

Educational Policy Committee
1996-97 Final Report to the Faculty of Arts and Sciences
May 6, 1997

The Educational Policy Committee's (the EPC hereinafter) final

report for the year has three main sections and three appendices. The first section presents, as a result of this year's GER Assessment Pilot Project, our motion the process of assessing the GERs. The second provides a narrative of the EPC's discussions over the past year. Changes in the EPC's procedures made during the year are reported in the third section. The first appendix contains all new courses, changes in courses, changes in concentrations and minors, and new concentrations and minors approved by the EPC during the year. The second and third appendices concern respectively matters discussed in the second and third sections of this report.

GER Assessment Recommendations

After reviewing the results of the GER Assessment Pilot Project presented to the EPC by the Assessment Steering Committee (ASC) and the Working Groups, the EPC moves the following assessment procedure for the GERs.

1. All GER assessments will use portfolios from an appropriate sample of the courses for each GER. The portfolios will be structured as in the pilot project, i.e., the syllabus, a copy of all tests and quizzes, and a description of all papers assigned, with the addition of both acceptable and excellent student work for each graded assignment. Portfolios from two semesters should be reviewed using evaluation criteria agreed upon by both the EPC and the ASC. All course and personal identifiers will be deleted before the portfolio is submitted to the Assessment Office.

Rationale: The EPC agreed with all of the Working Groups' judgement that properly structured portfolios provided adequate data both about what was offered in a course and about student outcomes.

2. Student surveys constructed by the Working Groups may be used if the Working Group feels they might yield useful results. If a Working Group wants to use a survey, it will, with consultations with experts on questionnaire construction, develop the questionnaire, suggest the sample and when the survey is to be administered. All Working Group plans must be agreed to by both the EPC and the ASC. The EPC strongly suggests that any survey instruments be brief and use examples to illustrate abstract criteria for the GER.

Rationale: The EPC agreed with both the ASC and the Working Groups that the surveys done last Fall were plagued with difficulties, and concluded that the surveys should not be the primary method of assessment of the GERs. The faculty survey is redundant, given properly structured portfolios. The ASC reported several difficulties with the student

closed ended items, such as confusion of the survey instruments with course evaluations, ignorance and unclarity about the criteria for GERs, and redundancy of more than a few questions. The Working Groups reported student resentment of the open ended items because they seemed to students an exam, cursory and relatively few responses to the items, and difficulty in interpreting the responses given.

3. Working Groups should consist of 4 to 7 persons, with the number of members proportional to the number of courses that satisfy the GER to be assessed. Each Working Group should consist of one undergraduate student and faculty members in the proportion of 2 experts to 1 non-expert.

4. Normally, the Working Group will be constituted early in the Fall two years before the GER assessment is due to SCHEV. The first Fall will be spent considering whether surveys are to be part of the assessment, designing the surveys if used, working out criteria for portfolio assessment in consultation with the EPC and the ASC, and training for portfolio review. Portfolios from the following Spring and Fall will be evaluated; surveys will be administered as the Working Group decides in consultation with the EPC and the ASC. The Working Group will provide its report to the EPC and the ASC by the end of the second Spring semester after its appointment and will be dissolved after its report is presented.

5. The schedule presented in (4) is problematic with respect to the assessment for GER 3, whose assessment is currently scheduled to be forwarded to SCHEV in Fall, 1998. The EPC and the ASC are presently considering several options, and will decide early in Fall, 1997 when and how to go about assessing GER 3.

Narrative of the EPC's Discussions during 1996-97

Our discussions early in the Fall semester concerned the details of the GER Assessment Pilot Project, which was set up to test two instruments, faculty and student surveys and portfolio analysis, for the SCHEV mandated assessment of the GER curriculum. The EPC's November report describes the process carried out over the course of the year.

Considerable time was then spent discussing the Upper Level Independent Learning Experience (ULILE) to be instituted as part of the new curriculum. Our understanding was that there were two components to ULILE: independent learning and oral communication. While many departments and programs already provide some opportunity for independent learning through seminars, independent studies, senior projects, and Honors, it became clear through our discussions that at present, many departments and programs do not now have the resources available to institute more than a pro forma oral communications program in their curricula. The EPC decided to revisit this issue in the future.

We next turned our attention to the Report of the Ad Hoc Committee on Summer School; the latter was set up as part of the move to the new curriculum. One question in the Report was whether the College ought to encourage all students to consider attending

summer school in order to accelerate their education; the EPC, considering the question of accelerating one's education an individual issue to be dealt with through academic advising, recommended against such encouragement. The Report also raised the possibility of either changing the current scheduling of the Summer School sessions or adding a four week "mini-session" between graduation and the beginning of the regular first session. Concerned that the current five week sessions are so compressed as to threaten the equivalence of Summer School course with regular session courses, we do not recommend any across the board compression of the summer semesters. On the other hand, we feel that faculty and students involved in Summer School need some break before the beginning of the Fall semester, so do not recommend lengthening the summer semesters. Although we feel the four week session between graduation and the regular first session is an idea worth exploring, we urge considerable care in selecting which regular courses should be offered in such a session in line with our concerns about the current five week semesters. On the other hand, special one or two credit courses might be offered during the "mini-session" without lowering academic standards. Finally, while we urge that all summer school courses be evaluated in the same way as regular courses are now evaluated, we felt that the question of what part the summer session evaluations should play in merit evaluation, tenure and promotion was out of our purview.

We next turned our attention to how the College should respond to a ruling by the Department of Education that in effect would have made it impossible for students to use federal loans or grants for College study abroad programs or summer school elsewhere. DOE had ruled that federal funds could not be used for these purposes unless the College treated credit earned at the non-home school in the same way as it treated credit earned at the College. This policy ran afoul of the College's policy of not transferring credit for courses in which a student earned a D while giving credit for College courses in which a D was earned. Just as EPC was about to come to the faculty with two alternative responses to the ruling, DOE decided to exempt study abroad programs run under the auspices of the home institution from its ruling. The EPC then decided not to bring the matter to the Faculty, since our primary concern, though not our only one, was to preserve equal opportunity to study abroad for those students receiving federal financial assistance.

The Report of the Ad Hoc Committee on Teaching Assistants was our next concern. Our concerns about the original report were presented to the Faculty orally in the March meeting and in writing in our April Report to the Faculty. The Supplemental Report on Teaching Assistants from the EPC and the Committee on Graduate Studies, submitted to the Faculty for the May meeting, presents revisions of the original report that the EPC is satisfied addresses its concerns about the original Report.

The EPC has the responsibility of making a recommendation to the Faculty on whether or not the Art and Art History Department's pilot project curriculum of four credit courses in Art History should be made permanent. We are to consider the program once the curriculum has been in place for four years; the trial period ends with the end of the current semester. The EPC has set up a Pilot Project Advisory Committee, and has sent

Art and Art History an outline of the materials we would like them to provide for our consideration of the matter next Fall.

We have spent considerable time this Spring considering changes we would like to see made in the Faculty Handbook. Our interim recommendations, presented to the Faculty Affairs Committee for its consideration before its report to the Faculty on the matter at the May meeting, are contained in Appendix B below.

The final matter we considered was implementation of the Concentration Computing Proficiency Requirement (CCPR) mandated under the new curriculum. We can report that all but three departments and programs (Biology, English and Government) are now in a position to implement the requirement. Both Biology and Government do not have the resources to implement the requirement in a way satisfactory to them; English has set up a committee to consider the matter and hopes to be able to institute the requirement sometime next year. It should be noted that six departments and programs (American Studies, Art and Art History, Classical Studies, Kinesiology, Religion, and Theatre and Speech) report that they are ready to implement the requirement, but have reservations about their requirements and/or the adequacy of their resources for implementing the requirement into the future. The EPC urges all departments and programs that are comfortable with adding a CCPR to their concentrations do so in the upcoming Catalog; no additional approval for the addition from EPC is required.

EPC Procedural Changes

I. In order to provide students with retroactive GER credit for course taken before the course was granted GER designation, the EPC will change the current GER forms as described below. In order to streamline the process and to ensure equity for students affected, retroactive GER credit will be awarded to all students who took the pre-existing course for up to four years without the requirement of petition to the Committee on Degrees.

The following questions will be added to the GER designation forms:

1. Does the proposed GER course have the same content as the pre-existing course?
Yes No
2. If yes, did the pre-existing course have this same content for the previous four academic years? Yes No
3. If no, please specify the change(s) in content and in which academic year the changes occurred.

On the basis of the responses, the EPC will decide whether the retroactive GER credit will be granted for the previous four years or some portion thereof. All students who took the pre-existing courses during the period approved for retroactive GER credit will be notified by the Registrar of the change in their records.

II. The current question concerning library resources on the EPC course request form will be changed to one that asks whether the department making the request has discussed library resources with library staff. If the department has, it should also discuss with the library staff how to obtain any additional resources needed for the course. If the department has not had this discussion with the library staff, any additional resources for the course must come from the department's regular library budget.

III. In order to fulfil its responsibility for oversight of GER courses, the EPC will add a note to the current course request form saying that if the application is for a change in course description and if the course under its previous description had been approved as a GER course, the course under the new description must be reapproved for GER credit. The form will suggest to the department that a new GER form accompany the request for a change in course description so the EPC can consider both questions at once. If no application is made for GER designation for a course with the new description, the course after the new description has been approved by the EPC will no longer carry its previous GER designation. The course will again receive GER designation when the EPC has approved the designation based on a revised GER form.

IV. Departments wishing to crosslist courses or sections of topics courses already approved by the EPC may do so by sending the form appearing in Appendix C of this report directly to the Registrar. The procedure for crosslisting sections will be the same as that for courses, with the exception that sections of topics courses may be crosslisted for only one semester per request.

Appendix A: Curricular Changes

New Courses

American Studies 433/533, The World of Whitman Anthropology 315, Environmental Archeology Anthropology 361, Globalization, Democratization, and Neo- nationalisms Anthropology 362, Anthropology of Knowledge and Education in "Non- Western" Societies Arabic 311, Special Topics in Arab Culture Art History 330: Topics in Art History
Art History 460: Seminar in Art History Biology 425, Introduction to Biostatistics Chemistry 191, Freshman Honors Research Chemistry 291, Chemical Research Chemistry 341, Principles of Biophysical Chemistry Chinese 401, Advanced Chinese I Chinese 402, Advanced Chinese II
Chinese/Religion 413, Advanced Topics in Classical Chinese Texts Computer Science 150W, Human Values and Computing Technology Computer Science 315, Systems Programming Economics 491, Junior Research Seminar
English 445, Literature and the Formation of Sexual Identity Government 301, Research Methods I
Government 330, Politics of European Cooperation Government 384, Geography of Latin America and the Caribbean Government 386, Political Geography of Europe History 375, U.S. Immigration History
History 390, Historians and Computers

History 423, The Gilded Age
Interdisciplinary 490, Topics in Interdisciplinary Studies Japanese 305, Directed
Readings in Japanese Literature Japanese 310, Twentieth Century Japanese Literature (in

Translation)

Military Science 203, MS II Leadership Laboratory Military Science 303, MS III
Leadership Laboratory Military Science 403, MS IV Leadership Laboratory Music E20-
01, Saxophone Ensemble
Music G11-01, Lute/Baroque Guitar
Music J15-01, Jazz: Voice
Music S15-01, Viola da Gamba
Music W15-01, Recorder
Physics 476, Modern Astrophysics
Religion 314, Taoism
Religion 416, Modern Religions of East Asia Sociology/Women's Studies 356,
Comparative Studies in Gender and Work Spanish 317, The Art of Spanish Text
Translation Women's Studies 371, U.S. Women's History 1600-1870 Women's Studies
372, U.S. Women's History 1870-Present Women's Studies 480, Independent Study

Course Changes

American Studies 370: New title "Concentration Seminar: American and the Americans";
change from 3 to 4 credits Anthropology 202: New title "Introduction to Cultural
Anthropology" Applied Science 441,442/541,542: Crosslist with Mathematics
441,442/541,542 Arabic 301: Add A/S designation
Arabic 302: Add A/S designation
Arabic 309: Add S designation
Arabic 310: Add S designation
Art 416: Change from 4 to 3 credits

Art History 390: Change from 4 to 3 credits, crosslist with
Religion 365

Art History 391: Change from 4 to 3 credits, crosslist with
Religion 366

Biology 314: Change description

Biology 315: Change description

Biology 411/511: Change from 4 to 3 hours; no credit change Biology 416/516: Change
from 8 to 3 laboratory hours; no credit change Chemistry 105: Renumber as Chem 101,
new title "Survey of Chemical Principles", change description Chemistry 106: :Renumber
as Chem 102, new title "Survey of Organic and Biological Chemistry", new description
Chemistry 103: Change description

Chemistry 151: Change co-requisite to Chem 101 Chemistry 252: Drop prerequisite,
change co-requisite to Chem 102 Chemistry 309: New prerequisite

Chemistry 409: New title "Senior Research" Chemistry 414: New prerequisite and added
co-requisite Chinese 301: New title "Upper-Intermediate Chinese I" Chinese 302: New

title "Upper-Intermediate Chinese II" Computer Science 151: Renumber as CSCI 241
Computer Science 240: Renumber as CSCI 243 Computer Science 313: Renumber as
CSCI 303 Economics 382: New title and course description Economics 498: Renumber
as Econ 398

Government 334: New course description

Government 335: New course description

Government 401-491: Add "Seminar:" to title History 205, 206: New descriptions

History 371: Crosslisted With Women's Studies 371 History 372: Crosslisted with

Women's Studies 372 History 483: Renumbered Hist 341

History 484C: Renumbered Hist 342

Kinesiology 460: Change from 3 to either 2 or 3 credits Military Science 101: New title

"Introduction to U.S. Army and American National Security Policy" Military Science

103: New title "MS I Leadership Laboratory" Military Science 202: Change title to

"Advanced Leadership and

Management II"

Music 491: Change from 4 credits to 1-4 credits Music 495, 496: Change from 4 to 3
credits Religion 201: Drop GER 7 designation

Religion 202: Change description

Religion 203: Change description

Religion 204: Change description

Religion 221: Change from 3 to delinked 4 credits Religion 322: Change from 3 to
delinked 4 credits

Russian 387: New title "Nineteenth Century Russian Literature (in
English)"; new course description

Russian 388: New title "Twentieth Century Russian Literature (in
English)"; new course description

Sociology 498, 499: Change from continuous to non-continuous
course; change prerequisite to permission of instructor

Women's Studies/Sociology 206: New title "Comparative Sociology:
Communities and Societies outside the European Tradition; cross-
listing with Women's Studies

GER Approvals

GER 2ALab: Chemistry 252, Chemistry Laboratory II (Organic)

GER 2B: Biology 208, Botany: A Human Concern

GER 3: Anthropology 315, Studying Human Environments in the Past

GER 4A: Philosophy 202, Introduction to the History of Western
Philosophy

Economics 382, Comparative Economics

Religion 202, Introduction to Biblical Studies

GER 4B: Anthropology 150W, Peoples and Imagery of the Rain Forest

Anthropology 150W, Revolution: Large-Scale Social Transformations in Asia, Africa, and Latin America
Anthropology 150W, Gender and Power in Africa
Anthropology 150W, The Navajo
Anthropology 350, National Formations and Postcolonial Identities
Anthropology 350-08, Great Mysteries of the Ancient Egyptians, Mayans, and Others
Anthropology 362, Anthropology of Knowledge and Education in "Non-Western" Societies
Arabic 309, Survey of Arabic Literature in Translation
Arabic 310, Topics in Modern Arabic Literature in Translation
Chinese 150, Chinese Cosmology through Daoist Texts
History 150W-01, Banditry and Resistance in Latin America
History 150, Mao Zedong
History 212, Postwar Japan
Philosophy 327, Contemporary Japanese Philosophy
Religion 150-01, Sacred Buddhist Texts
Religion 150W-02, Sacred Myths of the Chinese
Religion 314, Taoism
Religion 416, Modern Religions of East Asia
Sociology/Women's Studies 151, Gender in Non-Western Cultures
Sociology/Women's Studies 206, Comparative Sociology: Communities and Societies outside the European Tradition
Sociology/Women's Studies 356, Comparative Studies in Gender and Work
GER 4C: Anthropology 350, Native People of Eastern North America
Anthropology 361, Nationalism, Transnationalism, and the New Islamic Movements
Interdisciplinary Studies 205, Introduction to Black Studies
Sociology 150W, Becoming Americans

GER 5: Arabic 309, Survey of Arabic Literature in Translation

Arabic 310, Topics in Modern Arabic Literature in Translation
English 150W-05, The Outcast in Literature
English 150W-07, Writers about Writing
French 310, French Cinema
Interdisciplinary Studies 205, Introduction to Black Studies
Japanese 310, Twentieth Century Japanese Literature (in Translation)
Music 381, Medieval and Renaissance Music
Music 383, The Baroque and Classic Period
Music 385, The Romantic Period
Religion 202, Introduction to Biblical Studies
Russian 396, Chekhov in English Translation

GER 7: Religion 340, Roman Catholic Thought since 1800

Changes in Concentrations and Minors

American Studies: Add AMST 370 to requirements for concentration.

Art History: Art History 480 is required of all concentrators.

German: New Minor Requirement

A minor in German requires a minimum of 21 credit hours in courses above 202. These courses must include 305 or 306, and 307.

Government: No more than two of the following courses may be counted towards a concentration in Government: Govt 340, 381, 382, 383, 384, 386.

History: Concentration Computing Requirement

Students may satisfy the Concentration Computing Requirement in History by attaining a grade of C or better in either History 390, Computer Science 131, 141, or a more advanced Computer Science course.

International Studies/Relations

East Asian Studies:

Add:

Section 6-7: Japn 305: Directed Readings in Japanese Literature

Section 8: Japn 310: Twentieth Century Japanese Literature (in English translation)

Section 9:

Chi 413: Advanced Topics in Classical Chinese Texts

Phil 327: Contemporary Japanese Philosophy

Rel 314: Taoism

Rel 413: Advanced Topics in Classical Chinese Texts

Rel 416: Modern Religions of East Asia

Section 10- 11: Chi 413: Advanced Topics in Classical Chinese Texts

Japn 310: Twentieth Century Japanese Literature (in English translation)

Rel 314: Taoism

Rel 413: Advanced Topics in Classical Chinese Texts

Rel 416: Modern Religions of East Asia

Change:

Section 10-11: Intl 498: Internship to include: (East Asian Topics only)

Latin American Studies

Add:

Lines 1, 2, and 10: Anthro 429: Exploring the Afro-American Past (Latin American topics only)

Anthro 482: Arts of the African Diaspora

International Relations (all tracks) Add:

Line 4: *Hist 376: America and Vietnam

International Relations (Development)

Add:

Line 8: Comparative Studies in Gender and Work
Line 9: Anth 331: People and Cultures of Africa
Line 10: Anth 331: People and Cultures of Africa
Mus 365: Music and Culture of the Middle East

International Relations (East Asia)

Add:

Section 11: Rel 416: Modern Religions of East Asia

Combine:

Section 10 and Section 11 into a new Section 10, entitled "Electives--choose two." The committee believes that there is no reason to maintain two separate sections, especially since many of the same courses are included in both.

International Relations (Europe)

Add:

Line 8: Govt 334: Politics of Russia

Line 9: Econ 382 Centrally Planned Economy in Transition Line 11: Govt 433: [theories of the International System

International Relations (Political Economy) Add:

Line 11: *Soc 356: Comparative Studies in Gender and Work

International Relations (Russia)

Add:

Line 11: Russ 308: Topics in Russian Literature and Culture (Social Science topics)

International Relations (South and Southeast Asia)

356: Comparative Studies in Gender and Work

Add:
Line 7: Soc

International Relations (Theory)

336: Politics of China and Japan

Add:
Line 8: Govt

334: Politics of Russia

Govt

376: America and Vietnam

Line 9: Hist

Line 11:

*Soc 356:

Comparative Studies in Gender and Work

MINORS

Japanese Studies

Add:

Section 3: Japn 305: Directed Readings in Japanese Literature Japn
310: Twentieth Century Japanese Literature (in English

translation)

Section 5-6:

Phil 327: Contemporary Japanese Philosophy

East Asian Studies

Add:

Section 3-6: Chi 413: Advanced Topics in Classical Chinese Texts

Directed Readings in Japanese Literature

Japn 305:

Twentieth Century Japanese Literature (in English

Japn 310:

translation

Contemporary Japanese Philosophy

Phil 327:

Advanced Topics in Classical Chinese Texts

Rel 314: Taoism

Rel 413:

Religions of East Asia

Rel 416: Modern

Music Concentration Changes:

1. Music 111 no longer required of concentrators.
2. Concentrators must complete both Mus 201 and 301.
3. Concentrators must complete either Mus 213 or 241 before taking Mus 310.
4. All concentrators in Music plan and carry under faculty direction a senior project which may be a thesis in history or theory, a composition, or an recital. Each student completing a senior project must enroll in Mus 491. Students completing a thesis or composition will be expected to enroll in Mus 491 for between one (1) and four (4) credits as determined by the faculty member directing their senior project. Students completing a senior recital will normally enrol in two credits of mus performance and two (2) credits of Mus 491 in the semester before they perform their recital. Students satisfying the senior project requirement with a recital must have attained the 40-level in their performance area at least one full semester before the semester of the recital.

Music Minor Changes: Minors must complete Mus 201, either Mus 213 or 241, and an additional history or theory course at the 300- or 400-level.

Religion Concentration Computing Requirement

Each concentrator must demonstrate basic knowledge of a word processing program which is capable of footnoting. Presentation of a paper using such a word processor in a religion course will fulfill this requirement. (2) Each concentrator must demonstrate the ability to search for, identify, and collect data from at least three available electronic resources. Presentation of a bibliography obtained by using LION and two other identified sources will fulfill this requirement. One of the two other sources should include non-print data such as listings of organizations and documents available on the Internet.

Specific Administrative Procedure:

Several courses which are available to concentrators will be designated by the Department as those which, if passed by a C- or better grade, will meet the concentration computer requirement. The list of such courses will be included in the William and Mary Undergraduate Program Catalog after they are approved by the department. A student may petition the instructor to be allowed to fulfill this requirement in a non-designated course.

Theatre Concentration and Minor (By mistake, the concentration presented in last year's Final Report was based on a renumbering plan the Theatre and Speech Department decided not to implement; the concentration presented below is correct version.)

A concentration in theatre requires a minimum of 36 credits in theatre courses which must be according to certain areas that insure a balanced and representative program. Students considering a theatre concentration are advised to take either 101 and 102, or

152 in their freshman year. Students taking 101 and/or 102 may not take 152 for credit and vice versa.

A student concentrating in theatre must take:

1. 101 and 102--Introduction to Theatre Arts or 152--Freshman

Seminar: Introduction to Theatre

2. 300--Fundamentals of Design for the Theatrical Arts 301--Beginning Acting 305--Stagecraft 328 and 329--Survey of

Theatre History 380--Practicum in Theatre, two units 407--Direction

3. One of the following: 317 or 318--Playwriting 410--Theatre and Society in 20th Century America 461--Topics in Theatre History, Theory, and Criticism 481--Dramatic and Theatrical Theory
4. And one of the following:

309--Costume Design 310--Scene Design 314--Stage Lighting Design

To pass the concentration writing requirement in Theatre and Speech, concentrators must earn a "paper grade" of "C-" or better in two courses from among Theatre 328 or 329 (only one may be applied), 410, 461, and 481. The "paper grade," a part of the final course grade, will be the average of all short and long papers "weighted" according to the course syllabus.

Instructors in the above courses will provide a series of opportunities for students to demonstrate their ability to write essays containing sustained and well-developed thought in clear and effective prose. Instructors will comment upon and direct more than one paper in a course or more than one draft of a long paper, thus giving students the chance to benefit from the instructor's critical assessment.

MINOR REQUIREMENTS

A student wishing to minor in theatre must complete a minimum of 22 credit hours of courses in theatre, including the following:

1. 101 and 102--Introduction to Theatre Arts or 152--Freshman

Seminar: Introduction to Theatre

2. 300--Fundamentals of Design for the Theatrical Arts 301--Beginning Acting 328 and 329--Survey of Theatre History 380--Practicum in Theatre, one unit Electives as required

Women's Studies: Not more than six credits of Independent Study may be applied to the concentration.

New Concentrations and Minors

Biochemistry Minor

Advisory Committee: Bebout (Coordinator, Chemistry), Coleman (Academic Advising and Chemistry), and Shakes (tentative, Biology)

A minor in biochemistry requires successful completion of a minimum of 18 credit hours consisting of a 12 credit core and 6 credits in electives. In addition, at least 9 hours in prerequisites must be completed. Two possible sequences for completing the course work required for the Biochemistry minor are presented below. Italicized courses are only necessary to complete the minor if they are prerequisites to the upper level electives selected. See list below to determine semester availability of electives. Students with particularly strong preparation in the sciences and math could consider completing courses at a faster pace.

Sem. Life Sciences Scheduling Physical Sciences Scheduling

1	Principles of
Biology (Bio 203) General I (Chem 103)	General I
(Chem 103) Math 111	
2	Principles of
Biology (Bio 204) Organic I (Chem 206)	Organic I
(Chem 206) Math 112	
3	General
Zoology (Bio 206) Organic II (Chem 209 or 307)	Organic II
(Chem 209 or 307) Principles of Biology (Bio 203)	Math 111
Physics (Phys 102)	
4	Gen. II (Chem
308) or Inorganic (Chem 305) Gen. II (Chem 308)	
or Inorganic (Chem 305)	Math 112
Principles of Biology (Bio 204)	
102)	Physics (Phys
5	Physics (Phys
107) General Zoology (Bio 206)	Elective(s)
Elective(s)	
6	Physics (Phys
108) Biochemistry (Chem 414)	Biochemistry
(Bio 414)	

Elective(s)	7	Elective(s)
Elective(s)	8	Elective(s)

REQUIRED CORE (12 credits): Only two of these four courses can be applied to both a major and a minor. The minor requires 9 additional credits in prerequisites:

Chem 103, Chem 206 and either Biology 204 or one of Chem 305 or 308 or 335.

Chem 209: Organic Chemistry OR Chem 307: Organic Chemistry II

Bio 203: Principles of Biology: Molecules, Cells, and Development

One of Chem 305: Inorganic Chemistry, Chemistry 308: General Chemistry II Chem 335: Principles of Inorganic Chemistry OR Bio 204: Principles of Biology: Organisms, Ecology, and Evolution

Chem 414: Biochemistry OR Bio 414: Biochemistry

ELECTIVES (6 or more credits): Students must select two additional courses from those listed below which are not offered by their concentration department; students majoring in neither Biology nor Chemistry must select one Biology course and one Chemistry course. Four credit electives have an integrated laboratory component.

Bio 406: Cell Biology Fall (3). Prerequisite: BIO206.

Bio 415: General Endocrinology Spring(4). Prerequisite: BIO206, **CHEM307**.

Bio 420: Genetic Analysis Fall (3). Prerequisite: BIO204.

Bio 433: Developmental Biology Spring (3). Prerequisite: BIO206.

Bio 436: Advanced Cell Biology Spring (3). Prerequisite: BIO 406.

Bio 442: Molecular Genetics Spring (3). Prerequisite: BIO 204.

Bio 445: Neurobiology Fall (3). Prerequisite: BIO 206.

Chem 341: Biophysical Chemistry Fall (3). Prerequisites: MATH 111-112 and PHYS 107-108 or 101-102.

Chem 309: Instrumental Analysis Fall (4). Corequisite: CHEM301 Or instructor permission.

Chem 415: Advanced Biochemistry Fall (3). Prerequisite: BIO 414 or CHEM 414.

Black Studies Concentration and Minor

ADVISORY COMMITTEE: Braxton (American Studies), Chast (Theater), Ely (History), Gundaker (American Studies), Gutwein (Music), Ito (Sociology), Knight (American Studies), Lowry (American Studies), McLendon (English), Nicols (Modern Languages), Pinson (English), K. Price (English), R. Price (Anthropology), S. Price (Anthropology), Rodgers (Economics), Walker (History), Welbeck (Associate Vice-Provost)

Administered through the Charles Center, the Concentration requires the student to complete a minimum of 37 credit hours including three core courses, nine elective course chosen from the list of courses approved by the Advisory Committee, and the one credit capstone course, BLS 4xx, Senior Colloquium. The concentration allows the student, in consultation with a member of the Advisory Committee, to design an interdisciplinary program in which the elective courses emphasize the humanities or social sciences (sometimes both). The humanities emphasis is reflected in the following courses: AMST 409; Anth 241, 308, 312, 482; ARTH 383, **479**; **ENGL 437, 460, 461, 465**; **FR 383, 386**; **LCST 201, 301, 351, 401**; MUS 171, 173, 241; REL 348, 368; TH 150. The social science emphasis is reflected in the following courses: ANTH 309, 330, 335, **336, 429, 484, 490**; **ECON 344, 345, 400, 451, 452**; **GOVT 327, 337, 355, 383, 454**; **HIST 211, 307, 308, 351, 352, 353, 405, 406, 441, 442, 463, 464, 465, 489, 490, 491**; **SOC 203, 204, 328, 354360, 406**; WS 205, 405.

Students may also choose to enroll in several individualize courses including BLS 480, Independent Study, or a similar interdisciplinary course, or in BLS 495-496, Senior Honors.

Concentration Requirements

A concentration in Black Studies requires successful completion of at least 37 credits as follows:

1. Three core courses: INTR 205, History 351 or 352, BLS 3xx.
2. Nine elective courses from two sets of courses:
 1. Concentrators must take at least two courses from at least two of the following areas (for a minimum of four courses):
 2. African: ANTH 335, 336, 482; FR 385, 386; GOVT 327, 337; HIST **307, 308, 353, 405-03, 406, 407-03, 490**; **LCST 351*, 401***; **REL 368**.
 - II. African-American: AMST 470*; ANTH 429, 482, 484, 490; ARTH 479*; BLS 4zz; ECON 400; ENGL 460, 461, 465*; HIST 211*, 351, 352, **465, 489, 490*, 491***; **LCST 351*, 401***; **REL 348**; **SOC 328**.
 - III. Latin and Caribbean: ANTH 330; HIST 441, 442; **LCST 351*, 401***.

NOTE: * designates a topics course that may be selected when the topic applies.

b. Concentrators must take at least two courses from the following list:

I. African: ANTH 308, 309, 312; GOVT 383; LCST 201, 301; MUS 241; **SOC 354.**

II African-American: AMST 409; ARTH 383, ECON 344, 345, 451, 452; **ENGL 437; GOVT 355, 454; HIST 463, 464, 490; LCST 201, 301; MUS 171, 173; SOC 203, 204, 360, 406; WS 205, 405.**

III. Latin and Caribbean: ANTH 241, 312, 320; LCST 201, 301.

3. All Black Studies concentrators are also required to complete BLS 4xx, Senior Colloquium.

Computer Proficiency Requirement

Each concentrator must fulfill the Computing Proficiency Requirement by earning a grade of C- or better in the Computer Science course designed to fulfill the requirement or in a course within the program designated by the student. The Black Studies Advisory Committee must approve the designation of courses which fulfill this requirement.

Concentration Writing Requirement

A grade of C- or better in BLS 3xx will fulfill the Concentration Writing Requirement.

Minor in Black Studies

The minor requires 18 credits, including INTR 205 and BLS 3xx. The remaining credits will be fulfilled through elective courses selected from the electives list in consultation with a member of the Advisory Committee. Note that courses from the department in which the student is concentrating cannot be counted toward the minor; in the case of students concentrating in other interdisciplinary programs, courses being counted toward the student's concentration requirements cannot also be counted toward the Black Studies minor.

Minor in Chinese Language and Literature

A minor in Chinese Language and Literature requires 20 credits beyond 202, no more than 6 of which may be taken in courses taught in English.

Appendix B

To: Jack Willis, for the Faculty Affairs Committee

From: Jesse Bohl, Chair, for the Educational Policy Committee

Re: Faculty Handbook

Date: April 17, 1997

The following are recommendations the EPC is prepared at this time for changes in the Faculty Handbook; our deliberations on the matter are not finished. Our recommendations are referenced to the sections in the current version of the Handbook

7. Student Course Evaluations

First, we would recommend retention of the language of the Dictionary concerning students' being informed of the departmental or program policies on the distribution and use of the student evaluations and about the instructor's not seeing the results of the evaluation until after the grades for the course have been turned in. It is our sense that students will take the evaluations more seriously if they are aware of the uses to which they are put and will be more honest and careful in their evaluations if they are aware that the evaluation will remain confidential until the grades have been turned in.

Second, we recommend that Manual state that student evaluations are to be administered in all sections of all courses, including those taught in Summer School. It has been reported to us that some instructors who teach multiple sections of a course have administered student evaluations in some but not all sections taught. This practice seems to the EPC to be unfair to those students who do not provide student evaluations, since they have taken the course and are not permitted to present their evaluation. In addition, under some conditions, the practice could lead to skewing, either for or against the instructor, of the results of the evaluation.

We have two additional suggestions concerning student evaluations, but are not sure these belong in the handbook. The first is that the Dean appoint an ad hoc committee which will include some experts on the construction of questionnaires to study the feasibility of some standardization of the evaluations across departments and programs. It is our impression that the evaluations are used to compare teaching across departments, but we cannot see how that comparison is well founded if there is no standardization at all. Second, it is our impression that students' written comments are used differentially across departments and programs, ranging from being the only student evaluation material used in merit evaluations to being held confidential to the instructor alone. It is our feeling that if a department's student evaluations call for both numerical results and student comments, both should be taken into consideration in evaluating teaching.

9a, iii. Section Switches

The EPC adopted the following policy this year, at the request of the Chemistry Department:

Students may switch sections where the course is taught by different instructors if:

1. the department and instructors consent;

2. the department chair (or instructors) certifies that the course's sections all have the same or similar syllabi, books or reading material, tests, and finals.

9a, iv. Last Week of Classes

Some faculty members suggested that the EPC recommend changing the current policy that tests may not be given during the final week of classes, but papers might be due during that time. After lengthy discussion, we decided not to recommend any change in the policy.

9b. Administering Examinations.

The EPC recommends replacing the last sentence of this section, i.e., that starting "As a convenience to ...", with the following: "However, instructors may be present during the whole examination period in order to answer student questions." On one hand, we agree that instructors should not proctor exams, insofar as that means instructors take deliberate steps to forestall cheating or to catch cheating attempts. However, we also recognize that students may have difficulty completing an examination if they have questions which can only be answered in the "few minutes after the examination has begun" or when an instructor returns to the room. Some instructors prefer to remain in the room for the whole examination period in order to answer questions as they arise in order to help students do the best job they can. The current statement may be read, indeed was read by some members of the EPC, as prohibiting an instructor's presence during the whole exam, so we would like it changed.

9c. Deferred Exams

In October, 1982, the EPC adopted as list of what would count as reasons for deferring exams. The present EPC endorses that list, has added (6) below to the original, and would like the list included in the Manual. The reasons for deferral include:

1. illness;
2. family emergencies;
3. complex and long travel arrangements where reasonable alternatives cannot be discovered;
4. examinations for professional or graduate schools, interviews, or training sessions that cannot be rescheduled;
5. events which are related to College connected activities, which cannot be rescheduled, and at which participating students represent the College;
6. conflict with religious holiday or service.

Length of final exams

The catalog (p. 56) states that "The examinations given at the end of the semester take place at the time announced on the examination schedule...". According to Susie Mirick, this has been interpreted to mean that the final examination will last three hours, i.e., the

instructor has the right to collect the exams at the end of three hours, but the student has the right to the full three hours to complete the exam. However, some instructors state in their syllabi that the final exam is to be completed in less than three hours. At least one student has challenged the right of an instructor to give an exam which students are permitted less than the full three hours to complete, since the shorter time is in the contract that is the syllabus but conflicts with what has been taken as the College Rules. The EPC is able to see that a shorter examination may be appropriate for some courses, so would like to see the following included in the Faculty Manual:

Final Examinations--Duration: The time allocated for final examinations is three hours unless a shorter time is specified in the course syllabus.

Both of the following recommendations arise from discussions with Trish Volp, Dean of Students.

10b. Grade Changes

The EPC recommends that the following sentence be added to the section: Grade changes based on clerical error (as opposed to reevaluation of student's work) may be made at any time until a student graduates. According to Dean Volp, some students in academic difficulty have succeeded in having faculty change grades from as many as four semesters earlier in order to avoid suspension for academic reasons. The point of our addition is to limit the reasons that can justify a change of grade after the grade review process has expired in order to avoid pressure from students to change grades for personal reasons.

11. Grade Review

At present, the window for initiating a grade review is four weeks into the following semester. The EPC agrees with Dean Volp that four weeks is unduly restrictive, particularly for freshmen and other students who are loath to challenge faculty, even when the challenge is justified, and require discussion with the Dean of Students among others before they are comfortable requesting a grade review. Therefore, the EPC recommends that the period for initiating a grade review be extended to the next full semester during which the instructor is on campus following that for which the grade is reviewed.

It is our impression that many students are skeptical of the chances of the grade review process actually resulting in a change of grades. If this is so, students will not have been initiating the process in cases where their concerns were warranted. In order to investigate the results of the grade review process, we would like a report of each formal grade review, including the review committee's recommendation and the instructor's response sent to the Dean of Undergraduate Studies.

At present, when a grade review committee recommends a change of grade, but the instructor disagrees, the instructor has the final say in the matter. While this procedure

may be backed by an appeal to academic freedom, it also opens the possibility of an instructor refusing to change a grade out of mere intransigence. We considered two alternatives: either give the review committee final say in the matter or, in cases of disagreement, moving the decision to the Dean's Office. We are not prepared to recommend any of the three alternatives, but would like the FAC to consider the matter and to report its recommendation--or quandary--to the Faculty.

Appendix C

Form for Crosslisting Courses and Sections of Topics Courses

Please send this form to the Registrar's Office.

Crosslisting of courses already approved by EPC will continue until at least one of the Departments or Programs involved request discontinuance.

Crosslisting sections of Topics courses, i.e., section x of course y in Department or Program z crosslisted with section a of course b in Department or Program c, is possible. Section crosslisting is valid for one semester only; a new form must be submitted each time the departments involved want such crosslisting. The Registrar will assign the section number to each of the crosslisted Topics sections.

To crosslist either courses or sections of Topics courses among more than two Depts/Programs, use another form for each additional Dept/Program and attach to the initial crosslisting form.

Course/Section Title

Course Description

Department/Program #1 Course Number

Department/Program #2 Course Number

Number of Seats Assigned to Dept/Program #1

Number of Seats Assigned to Dept/Program #2

Sections of Topics only: Semester of crosslisting

Signed:

Chair/Program Head #1

Chair/Program Head #2

(Form as of March, 1997)