rarely required for other minors), and to state that no more than two of four electives required for the minor may be drawn from a single department or program. The UCC approved these changes, after asking for additional language specifying that no more than two elective courses may double count toward any other major or minor.

At a later meeting, members of the committee considered a new memo from Susan Lanser which summarized the objections of the Women's and Gender Studies (WMGS) core faculty to the UCC's request that no more than two of the WMGS minor electives double count toward other majors and minors. Committee members agreed that double counting should be systematically addressed across all majors and minors, and that the same standards should be applied to all requirements and not just some. The UCC approved a motion to delete text in the revised WMGS minor requirements stating that no more than two WMGS electives may double count toward other majors and minors.

Midterm Unsatisfactory Grades

In November, the University Registrar reported that two instructors had asked if they might submit letter grades instead of "satisfactory" or "unsatisfactory" grades during the midterm reporting period. The UCC agreed that this option may be provided to professors who prefer this practice. The letter grades would then be reported to the professors' students.

Proposed Revision of UCC Internship Guidelines

Meredith DiMola, Assistant Director of Academic Internships and Service Learning; Marty Ford, Director of the Hiatt Career Center; Jennifer Cleary from Theater Arts; Tren Dolbear from Economics; Timothy Hickey from Computer Science; and Elyssa Pesin'07 presented a proposal to revise UCC internship guidelines (first created in 1995 and last revised in 1998). This group, representing a committee of additional faculty and students, has surveyed 110 universities and colleges on issues related to their proposal. The revisions would clarify (but not change) the number of internship credits (8 of 128) counting toward the undergraduate degree, make consistent the minimum number of hours (100) required for summer and term time internships, encourage faculty and students to develop learning objectives, enable students to receive both pay and credit for an academic internship, and require students and site supervisors to complete end of term evaluations. The guidelines would also clarify the variety of available summer academic internships, and discuss the role of the Hiatt Career Center in preparing students for internship searches.

UCC members suggested editorial and other changes, such as reordering and regrouping sections of the guideline text. The committee also discussed the role these guidelines play in class-based internship courses in which students meet regularly in class sessions with other interns; creating an opportunity for students to talk with one another instead of with just the instructor creates a richer academic experience. In February, DiMola, Cleary, and Dolbear presented a revised set of internship guidelines that incorporated the UCC's suggestions and comments. The guidelines now refer to a new course number, 89a/b, for internship classes with weekly group meetings. (Independent internships for credit will retain the 92a/b course number.) UCC members offered additional suggestions regarding formatting and other matters, and also asked for students to review and edit the text for clarity, before approving the substance of the new guidelines.

Proposed Title Change for the Program in Latin American Studies to Latin American and Latino Studies

Angela Pérez Mejía, Chair of the Latin American Studies program, Javier Urcid, Associate Professor of Anthropology, and Amber Gonzales '07 presented a proposal to change the title of the Latin American Studies program (LAS) to Latin American and Latino Studies program (LALS). Over the past six years the LAS and Spanish programs have expanded the study of Latinos in LAS courses and also offered new Latino Studies courses in sociology, anthropology, AAAS, and history, supplemented by visiting and part time professors, and, in 2006-2007, a Kay Fellow. While many universities have Latino Studies programs

or departments (usually focusing on Chicanos on the west coast and Puerto Ricans on the east coast), Brandeis has lagged behind, though Latinos are now the largest minority group in the country. A change in program title would bring greater visibility to our efforts to expand the curriculum, open up space to do even more, and help students to find the program and its courses. There is strong student support for this change, which is in keeping with the university's commitment to a more diverse curriculum.

One UCC member asked if the program had considered "Hispanic" or "Latino/a Studies" as alternative titles. Latino Studies is the more commonly used title because it includes peoples of the Latin American diaspora in the USA who do not speak Spanish (e.g., Brazilian-Americans). Committee members asked if there were a way to ensure that LALS students would be exposed to at least some Latino course content. The UCC asked for a list of core and elective courses with Latino Studies content, including how frequently these courses are offered, before final action.

Committee members later reviewed a memo from Angela Pérez Mejía, which answered questions posed by the committee, and included a requested list of courses with Latino Studies content, before approving a motion to change the title of the program in Latin American Studies to Latin American and Latino Studies.

Petitions for Independent Interdisciplinary Majors (IIMs)

At the end of the fall semester, Jennifer Kim, Advisor to the Sophomore Class and Coordinator of Independent Interdisciplinary Majors, presented five petitions for Independent Interdisciplinary Majors, all of which were previously reviewed and recommended by the UCC/COAS joint subcommittee for IIMS. After discussing the procedures and criteria for IIM approval, the UCC approved five petitions: "Cultural Studies of Media and Marketing" - Nirit Hurwitz '07, "Environmental Science and Policy" - Leonard Rodman '07, "Environmental Studies and Sustainable Development" - Camille Stevens-Rumann '07, "Gender and Sexuality Studies" - Marci Simon '07, and "Visual Literacy and Communication" - Viola Washburn '06.

In the spring, eleven new petitions for Independent Interdisciplinary Majors were presented. The UCC approved petitions for IIMs in Environmental Studies for Julie Craighead '07, Michelle Kopleson '08, Christina Pak '07, Nina Savransky '07, Emily Silver '08, and Jennifer Suhd-Brondstatter '07. The following petitions were also approved: "Environmental Studies and Society" - Elizabeth Ginsburg '08, "Environment, Community and Development" - Kaitlin Kelly-Hankin '08, "The Environment and Sustainable Development" - Hannah Ramer '08, "Sustainable Development" - Daniel Lorch '07, and "Gender and Sexuality Studies" - Joel Favazza '07.

The UCC also added new language to the *Bulletin* describing IIM guidelines, which will now state that no more than four courses may double count toward another major, or two courses toward any minor, and no more than six courses in total may double count toward any combination of minors and majors. The committee also added text noting that students must earn grades of C- or better in all courses counting toward an IIM. Next year, the committee will consider granting full authority for IIM approval to the UCC-COAS joint committee.

Proposal for Leave of Absence for Medical Reasons

Michele Rosenthal from Undergraduate Academic Affairs, Kim Godsoe from Student Enrichment Services, and Mark Hewitt from the University Registrar's office presented a proposal from the Committee on Academic Standing (COAS) to enable students to earn credit for courses completed while on leaves of absence for medical reasons. Students would be required to provide documentation of either

their own illness or that of a family member, and apply for approval of courses through the usual review process for transfer credit. The Executive Council of COAS would review the student petitions for medical leave, and academic departments and the Office of the Registrar would review courses proposed for transfer credit. Each department's rules about the number of courses completed outside the department would still be in force.

Brandeis's current policy is that students who are withdrawn from the university may not, for any reason, earn credit toward the degree for courses completed while withdrawn. Staff members have surveyed colleagues at Brown, George Washington, Tufts, NYU, the University of Pennsylvania and Wellesley about their transfer and medical leave polices, and learned that our policies differ from these institutions, which do allow students to complete courses counting toward their degrees while on medical leave. About five students per year might benefit from a change in Brandeis's policy.

UCC members asked why the proposal limited students to one course per semester, instead of two. While this conservative approach aims to protect the integrity of the Brandeis degree, our residency requirements serve as an effective mechanism for achieving this goal. Since COAS's responsibility is to hear petitions that are exceptions to university rules, students would still be able to petition to transfer more than four courses per year, through presentation of compelling arguments. COAS was asked to consider how this policy might be received by other students on leave or withdrawn status.

The UCC unanimously approved a revised proposal to allow students on medical leave to earn credit for up to two courses per semester for a maximum of four courses per year. These courses may not be used to fulfill residency requirements. This proposal was forwarded to the faculty meeting for its consideration.

Update from the Liberal Arts Review Committee

The UCC briefly discussed a statement about the liberal arts at Brandeis drafted by the Liberal Arts Review Committee (LARC). This group, which drew membership from both the UCC and the Committee for the Support of Teaching, is an outgrowth of dialogues between the two committees last year. UCC members suggested that concrete examples indicating how Brandeis is distinguished (primarily in our delivery and practice, through empowerment of and respect for students, etc.) from other institutions might be added to the statement. Committee members also suggested possible ways to involve the community in a wider discussion (e.g., first year events on such topics as "What is citizenship and social justice?").

Revisions to the Music History Sequence in Music Major Requirements

Mary Ruth Ray and Michael McGrade of the Music Department presented a proposal to change the current three-semester music history sequence (consisting of MUS 121a, "History of Music to 1700," MUS 122b, "History of Late Baroque, Classical, and Romantic Music," and MUS 123b, "History of Music since 1900") to a five-semester sequence (consisting of MUS 131b, "Music in Medieval and Early Modern Europe," MUS 132a, "Music in Baroque and Enlightenment Europe," MUS 133a, "Classic and Romantic Music," MUS 134b, "Modernism in Music," and MUS 135b, "American Music"). Students in all four of the major's tracks (composition, cultural studies, history, or performance) will be required to take MUS 133a, but in the composition, history, and performance tracks, students will have the option of taking either MUS 131b or MUS 132b, and MUS 134b or MUS 135b. Students in the cultural studies track and music minor would be required to take a total of two courses from the sequence. The department plans to offer all five of the courses every two years, supplemented by MUS 182, a more advanced elective. The new sequence allows instructors to go into greater depth in each course, and also

creates more music history electives for majors. If a student is not able to enroll in one of the courses, the department will entertain a petition for an exception, but the courses will no longer be offered as independent studies.

UCC members asked if the new sequence will decrease offerings for non-majors. Perhaps not, if the department is successful in achieving its goal of offering more courses for undergraduates. What is the overlap of MUS 122b with MUS 132a and 133a? The department was asked to inform majors about how to accomplish the transition from one set of available courses to another. Do the options ensure coverage of the most important composers? Coverage was already uneven in the three course sequence.

The proposed changes to the requirements of the music major and minor were approved by the UCC.

Revisions to the East Asian Studies Minor

Ralph Thaxton, Chair of the East Asian Studies program, presented a proposal from the East Asian Studies (EAS) faculty to reduce the language requirement for the minor from two years of study in Chinese, Japanese, or some other East Asian language to one year of study. The faculty has noticed that fewer students are enrolling in the minor now that the major has become established. The proposal aims to build enrollments in the minor, using it as a springboard for the major, by accommodating requests from students who have asked for a reduction in the language requirement. The new minor requirements would include one year of language study, HIST 80a and three other EAS electives.

UCC members asked if CHIN or JAPN 30 and 40 courses would now count as electives for the minor, or would only language courses at the 100 level count as electives? UCC members asked for clarification of these matters, consultation with the chair of GRALL (the home department of the Chinese and Japanese language faculty), and new *Bulletin* text describing the change.

At a later meeting, the Committee reviewed the proposed *Bulletin* text. Because the text as written would allow students with East Asian language proficiency to complete the minor with as few as four courses, the committee asked the Dean's office to obtain revised text from Professor Thaxton which would reflect the UCC's wish that the EAS minor require at least five courses for all students. A motion to approve this proposed revision, subject to the Dean's review and approval of new text requiring at least five courses for the minor, was then passed.

Changes and Additions to the Theater Arts Undergraduate Curriculum

Eric Hill and Jennifer Cleary of the Theater Arts Department presented proposed changes to the Theater Arts curriculum, including the following: 1. Students who choose to create their own Literature, Theory and History (LTH) track would be allowed to substitute an LTH course for the THA 2a requirement; and 2. The Senior Seminar would no longer be offered as an optional senior year requirement, since most majors opt to complete THA 99a or 99b instead.

The department also proposed changes to the Stage Management track (making THA 15b "Public Speaking" an elective rather than a requirement, and requiring that the Stage Management electives include one course related to acting and two courses from the design/technical areas) and the addition of four new tracks, three in Educational Theater (including tracks for Certification in Elementary and Secondary Theater Education, and for Non-certification) and one in Musical Theater. The courses for the Educational Theater tracks would vary in their requirements (more movement and acting courses for the elementary certification, greater coverage of design and stage management for the secondary certification, and an additional internship in the non-certification program). These tracks were designed in consultation

with the Education program. The Musical Theater track would include courses in Acting, Singing, Dance, and American Musical Theater, with the possibility of substituting appropriate courses from the Music department.

UCC members suggested that text be added to inform students who wish to be certified that they must also complete the Education minor. Could a student complete two tracks? How much flexibility is there in each track? Students may continue to create their own track or to combine tracks. Each track will have an advisor who can approve amendments to the requirements. Do the number of tracks suggest professionalization of a liberal arts major, or are they merely good advising and marketing tools to help students understand what combinations of courses are available? All of the new tracks consist of existing courses, which are simply grouped in new ways.

At a later meeting, the committee approved the proposals to no longer offer the Senior Seminar as an optional senior year requirement, and to enable students in the self-designed Literature, Theory and History track to substitute an LTH course for THA 2a. The changes to the Stage Management track were also approved.

After continued discussion of the benefits and disadvantages of multiple tracks in a major (better advising/more coherence/creation of more options versus overspecialization), the committee asked the Theater Arts department to consider listing one Educational Theater track with options for elementary, secondary, and noncertification pathways, and to refine and clarify its list of Music electives for the Musical Theater track (since the electives carry variable credit).

At another meeting, the UCC approved the Musical Theater track and text which clarified the way in which MUS courses may replace THA courses in satisfaction of Musical Theater track requirements. (No more than three MUS courses may be substituted in total, and only after permission is obtained from the student's advisor, the THA department chair and the music department.) The UCC also reviewed and approved requirements for the Theater Education track (THA 4a; 70a; 101a; 41a; one course in playwriting or design; and one course in movement, dance, or voice or the THA 89 Internship Seminar), which will be listed in the *Bulletin* as a single track with options for students pursuing elementary and secondary certification or private school teaching that does not require certification. All course selections will be made with the approval of the student's advisor to ensure that content requirements are met by those also completing the Education certification program.

Credit/No Credit for Creative Writing Courses: ENG 79a, ENG 79b, and ENG 139b

Olga Broumas, Director of the Creative Writing Program, presented a proposal to grade ENG 79a, ENG 79b, and ENG 139b on a credit/no credit basis. Since the mid 90's, music performance and creative writing courses have been offered on a credit/no credit basis at the initiation of course instructors who believe that letter grades impede experimentation for the highly motivated students who enroll, through audition or portfolio review, in these classes. Credit/no credit grading for new courses must be approved by the UCC. A motion supporting this grading option for ENG 79a/b and 139b was approved by the committee.

Proposal for Changes to the Minor in the History of Ideas (HOID)

Bernard Yack and Michael Randall, the incoming and current chairs of the History of Ideas (HOID) program, presented revisions to the HOID curriculum designed to create greater interaction among HOID minors as well as improve enrollment in the minor. Their proposal would replace a required HOID 98 independent study with a substantial research paper presented to the History of Ideas faculty and students

at a spring colloquium, and also replace the HOID core course (which students can currently choose from different options designated on an annual basis) with two HOID seminars, one of which would be offered each term. Students would continue to complete three other courses connected in subject matter, as approved by the HOID advisor. The total number of courses required for the minor (five) would thus remain the same.

Faculty will be invited to propose their courses for consideration as HOID seminars, and funding will be available for presentations in the seminar by outside speakers, whose work would be read by class participants who would interact with and question the seminar guest. The seminars may come from any appropriate discipline (e.g., history, philosophy, sociology, anthropology, literature, science, arts, politics, NEJS) and will not exceed 20-25 students in size. The research papers/projects presented at the spring colloquium will provide additional opportunities for student engagement in an intellectual community, and may draw on work from a History of Ideas seminar, independent study, senior thesis, or other class.

UCC members expressed support for the curricular changes, but asked for clarification about breadth requirements and possible double counting of HOID courses for other majors and minors. At a subsequent meeting, the committee reviewed new History of Ideas text from Bernard Yack, which addressed issues of double counting. The new text notes that the three courses selected in consultation with the History of Ideas undergraduate adviser must include courses from at least two departments or programs beyond the student's major(s). Only one course from a student's major – or one from each major, in the case of double majors – may be counted toward the total of five courses required for the minor. The UCC approved this new text and the revisions to the requirements of the HOID minor.

Proposal for Changes to the Economics Major

Gary Jefferson and Michael Coiner of Economics presented their department's proposal that all economics majors be required to complete an econometrics course (e.g., ECON 184b), thus changing the total number of courses required from nine to ten. Majors with an appropriate math background may enroll in a more advanced econometrics course (either 185a or an IBS Ph.D. course).

Last year the department decided to require econometrics for all honors students, but after reviewing the practice of comparable institutions (Tufts, Emory, Chicago, and the Ivies), the pedagogical value of requiring econometrics, and its possible impact on the number and composition of students enrolling in the major and on faculty resources, it chose to require econometrics of all majors. The department considered but then rejected the alternative of creating both a B.A. track (with econometrics as an elective) and a B.S. track (with econometrics and additional mathematical competency), partly because of the added demands on faculty resources. Two thirds of comparable institutions require econometrics and ten or more courses for their majors. Econometrics bridges economic theory and principles with real world applications, and signals to graduate schools and prospective employers that the Brandeis economic major is a rigorous program.

UCC members asked what percentage of current students now complete econometrics? About a third to one half of current majors. Economics faculty believe that enforcing math requirements approved by the UCC last year will have a larger effect on the size of the major than the econometrics requirement. They also believe that majors understand the logic of the new requirements. There is no reason to expect that grades in the econometrics courses will be lower than those of other economics courses, but the department will continue to collect data about grade distributions. The UCC approved the proposed changes, which will first affect the incoming class of 2010.

Discussion of Topics Raised in Meeting with Lee S. Shulman

At a February meeting, Dean Jaffe invited UCC members to a lecture on "Professing the Liberal Arts: The Essential Tension Between Liberal and Professional Studies in American Higher Education" by Lee S. Shulman, President of the Carnegie Foundation for the Advancement of Teaching, on Monday, February 27, and to a lunch and discussion with members of the Committee for the Support of Teaching (CST), the Liberal Arts Review Committee, and others on Tuesday, February 28. The lunch meeting continued a conversation begun last year with the CST on issues related to liberal arts education at Brandeis.

After the lecture and lunch, UCC members agreed that the university and its departments should engage in more self-study with a focus on outcomes. One faculty member reported on an experiment conducted to measure the level of student engagement in class. A student member suggested that Undergraduate Departmental Representatives be charged with gathering student feedback and reporting back to department chairs and undergraduate advising heads (UAHs), even though chairs and UAHs are not always receptive to such feedback.

Discussion of Possible Major in Environmental Studies

Because so many students each term design their own independent interdisciplinary majors (IIMs) in Environmental Studies (ENVS), Dan Perlman, the Chair of ENVS, was invited to meet with the UCC to discuss what resources are needed before an Environmental Studies major might be offered at Brandeis. Professor Perlman has reviewed Environmental Studies majors at other institutions, and reports that each school seems to play to its own strengths, with no common pattern or standard across universities. Brandeis's strength is its ability to offer highly integrated courses across departments, such as linked or paired courses, or perhaps an "Environmental Studies semester" of four linked courses, which would enable longer field studies trips. One of the greatest needs is constancy of course offerings. Perlman would like to see one or two courses offered per year in Politics and a course offered in either Anthropology or Sociology as well. Since most Environmental Studies IIMs study abroad, it is important that courses be offered with sufficient frequency to enable those away for a semester to enroll in a range of electives.

In ENVS IIMs, there are usually three broad themes: science, policy, and sustainable development. A formal major might offer two tracks, with core courses providing background on environmental science, sustainable development, and "Environmental Issues." In designing a major, the faculty committee will consider the courses IIM students have been completing, and the courses students most need.

How many students might choose to major in Environmental Studies each year? There are now about 20 minors graduating each year. There might be as many as 25-40 majors per year. An intermediate step before a major is offered might be a less cumbersome means of approving Environmental Studies IIMs, perhaps with some degree of "pre-approval". Professor Perlman will write to the UCC with a suggested outline for an IIM ENVS major.

Reports from the Standing Committee on Interdepartmental Programs

The committee reviewed the reports of the UCC's Standing Committee on Interdepartmental Programs, which has recommended that the programs and minors in Internet Studies and Peace, Conflict and Coexistence Studies be renewed, with the next reviews scheduled in five years. The Standing Committee's review process includes reading extensive reports and documentation about the programs and meeting for an hour each with students and faculty participating in each program. The UCC approved motions continuing the Internet Studies and Peace, Conflict, and Coexistence programs for periods of five

years. Italian Studies, a program offering both a major and a minor, was also reviewed by the Standing Committee, which recommended continuation of the program, but expressed concern about the sufficiency of resources available to support the Italian Studies major. UCC members discussed the range of courses offered for the major, and postponed action on the recommendation for continuance until after Richard Lansing, the chair of the program, is invited to meet with the UCC in the fall to address the feasibility of offering a greater, more diverse range of courses within the constraints of available resources.

Preparation for 2006-2007 Double Counting Review

Committee members suggested the following research be conducted in advance of the 2006-2007 UCC review of double counting issues. The Registrar's office was asked to identify: 1. all instances of restrictions on double counting between majors and/or majors and minors; 2. the most frequent combinations of double majors, and how much double counting occurs in at least a sample of these majors; 3. the most frequent combinations of majors and minors, and how much double counting is allowed in these instances; and 4. how peer institutions address these issues.

A general principle that the UCC may wish to apply is that students should complete more work for a double major than for a major and a minor, and more work for a major and minor than for a single major.

New Topics for 2006-2007 UCC Discussion

Committee members suggested the following topics for discussion next year: 1. Should the passing grade for a pass/fail course be C- or D-? 2. Should departments and programs be allowed to accept D grades for courses counting toward major requirements? Reviews of the Non-Western and Comparative Studies requirement, the Writing-Intensive requirement, and summary data from senior exit surveys for each major were also suggested.