

Annual Report of the Committee on the Undergraduate Curriculum AY 2009-10

The voting membership of the Committee consisted of the following faculty:

Radcliffe Edmonds (Classics; Chair)
Michelle Francl (Chemistry, Fall '09 only)
Ignacio Gallup-Diaz, (History: on leave Fall '09)
David Ross (Economics)
H. Rosi Song (Spanish)
Don Barber (Geology)

The Provost, the Dean of the Undergraduate College, (who both serve *ex officio*), and students, Regina Kukola and Marissa Franz, selected by the student curriculum committee -- were non-voting members of the Committee. In addition, the Committee invited a member of the Dean's Office (Judy Balthazar), and the Registrar to be in regular attendance at its meetings. (The non-voting members are invited to attend all Committee meetings, except when the voting members decide to meet in executive session.)

What follows is a summary of the discussions and actions taken by the Committee this year.

College Curricular Requirements – The committee received periodic reports and proposals from the Curriculum Renewal Working Group. Based on its work, the Committee proposed changes in three sets of requirements within the general curriculum of the College – the Distributional Requirements, the Language Requirement, and the Quantitative and Mathematical Reasoning Requirement – and all of these changes were approved by the faculty. These changes are effective for students matriculating in September 2011 and thereafter. The text of these proposals is appended below (appendix A, B, & C).

Distributional Requirement Proposal – The new model replaces the current divisional requirement with the requirement that each student must take at least one course in each of 4 approaches to knowledge: Scientific Investigation, Critical Interpretation, Cross-Cultural Analysis, and Inquiry into the Past. The courses that satisfy these requirements provide ways of familiarizing students with the possibilities and problems involved in each of these ways of approaching areas of knowledge and are intended to ensure that all students have some experience in each approach.

Foreign Language Requirement – The new requirement replaces the current Foreign Language requirement with the requirement that all students will take two semesters of foreign language based courses. Students who come to Bryn Mawr with language proficiency may either place up (and take literature or culture courses within the language departments) or may begin a new language at the elementary level.

Quantitative and Mathematical Reasoning Requirement – The new requirement stipulates that each student must either receive a satisfactory score on the diagnostic assessment offered before the start of the freshman year or complete a Q-Sem with a grade of 2.0 or higher during the freshman year. Each student must also complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling.

Writing in the College Curriculum – The Writing subgroup of the CRWG reported throughout the year on efforts to implement last spring's recommendations for improving writing throughout the college curriculum. (See Appendix D). Through a grant from the Engelhardt Foundation, Gail Hemmeter initiated

a pilot program to implement writing intensive (“W”) disciplinary courses. The eight faculty members involved that taught courses designated to be writing intensive were Carola Hein, Peter Kasius, Homa King, Deepak Kumar, Imke Meyer, Michael Noel, Elly Truitt, and Nate Wright. A preliminary review this spring indicated that the pilot went well, and Gail reported that the Writing Intensive courses seemed successful in filling gaps in disciplinary instruction in writing. In the attempt to meet the guidelines, different instructors tried different methods. Some offered shorter writing assignments instead of one long paper at the end, while others built in more drafting and conferences. Included in these courses were the addition of preliminary writing assignments, use of Blogging, Blackboard discussion boards, in-class writing, questions about discussion, written peer reviews, writing in the review process, and other writing exercises.

The preliminary review suggests that in these courses the real concern is class size and resources. If the college were to require an intensive course of this type for all students, then the College will have to have enough courses available to the students to fulfill this requirement. Several different models are possible: each student could be required to take one Writing Intensive course before graduating; each department could require its majors to take a Writing Intensive course in its major curriculum; each department could devise a way for its majors to satisfy all the pedagogical goals of the writing program, whether by taking a WI course or by taking a combination of courses that were identified as collectively meeting those goals. The CC, with the support of the Provost, recommended continuing the WI pilot program in the coming year. Gail Hemmeter will be asking again for faculty members interested in participating this year, and the Provost has committed to providing stipends again for faculty developing WI courses.

Kaleidoscope Program: The Curriculum Committee reviewed the proposal made by the Kaleidoscope program working group and endorsed the proposal for the first Kaleidoscope cluster of courses to be taught next year. Kaleidoscope program is a new arrangement of interdisciplinary and interactive educational experiences for students and faculty. The Kaleidoscope program connects courses together through common problems, themes, and experiences that bring faculty and students outside the traditional classroom walls for the purposes of research and scholarship. The CC suggests that the Kaleidoscope working group continue to consult with the CC during the development of new Kaleidoscopes as the program expands. (see Appendix E for more details).

Coordination with CAP

Radcliffe Edmonds served as the liaison to CAP and the Two College Committee on Academic Cooperation. He met with TCCAC to discuss common issues regarding of planning and interest, specifically the coordination of registrations, course lotteries, and the course slots for Tuesday and Thursday on both campuses. Members of CAP and Curriculum Committee served together on the CRWG and its subgroups. CAP and Curriculum Committee held one joint meeting in April.

Changes to Majors and Programs – The Committee endorsed changes in Major Requirements in the Departments of Psychology and Spanish. (see Appendix F & G)

Departmental Proposals for ½ Credit Courses – A number of departments proposed half-credit, seven-week courses to allow students to explore their academic interests. The CC reviewed the plans submitted by the departments and endorsed half-credit courses for Chemistry, Philosophy, Archaeology, Geology, and Biology. The CC came up with several recommendations pertaining to half-semester course registrations.

Half-semester courses should be treated like semester-long courses in the following ways:

- Students should include these courses in their preregistration.
- If these courses become over-enrolled through preregistration, they will be lotteried at the same time as regular semester-long courses.

- Students may add first- or second-quarter half-semester courses, if spaces are available, to their registrations during the first week of the semester.

First-quarter half-semester courses should be treated differently in the following way:

- Students must declare their intention to take first-quarter half-semester courses “Cr/NC” by Friday of the *third week* of the semester (that is, by the end of the third week of the course).

Second-quarter half-semester courses should be treated differently in the following ways:

- The registrar will hold a secondary lottery on Friday of the first week of the semester for any second-quarter course that becomes over-enrolled during open registration that week.
- Students must declare their intention to take second-quarter half-semester courses “Cr/NC” by Friday of the *tenth week* of the semester (that is, by the end of the third week of the course).
- Faculty should hold secondary lotteries for second-quarter half-semester courses, if necessary, during the first class meeting in the *eighth week* of the semester.
- Students may *add* second-quarter half-semester courses (if spaces are available) through Friday of the *eighth week* of the semester.
- Students may *drop* second-quarter half-semester courses through Friday of the *eighth week* of the semester.

Departmental External Reviews

The Committee continues to be integrated into the process of external reviews of departments and programs. The Committee has access to departmental self-studies and the final reports submitted by the external review teams. Don Barber served as the liaison to the Computer Science department, Ignacio Gallup-Diaz for the Spanish department, and David Ross for the Political Science department.

Guidelines distributed to faculty

Labeling Courses – “What makes a course 100, 200 or 300 level?”

The Curriculum Committee has been discussing the criteria that various departments have for labeling a course 100, 200, or 300 level. Most departments have very few 100 level courses and relatively few 300 level, so that the 200 level courses are asked to serve many audiences. In most departments in the humanities and social sciences, students who wish to simply explore a new discipline may take most or all of the 200 level courses. While some of the offerings may be more appropriate for a first year student than others, that is not necessarily apparent from the description. Prerequisites are often missing. This allows students a lot of choice, and it enables departments to use the same course to meet the needs of majors and non-majors. There are, however, two downsides to this practice. First, students who know they have no background may be intimidated by a 200 level course, and they may be even more put off when they realize that many of the students in the class are majors who have already taken multiple courses in the discipline. Second, the majors and other students who are seriously interested in the subject often feel that they are ready, after two or more 200 level classes, to begin to have more sophisticated and focused discussions. They find it frustrating to have "beginners" in virtually every course, since their presence means that the discussion must reach out to and include them. They are ready to be more challenged, and sometimes find the level of discussion disappointing. To some, the curriculum seems to be dumbed down in order to make most courses open to all. If more courses were called 100 level, it would feel as if more of the curriculum was intended for students who want to explore unfamiliar subjects, and if more 200 level courses had prerequisites, it would allow students to have some sense of courses progressing in difficulty as they move through the major. The Curriculum Committee would be interested in having departments consider these issues, and perhaps sacrifice some of the choice they now offer students in order to give them more appropriate and satisfying courses.

Registrar's Guidelines for Creating Catalog Descriptions for New Course Proposals

In response to queries from faculty about course descriptions in the online catalog, the committee asked the Registrar to formulate some basic guidelines. While there is no longer an exact limit due to Catalog print restrictions, there are some reasonable suggestions for the course catalog descriptions.

- * This description should provide a brief overview of the course content and purpose.
- * It should help guide students in course selection.
- * It should not be a substitute for a more lengthy syllabus overview.
- * Prerequisites and lab information, etc. should be listed, but not counted as a part of the actual course description.
- * There should be some standard practices within departments to present a balanced view of the course offerings.
- * Generally, phrases like "This course is about..." do not increase the value of the course description for either marketing or descriptive purposes.

Take Home Exams and the Use of Computers in Self-Scheduled Exams

The committee discussed the reasons for and consequences of the increasing use of take-home final exams. Although in principle these exams are intended to be the equivalent of a scheduled or self-scheduled exam, anxious students report difficulty preventing the time and energy devoted to these exams from encroaching on their preparation for their other exams. Some faculty assign take-home exams because they permit students to produce computer-based (and generally more polished) essays within the same amount of time. Offering a computer-based self-scheduled exam would meet this goal while limiting the time devoted to composition and providing the distraction-free environment many students seek. Discussions among committee members, the Registrar and Information Services staff resolved a number of the logistical issues with offering this option. We used that experience to produce a revised set of advice for students submitting take-home exams and papers electronically. One course tested a computer-based timed final exam using Blackboard. Fine tuning this approach and reminding the faculty of its commitment to the self-scheduled exam system remain on Curriculum Committee's agenda.

Exam Types

	Fall 2004		Spring 2005		Fall 2005		Spring 2006		Fall 2006	
Self-Scheduled	74	28.57%	61	27.60%	75	32.89%	58	23.29%	72	25.26%
Scheduled	28	10.81%	34	15.38%	24	10.53%	30	12.05%	34	11.93%
Take-home									42	14.74%
Paper/Project									74	25.96%
No exam	157	60.62%	126	57.01%	129	56.58%	161	64.66%	63	22.11%
Total	259		221		228		249		285	
	Spring 2007		Fall 2007		Spring 2008		Fall 2008		Spring 2009	
Self-Scheduled	59	24.18%	70	24.48%	48	18.90%	68	23.45%	53	19.20%
Scheduled	26	10.66%	35	12.24%	33	12.99%	31	10.69%	34	12.32%
Take-home	41	16.80%	44	15.38%	51	20.08%	55	18.97%	58	21.01%
Paper/Project	77	31.56%	81	28.32%	66	25.98%	63	21.72%	76	27.54%
No exam	41	16.80%	56	19.58%	56	22.05%	73	25.17%	55	19.93%
Total	244		286		254		290		276	

Guidelines for the safe submission of take-home exams and of papers in lieu of exams

These guidelines are designed to reduce the likelihood that papers will go missing and to increase the likelihood that a student can quickly replace a missing paper if necessary.

- 1) Use Bryn Mawr email accounts. When submitting papers electronically, students are advised to send them via their Bryn Mawr email accounts. This way, the professor is most likely to recognize the submission, and the computer system is least likely to consider it “spam.” In addition, students are urged to send papers as .pdf files if possible. Finally, students are encouraged to “cc” themselves and check to make sure that the correct file was actually attached to the email.
- 2) Keep several electronic copies. Students are advised to take responsibility for keeping copies of all of their work, saving virtual copies of the final version of every paper in at least two places (hard drive, network home directory, USB flash drive, CD-ROM, and/or email) and printing a hard copy of every paper for their own records. For more information, please consult Information Services’ website <http://techbar.blogs.brynmawr.edu/2009/07/30/protecting-your-data-by-saving-in-multiple-places>
- 3) Use Blackboard to administer timed take-home exams. Blackboard allows faculty to set a maximum duration from the time a student accesses exam questions and a secure method for students to submit electronic copies of their answers. For more information, please consult Information Services’ website <http://techbar.blogs.brynmawr.edu/2009/11/23/creating-a-final-exam-on-blackboard/>
- 4) Stipulate exactly how and where papers should be submitted. If faculty accept papers by email, they should make it a practice to acknowledge receipt by replying “received.” If they accept papers by hard copy, we discourage setting up drop boxes in public places that are unmonitored, such as outside offices. Instead we encourage faculty to collect papers in person or for a faculty secretary to collect them during office hours. In either case, we suggest that faculty create sign-in sheets.
- 5) Extensions. Faculty, students and deans should take special care to specify how papers will be submitted if a student is granted an extension.

If everyone follows these procedures, students should be able to produce a second copy of a paper in a timely fashion. We discourage faculty from accepting late papers from students who are unable to do so.

New Course Proposals

47 new course proposals were submitted and endorsed. (see Appendix H)

Level & Course Changes:

HIST/CSTS B231 Medicine, Magic and Miracles in the Middle Ages (Truitt) -- This course is not HIST B217 and is no longer cross listed with Archaeology.

HIST B387 Immigration in the United States - c. 1920 to present (Martinez-Matsuda) This is a level change from HIST B287, offered Fall 2009.

Proposal endorsed to list Summer Internship on transcript as non-credit – effective summer 2010

Recommendations for next year:

Cross-listing of courses: The CC will examine the various rationales for the cross-listing of courses and provide recommendations to the faculty for such cross-listing. The CC will also explore alternatives within the Tri-co online course guide to identify courses of interest to students by means of tags within the system and provide guidance to the faculty in utilizing these tags.

Revision of New Course Proposal Form: The CC will design and implement a new course proposal form that will, among other things, accommodate the new distributional requirement categories. The new form will also be designed to indicate, not only the official cross-listing, but also the appropriate tags within the Tri-co course listing.

Credentiailling: The CC will resume its study of the credentialing problem and try to formulate a revised proposal to the faculty.

Grade inflation: The CC will examine the data provided on the patterns of grades over the past years and try to formulate a proposal to the faculty for addressing the situation.

Revision of Curricular Rules: The CC will review the changes that have been approved in the Curricular Rules by the faculty over the past decade and present the faculty with an updated version of the Rules.

Curricular Revisions: The CC will work with faculty to advise them on the new language and distributional requirements during the coming transitional year. CC recommends the formation of a working group to oversee the development of the diagnostic assessment and the “Q-sem” course. The CC would provide a liaison to this group.

Writing Initiative: The CC also recommends forming a working group with liaisons from CC and CAP to oversee the ongoing development of the Writing Intensive course program and to further examine the nature of the writing program at both the freshman level (in the Emily Balch seminars) and in the senior capstone experience.

Appendix A

The Committee on the Undergraduate Curriculum proposes to replace section II.B.3.c of the Curricular Rules as follows:

c. Courses to fulfill the College distribution requirement as follows: (effective for students matriculating in September 2011 and thereafter)

(1) Each student must complete, with a grade of 2.0 or higher, one course in each of the four Approaches to Inquiry before the start of her senior year:

Approaches to Inquiry: The courses provide ways of familiarizing students with the possibilities and problems involved in:

- 1. Scientific Investigation (SI):** understanding the natural world by testing hypotheses against observational evidence.
- 2. Critical Interpretation (CI):** critically interpreting works, such as texts, objects, artistic creations and performances, through a process of close-reading.
- 3. Cross-Cultural Analysis (CC):** analyzing the variety of societal systems and patterns of behavior across space.
- 4. Inquiry into the Past (IP):** inquiring into the development and transformation of human experience over time.

Courses that satisfy the distribution requirements are identified by the sponsoring department or program, subject to review by the Committee on the Undergraduate Curriculum. The assignment of courses to Approaches will be published each semester in the Course Guide, which students should consult to inform themselves of which courses satisfy the various requirements.

(2) In addition, the following regulations apply:

- a. Only one course within the major department may be used to satisfy both distributional requirements and the requirements of the major. No more than one course in any given department may be used to satisfy distribution requirements.
- b. Although some courses may be classified as representing more than one Approach to Inquiry, a student may use any given course to satisfy only one distributional requirement.
- c. Students will normally satisfy these requirements with courses taken while in residence at Bryn Mawr during the academic year. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be used to satisfy the distributional requirement, although they would allow a student to place into a more advanced course representing the same Approach.
- d. A prospective independent major must show in her proposal to the Council on Academic Standards how she intends to fulfill her divisional requirements.

We believe it is central to our mission to expose students to a variety of approaches to inquiry and to promote the idea that liberal education must be more than a strong training in one discipline. We further believe that the College can do a better job of connecting this educational ideal to our general education requirements, and we are looking for ways in which we can renew and reinvigorate our curriculum. To this end, we propose replacing the current divisional requirement of six courses drawn from the three divisions with the requirement that each student must take at least one course in each of four Approaches to Inquiry. Under this new requirement, all appropriate courses at the College would be identified as providing an introductory experience in one or two of the four modes. Faculty should not only employ the relevant approach in their courses, but also articulate it to their students, stressing the need for awareness of the process as well as mastery of the content.

These Approaches represent, not mandated areas of content for students to master, but rather ways of familiarizing students with the possibilities and problems involved in each of these ways of approaching the content material to be studied. While there are certainly other ways of approaching learning, ensuring that students have significant exposure to these four seems the best way to encourage students to engage with materials across the breadth of the curriculum that Bryn Mawr has to offer. The first mode highlights approaches that characterize inquiry typical of the contemporary natural and physical sciences, but also of various social sciences. The second mode of inquiry is typical of the arts and humanities but also of certain of the social sciences as well. The third and fourth modes focus on ways liberal education should free us from the narrow-minded belief that our own time and place is the only significant time and place. Courses satisfying the requirement for these modes of inquiry would be drawn primarily from the arts, humanities, and social sciences, and such courses would be designed, in part, to call into question our all but inevitable human tendency to ethnocentrism and presentism.

Certain of the elements of the current distributional system will be retained. Students must achieve a 2.0 or higher in the course in order to satisfy the requirement. Only one course within the major department may be used to satisfy both distributional requirements and the requirements of the major. Students will normally satisfy these requirements with courses taken while in residence at Bryn Mawr during the academic year, and students may still use credits transferred from other institutions to satisfy these requirements only with prior approval. Under the new system, however, AP credits could not be used to satisfy the distributional requirement, although they would allow a student to place in to a more advanced course representing the same Approach. As in the current system, all requirements must be fulfilled before the start of the senior year.

Departments will designate courses that meet the new requirement as part of the course scheduling process in the spring semester. Each faculty member should examine each course he or she teaches and designate an Approach that best describes the primary approach of the course. While it is possible to have more than one designation, the criterion for decision should be whether, **if this course should be the only course a student takes in that Approach, it would adequately give the student experience in this way of thinking (and doing)**. Thus, just as under the current system of divisional classification some courses may be classified under two divisions because they provide a sufficient experience of both those divisions' methodologies, so too in the new system a course may be classified with two Approaches labels. As under the current system, any given class can be used to satisfy one and only one divisional requirement. As courses offered each year are reclassified, the Curriculum Committee will review the listings and provide the Registrar with the new classificatory system. We recommend that these classifications be reviewed after three years to ensure that the new system is achieving the intended renewal of the curricular structure of the College. After three years, most of the courses regularly taught in the curriculum will have been introduced with the new classification, and faculty will have had the opportunity to adapt their courses to better meet the goals of the renewal process.

Appendix B

Revised Language Requirement Proposal

Internationalization of the curriculum has emerged as an important goal in the Curricular Renewal Process. The language departments play a critical role in the internationalization initiative both through the teaching of languages and in their more advanced offerings in literature, theory and culture. That Bryn Mawr offers more languages than virtually any other college of its size is a distinctive strength of the College, on which we should capitalize. We do not endorse cutting languages, even where national trends suggest lowering enrollments. Rather we see our breadth in the languages as well as our renewed commitment to making the languages a central contributor to the education of our students as global citizens as a strength that we should leverage. This proposal is therefore intended, not to reduce the importance of languages within Bryn Mawr's curriculum, but actually to further strengthen the languages, retaining the diversity of our language departments to create opportunities for greater interdisciplinarity and curricular innovation. The Committee on the Undergraduate Curriculum therefore proposes to replace the current section II.B.3.b of the Curricular Rules with the following

b. New Language Requirement for Bryn Mawr College:

- 1. All students will take two semesters of foreign language based courses.** Students who come to Bryn Mawr with language proficiency may either place up (and take literature or culture courses within the language departments) or may begin a new language at the elementary level. Courses that fulfill this requirement must be taught in the foreign language; they cannot be taught in translation.
2. Language classes from the beginning level will approach the teaching of language from a cultural perspective as well as teaching the skills of the language, as recommended by MLA and as consistent with the way we **already teach** languages at Bryn Mawr. The aim of the requirement is to expose students to another culture in a way that allows them to achieve the cultural understanding one can only get by looking at the world, or thinking about the world, through another language. This exposure can serve as the basis for the development of linguistic proficiency.
3. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient. Non-native speakers of English may choose to satisfy all or part of this requirement by coursework in English literature.

Appendix C

Revised Quantitative and Mathematical Reasoning Requirements

The Committee on the Undergraduate Curriculum moves that the Faculty add new Section II.B.3.d to the Curricular Rules:

II.B.3.d. Quantitative and Mathematical Reasoning Requirements as follows: (effective for students matriculating in September 2011 and thereafter)

- (1) Each student must demonstrate the application of the quantitative skills needed to succeed in their professional and personal lives as well as many social and natural science courses by either
 - a. a satisfactory score on the diagnostic assessment offered before the start of the freshman year or
 - b. completing a Q-Sem with a grade of 2.0 or higher during the freshman year

- (2) Each student must complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling. Courses that satisfy this requirement are identified by the sponsoring department or program, subject to review by the Committee on the Undergraduate Curriculum and are designated “Q” in course catalogs and guides.

- (3) In addition, the following regulations apply:
 - a. A student cannot credit the same course to meet both the Q and distribution requirements.
 - b. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval.
 - c. Curriculum Committee is responsible for maintaining and updating, after broad consultation with the faculty in affected disciplines, a memorandum of understanding identifying the quantitative skills to be addressed in the Q-Sem.

Quantitative and Mathematical Reasoning Requirements

Rationale and Explanations

Goals for Students

- *Part one of requirement: Quantitative Literacy Goal A.* To equip students with the quantitative skills necessary later in their professional and personal lives. Students will be able to understand and critically analyze quantitative information and arguments, and construct arguments based on quantitative information.
- *Part one of requirement: Quantitative Literacy Goal B.* To develop the fundamental quantitative literacy skills needed for many social science and natural science courses. With a quantitative literacy base required for all students, courses in the natural and social sciences would spend less time on basic quantitative skills and could proceed with more challenge and rigor.
- *Part two of requirement: Mathematical or Quantitative Work.* To enhance student confidence and depth and breadth of understanding through advanced quantitative or mathematical study at the college level.

Requirement:

- *Part one: Quantitative Literacy:* demonstration of the quantitative literacy skills listed below. The emphasis would be on using these skills in context, not as a mechanical application of an algorithm. Satisfied by a sufficient score on the diagnostic assessment offered before the start of the freshman year, or by passing a quantitative literacy course (“Q-Sem”) during the freshmen year.
- *Part two: Mathematical or Quantitative Work:* Completion of a course that makes significant use of mathematical reasoning/analysis, or of a “data overlay” course where students use their quantitative skills in a particular disciplinary domain. Having part one of the requirement (quantitative literacy) will allow the criteria for what counts as a course for part two to be more rigorous than is true under the current Q requirement. (see criteria below).

Diagnostic assessment

- Composed of modules, each of which corresponds to one of the areas listed in the quantitative literacy skills list below. Assessment would also include some basic arithmetic and computational skills.
- Sample assessments would be posted during the summer before freshman year as well as supporting on-line instructional modules for each part of the assessment, allowing students to strengthen weak areas before attempting the test. An opportunity to self-test will also allow students to get a more accurate sense of their skills.
- Each module would be scored separately, creating a profile of a student’s strengths and weaknesses across the spectrum of quantitative skills. Such assessment, when coupled with an awareness of the skills necessary for specific courses (listed on the syllabi of these courses in the appropriate section), can help students in natural and social science courses target those areas where their skills need strengthening.
- Students will participate in the assessment before the fall of the freshmen year. Students may elect to bypass the assessment and register immediately for the quantitative literacy course or for Math 005.

- Students who do very well on the assessment would be able to place out of the quantitative literacy course.
- Students who show a weakness in basic arithmetic and computation skills would first be required to complete Math 005 to strengthen these skills (see below). Upon successful completion of Math 005, they would proceed to the Quantitative Literacy course.
- Students who are below competency level in only one module can choose to develop strength in this area by completing an on-line module or workshop, rather than having to take the whole quantitative literacy course.
- Workshops in each of these modules may also be offered to students throughout the year (perhaps at a quantitative center – akin to our writing center) and on-line as refresher supplements to quantitatively based courses.

Creating and scoring the assessment

- Assessment will be built at Bryn Mawr after extensive consultation with faculty who teach courses requiring quantitative skills
- The assessment would be sensitive to student performance. For example, students who have significant weakness in basic arithmetic skills might “exit” the assessment after this section. Students who perform well on challenging problems may not be asked to do simpler ones, but students will be asked to show competency in all skill areas.
- Successful completion of the assessment requires a threshold score overall and on each module
- **NOTE:** This assessment does not replace the Math Department’s placement test, which measures pre-calculus and calculus skills.

The Quantitative Literacy Course or “Q-Sem”

- Teaches the skills on list at the end of this document. Emphasis will be on applying these skills in a context. While there was good agreement as to what these skills should be among many of the faculty in the natural and social science, more work will be needed in the context of developing the course to further operationalize and perhaps prioritize these skills.
- Each Q-Sem will have a theme that is chosen to create an interesting context in which to apply the quantitative skills that are being learned. Such themes might include: Environmental Sustainability, Personal Finance, Sports. Themes could also be drawn from our traditional departments; however, the learning goals of the course would be focused on the demonstration of quantitative skills in context, rather than on content based knowledge.
- The course will need to be designed in close consultation with faculty from the natural and social sciences. Care will be needed in choosing an instructor who is dynamic, excited about the topics and teaching them, and who is sensitive to the needs of students who are under-prepared and/or uncomfortable with quantitative skills.

Benefits of the quantitative literacy course (Q-Sem)

- Teaches the skills on list below. All students who are interested in the sciences and social sciences will be prepared to be successful in the substantial quantitative aspects of these fields.
- Emphasizes applications and real world situations, e.g. survey results, medical studies, voting patterns. This applied emphasis will enable students to understand quantitative information and arguments that they will encounter throughout their lives.
- Supplements in-class instruction with self-paced, computer-assisted instruction
- Emphasizes creating competencies.
- Likely benefits students preparing for GREs and MCATs, particularly upcoming revision of the MCAT, which will likely have a more statistical orientation.
- Faculty will need to become more aware of the quantitative skills that students are expected to gain from the Q-Sem and what skills are more specialized knowledge that faculty will need to incorporate in their classes. In this way, faculty will be better able to tailor instruction to the students' abilities.

Criteria for courses satisfying Part Two of the requirement: Mathematical or Quantitative Work

(This requirement is VERY similar to the one that we have now, BUT bar would be raised from current requirement.)

Courses would show at least one of the following:

- Significant use of statistical analysis
- Significant quantitative analysis of data
- Significant use of computational modeling
- Significant use of mathematical reasoning or analysis

QUANTITATIVE LITERACY SKILLS (to be taught in Q-Sem):

These skills are those that students will need in their lives beyond Bryn Mawr to be responsible citizens and make smart choices. Thus passing the quantitative literacy course is a graduation requirement (that many students will possess when they arrive). The emphasis in teaching these skills will be to enable students to apply them to real world problems or use them within a content area. These quantitative literacy skills are also those that are frequently the basis of more sophisticated quantitative work in the natural and social sciences. Thus making students quantitatively literate will prepare them to take advantage of our own curriculum as well.

NOTE: Each Q-Sem will have a content theme, so that it will be easier for these skills to be taught and learned in a context. Themes that might particularly lend themselves to teaching these skills could be: Environmental Sustainability; Personal Finance; Sports. Themes might also be drawn from traditional disciplines, but the course would be focused on the learning goals surrounding quantitative skills, with the content there to provide a context.

Computation Skills

- understanding and using exponents and roots; logarithms and inverse logs

Basic Probability

- understanding frequency distributions: shape of normal (Gaussian) curves; - understanding basic combinations of events and probability (e.g., coin toss)
- understanding conditional probability

Central Tendency

- knowing the definitions of mean, median & mode and their properties
- understanding statistical variability and standard deviation
- knowing how to compute weighted averages and how these averages differ from a straight average

Tables and Graphs

- reading tables of data
- constructing and understanding x-y plots – REVIEW/APPLICATION
- constructing and understanding an x-y plot with a straight line fit to the data (i.e., a linear equation of the form $y = mx + b$) -- REVIEW/APPL.
- understanding bar graphs, pie charts
- graphing non-linear functions and their slopes. understanding how they differ from linear functions

Basic Algebra

Working with basic types of equations (e.g., distance = rate x time)
- solving for a single variable – REVIEW/APPLICATION
- solving linear equations backward and forward (e.g., using rate and distance to get time; or calculating mass from volume and density – REVIEW/APPL.
- rearranging equations to make them apply to the problem at hand (not quite the same thing as solving backwards and forwards) – REVIEW/APPL.
- converting from one unit of measure to another unit

Magnitude of Numbers / Sense of Scale

- calculating answers and/or providing estimates as an order of magnitude
- understanding the concept of significant figures in terms of the precision of an answer.

Interpreting Word Problems

- setting up problems from a context
- identifying the quantitative question being asked and relevant information
- setting up problems that have multiple steps and/or are not solved by using just one standard formula [this is really the goal – to be able to use a multitude of these basic skills simultaneously or in the appropriate order to solve a problem that is more complex than a “plug and chug”]
- evaluate/reflect on the answer to the problem as to its reasonableness given the problem/context

SKILLS LEARNED IN MATH 005

These skills are basic skills that almost all students would have acquired in high school. They are considered pre-requisite to most of the skills covered in the quantitative literacy course. Students who fail to demonstrate these skills during the assessment would begin with Math 005 to gain these skills as well as others.

Arithmetic and Computation Skills

- computing using four basic operations (add, subtract, multiply, divide)
- estimating without a calculator
- understanding and properly using numbers with decimals
- understanding and manipulating fractions – esp. proportional relationships
- understanding that fractions and proportions are the same thing, and that percentages are simply a special type of fraction
- understanding, computing and applying percentages
- computing an average
- understanding a Venn diagram
- using and understanding scientific notation
- having some sense of the relative size of big and small numbers and how they relate to each other, or knowing how to estimate this

Linear Equations and Functions

- constructing x-y plots
- slope, y-intercept
- graphing linear equations
- solving an equation for a single variable

Appendix D

Curriculum Committee

Faculty Meeting 4.22.09

The Writing subgroup of the Curricular Renewal Work Group presented a proposal to the Curriculum Committee that has been approved; what follows is a brief summary of its key elements:

1. CSems:

– CSems can be either cross-disciplinary or disciplinary in content. If disciplinary, the CSem cannot be a survey course or a broad introduction to the discipline. It should instead focus on a topic of interest to the discipline that can be explored by entering first-year non-majors. Departments may decide to give major credit for a CSem, or may choose not to.

The Committee recommends that allocation of major credit be handled at a later moment in time – as a retrospective move in mapping the student’s academic path during major advising; first-semester freshmen would not be encouraged to take particular CSems in because it might count towards a major, nor would any preference be given to students in the selection lottery on the basis of hypothetical credit in a presumed major.

– CSem courses must be approved by the College Seminar Co-Directors in consultation with the Curriculum Committee.

– The College Seminar Co-Directors will be available to assist with course development.

– At the end of the Fall semester, a small team of faculty (including the CSem co-directors) will serve as a panel of readers for student work. Students will select one piece of CSem writing (from near the end of the semester) for assessment by this panel. From this assessment the faculty panel will make recommendations as to whether the student will be strongly encouraged to take an additional course on learning to write (English 125 Writing Workshop). This assessment of student writing may also be used to inform program revision and enhancement.

– Beginning in Fall 2009, Junior Faculty who teach two CSEM courses (cumulatively) while they are assistant professors will receive one course release as compensation. Senior faculty who teach three CSEM courses (cumulatively) will receive one course release as compensation.

2. Writing Intensive Courses

– Piloting the feasibility of a writing requirement to be satisfied by disciplinary courses designed to teach – among other things – writing in the discipline. Several departments (Art History, History, Cities, & French) have already expressed an interest in taking part in this pilot program in the coming year.

– Departments are invited to offer courses that would be designated as writing intensive on a voluntary basis, allowing for the identification of strengths, weaknesses and resource needs. Participants in the pilot program will have the opportunity to work with the Writing Center faculty to adapt existing courses and to invent new courses that could be designated as writing intensive.

– Individual faculty, departments, or discipline-based groups can propose a new writing intensive course or renovate an existing course to meet writing intensive criteria. Courses can be submitted to a WI faculty committee comprised of two members of the Curriculum Committee and the Director of the Writing Support Services.

3. Assisting Departments: Capstone Sequences.

– The nature of the capstone experience must be determined by the departments, according to the needs and conventions of the disciplines, as well as their existing departmental resources. The Writing Group has generated a number of questions that are intended to help the faculty produce and articulate a set of goals and guidelines that may be generally applicable, and might serve to assist departments in formulating the nature of their senior capstone experience.

4. Renaming the CSem Program

– The College Seminar External Review Committee did not like the “College Seminar” name or nickname (“CSEM”), and strongly recommended that it be changed. President McAuliffe suggests naming the program after a prestigious Bryn Mawr graduate or leader, for example, “The Emily Balch First Year Seminar Program.” This name could potentially create greater interest or appeal for the program in the admissions process, and might highlight for incoming and potential students a connection to our impressive alumnae. The Curriculum Committee will work with the Dean, Provost and President to explore the possibility of such a renaming.

THE COLLEGE SEMINAR*** PROGRAM

Goals of College Seminar Courses

1. To teach critical thinking about broad intellectual questions within and/or across disciplines through close reading, re-reading, and interpretation of substantial written, visual and material texts.
2. To give students instruction and practice in writing as a flexible tool of inquiry and interpretation; and to introduce students to college-level writing, moving them beyond the formulaic writing they learn in high school. To teach them
 - to respond thoughtfully in writing to course texts;
 - to construct clear, convincing written arguments based on non-obvious claims;
 - to develop these arguments through reasoning and evidence;
 - to communicate in clear, readable prose.
3. To make students conscious of writing as a process: to help them develop effective writing habits; to teach them to assess strengths and weaknesses of their writing in draft stage; to guide them to rethink and revise as a result of faculty and peer feedback; and to teach them copy-edit carefully.
4. To teach students to use written and visual sources fairly and effectively; to teach the logic and practice of citation and documentation; and to insure that students understand how to avoid misusing sources.
5. To model effective discussion strategies and to create a dynamic learning community, teaching students to participate effectively in small-group conversation.

Requirements for a Course to be Designated “CSEM”

1. Class size is limited to 14 students to promote active participation and to allow time for careful response to writing.
2. Classes are primarily conducted as discussions.
3. Appropriate readings for CSem will be challenging, interpretable texts, those that encourage and reward deep reading and critical thinking. Visual, aural, material and performance texts may also be assigned. Texts should vary in type and length, but textbooks are not appropriate. Coverage of material is not a course goal; therefore, faculty should assign a reasonable number of pages per week – few enough so that students have time to reread and reflect on the reading.
4. CSEMs can be either cross-disciplinary or disciplinary in content. If disciplinary, the CSem cannot be a survey course or a broad introduction to the discipline. It should instead focus on a topic of interest to the discipline that can be explored by entering first-year non-majors. Departments may decide to give major credit for a CSem or may choose not to.
5. Students are expected to produce at least 25 pages of original writing in several assignments over the semester. Long assignments are not appropriate, and research papers should not be assigned.
6. Faculty must hold 20-minute conferences with each student every other week to discuss papers and reading. Graduate teaching assistants can be used to *supplement* faculty’s work with students, but they may not substitute for faculty in conferencing or in responding to and grading written work.
7. Writing assignments should include opportunities to practice the writing process. These may include preliminary writing (response writing; informal proposals; mapping; outlining; etc.); draft development; and copyediting. Students should be given the opportunity to revise their work in response to feedback and should be taught how to do so.

Faculty should also show students how feedback may be applied to future writing assignments.

8. Some class time should be devoted to a discussion of writing strategies, for example, strategies for addressing audience, generating critical questions and claims, using sources fairly and effectively, and so forth.

9. Faculty are encouraged to provide opportunities for small-group work: small-group discussion of reading questions or sample essays; or peer writing workshops.

Processes Associated with the College Seminar Program

1. The Faculty has made or will make a commitment to this program. By virtue of approving it, they are making a commitment to support it by teaching in it. Having a first year seminar taught consistently and virtually completely by continuing faculty will be important to the success of the program and will give the College a relatively distinct profile in this regard. Going forward it is the expectation that all departments will contribute to the program regularly. At this time the WWG does not recommend a formal titling system (although the External Review did), but this may become necessary if departmental support is not forthcoming.

2. The English department will continue with its current level of commitment to the CSem program, as their current level of faculty FTE is based on their enhanced contribution to the CSem program.

3. New CSem faculty must attend program orientation workshops. Continuing CSem faculty are encouraged to do so. If graduate-level course assistants are assigned to support faculty teaching CSem courses, they must attend training workshops in writing pedagogy. This additional training will be valuable professional development for the graduate students as well.

4. CSem courses must be approved by the College Seminar Co-Directors in consultation with the Curriculum Committee.

5. The College Seminar Co-Directors will be available to assist with course development.

6. At the end of the Fall semester, a team of faculty (including the CSem co-directors) will be assembled to serve as a panel of readers for student work. Students will be asked to select one piece of CSem writing for assessment by this panel. Rather than relying solely on CSem instructor identification, from this assessment the faculty panel will make recommendations as to which students will be strongly encouraged to take an additional course on learning to write.

7. Beginning in Fall 2009, Junior Faculty who teach two CSEM courses (cumulatively) while they are assistant professors will receive one course release as compensation. Senior faculty who teach three CSEM courses (cumulatively) will receive one course release as compensation.

***The College Seminar External Review Committee did not like the “College Seminar” name or nickname (“CSEM”). They highly recommended that it be changed. Separately, President McAuliffe suggested that the program be renamed for a variety of different reasons. First, a renaming would signal to the faculty that the program has changed. The WWG noticed that Faculty have many misconceptions about CSEM based on old models. Often they use these unfounded objections to refuse to participate. A name change might facilitate efforts to educate faculty that the program has changed. Second, a renaming would signal to the outside world that this is a new/importantly revised program. Change or evolution is appealing to alumnae and donors. So this change would be helpful to President McAuliffe in her messaging and in concretely showing how the curricular renewal process has produced substantial re-envisioning. President McAuliffe suggests naming the program after a prestigious Bryn Mawr graduate or leader, for example, “The Emily Balch First Year Seminar Program.” This type of name could potentially create greater interest or appeal for the program in the admissions process. It would also highlight for incoming and potential students a connection to our highly impressive alums. The WWG strongly recommends that the Curriculum Committee work with the Dean, Provost and President to explore the possibility of a renaming.

WRITING INTENSIVE/INSTRUCTIVE COURSES

While maintaining and strengthening the integrity of the CSEM program, we would like to position it as the first step that Bryn Mawr students will take towards becoming effective communicators in the contemporary world. The second step would be a mid-level Writing-Instructive/Writing-Intensive course, located in the majors, concentrations or the disciplines, that would orient students to both the scholarly and writerly practices in the field. A third step would consist of a capstone senior paper or project that would represent the final stage of the Writing Program within the curriculum.

As the middle step in the Writing Program in the Bryn Mawr Curriculum, one such WI course would be required for every major or concentration as a way to orient the students to the discipline and to prepare them for the capstone senior project. The writing in discipline-based courses should not be viewed as stand-alone assignments to improve writing, nor should faculty feel that writing instruction need consume significant amounts of class time. The discipline specific Writing Intensive course should serve as an opportunity for our faculty, who are qualified by virtue of their disciplinary expertise, to orient their students to the standards of the discipline, to acquaint students with the norms and idioms in current practice, and to learn to write in the modes specific to the discipline. The critical thinking and writing in these courses can be seen as a way to help students better understand the scholarship done in the discipline, the methods as well as the conventions of expression. The writing assignments should obviously be integral to the content of the course, helping the students think about the materials covered in the class and deepening their engagement with them.

Students in majors or concentrations that expect performances, compositions, or other artworks to comprise the capstone senior experience should still be expected to demonstrate their ability to clearly and critically write about their field. Departments or programs must institute some method in which students demonstrate this capacity. This might range from a portfolio of writing to a research paper, with a minimum of 20 pages and with the expectation that the writing will undergo the same review and revision from faculty as in other classes.

WRITING INTENSIVE COURSES

Goals of a Writing Intensive Course:

1. To give students instruction and practice in writing as a tool of inquiry and critical thinking. Students will further develop their ability to use writing to create and represent knowledge, to explore and build upon ideas and concepts, to express thought and perspective.
2. To continue to teach students to write substantive, convincing arguments by generating critical questions, making claims, structuring arguments through reasoning and evidence, and generating a finished product that is appropriate to the writing's purpose and audience.
3. To orient students to the practices of research and writing in their own discipline through discipline based content and writing. These courses should help students:
 - to recognize the purposes, the assumptions, the questions posed, and the evidence considered persuasive by the disciplines they study;
 - to learn, when appropriate, discipline-based research;
 - to become familiar with the genres, structures, and language of writing characteristic of the discipline
4. To offer students various process models for writing that they can adapt to their own habits and modes of learning:
 - to teach students that good writing rarely is the product of a single draft produced in one sitting; rather that writing occurs in stages over time
 - to give students practice in typical process stages such as preliminary writing (note-taking, informal writing, outlining, mapping, etc.), drafting, revising, copy-editing;
 - to offer strategies for learning to assess the strengths and weaknesses of drafts
 - to effectively use faculty and peer feedback

Criteria for inclusion as a Writing Intensive Course:

1) Class or section size

While a class of 15 students should be considered the ideal, no class should have more than 20 students, even if this restriction requires that only majors be permitted to enroll. Classes in the upper end of the range should be provided with peer tutors or writing assistants.

2) Who Teaches

a) Faculty: As these are courses that will fulfill major/divisional requirements, they should be taught by our academic faculty: senior and junior faculty and continuing faculty appointments.

b) Assistants or Fellows: Assistance in early stages of assignments should be consistently available through peer tutors, writing assistants, TAs. These assistants could be used to supplement-- not replace-- faculty work with student writers in providing feedback, conferring individually with students, and so forth. Peer or graduate writing assistants must undergo training in writing pedagogy and conferencing techniques, and they should meet regularly with the faculty instructor to discuss writing goals and strategies. This additional training will be valuable professional development for the graduate students.

3) Amount of writing

These courses will require a minimum of 30 pages of writing, distributed over several assignments of varying length, one of which should be considered substantial. The assignments should include some introduction to and support of research methods. Some flexibility in this requirement should be maintained to allow for disciplinary differences in writing expectations. Types of writing may vary among the disciplines, and faculty are encouraged to design assignments that complement work within the discipline. Writing might include, for example, argumentative essays; critical reviews of the scientific literature or policy; reports of laboratory work/mathematical work that include a significant component which analyzes and discusses the results; critiques of objects, events, performances, or research papers.

4) Writing Instruction

As these courses are designed to assist students in improving their critical thinking and writing skills as they immerse themselves in their major studies, it is crucial that part of class discussion involve conversations and instruction on writing as a process and on the elements of disciplinary-based writing. In developing the syllabus for the course, faculty should plan assignments that assist students and give them support for the steps involved in disciplinary writing (e.g., assembling appropriate reference materials, creating outlines, describing data).

5) Feedback/Revision

Detailed faculty feedback is desirable at all stages of the writing process, but is required at least once for each discrete assignment. The faculty instructor is required to conference with the student at least twice during the semester to discuss writing in process. Revising writing should be included as part of the instructional content of the course. At least one assignment should undergo revision that includes meaningful faculty feedback throughout the process, rather than only at the end. Faculty are encouraged to utilize other feedback techniques: in-class peer writing workshops, utilizing writing assistants to review and discuss drafts with students, etc.

6) Integration with course content

The assignments in "WI" courses should not be viewed as writing exercises divorced from course content; nor should writing instruction consume all of class time. The discipline specific Writing Intensive course should serve as an opportunity for our faculty, who are qualified by virtue of their disciplinary expertise, to

orient their students to the standards of the discipline, to acquaint students with the norms and idioms in current practice, and to learn to write in the modes specific to the discipline. The critical thinking and writing in these courses can be seen as a way to help students better understand the scholarship done in the discipline, the methods as well as the conventions of expression.

7) Studio or Performance based courses

Students in majors or concentrations that expect performances, compositions, or other artworks to comprise some of the major work of a course, should still be expected to demonstrate their ability to clearly and critically write about their field. Departments or programs must institute some method in which students demonstrate this capacity. This might range from a portfolio of writing to a research paper, with a minimum of 20 pages and with the expectation that the writing will undergo the same review and revision from faculty as in other classes.

Faculty/Program Support

The College should be prepared to support interested faculty on several levels:

- maintaining an upper limit of 20 students in writing intensive course
- offering programs to train and support writing assistants and to continue the work of the Writing Center
- --offering introductory and ongoing faculty workshops
- providing opportunities for additional faculty or departmental mentoring in integrating writing into major or disciplinary courses.
- developing pedagogical materials, handbook, resource area (physical space or virtual)

Designating a course as a WI course

Individual faculty, departments, or discipline-based groups can propose a new WI course or renovate an existing course to meet WI criteria. Courses can be submitted to a WI faculty committee comprised of two members of the Curriculum Committee and the Director of the Writing Support Services. It also should be noted that while some courses do not lend themselves to be “WI” courses, publishing goals for disciplinary writing courses and guidelines for the teaching of writing may increase the focus on writing in all discipline based courses.

SENIOR CAPSTONE EXPERIENCE

The third tier of writing instruction should be the capstone experience for students within their majors. Even more than for the WI courses, the nature of the capstone experience must be determined by the departments according to the needs and conventions of the disciplines, as well as their existing departmental resources. The Writing Group has generated a number of questions that are intended to help the faculty produce and articulate a set of goals and guidelines that may be generally applicable and serve to assist departments in formulating the nature of their senior capstone experience.

- 1) What is the role of writing in the capstone experience?
- 2) What preparations should we expect departments or programs to render with reference to the capstone?
 - --models
 - --discipline specific training
 - --peer feedback
 - --faculty feedback
- 3) What writing competency should we expect from our graduating seniors and how do we assess this?
- 4) Should we also expect some competency in oral or non-written presentations?
- 5) What demonstration of writing competency should we expect from student who do a capstone that does not have expository writing as a key component?

KALEIDOSCOPE PROGRAM

Dear Students,

I am writing to tell you about an exciting, new curricular program that we are piloting for the next few years. For the moment we are calling the program “Kaleidoscope,” although that name may change as the program grows and develops. Situated within the tradition of interdisciplinary scholarship and teaching that Bryn Mawr has developed, the Kaleidoscope program proposes to explore new arrangements of interdisciplinary and interactive educational experiences for students and faculty. This program builds on a strong institutional history of learning experiences beyond the traditional classroom walls yet placed within a rigorous academic framework. The Kaleidoscope program connects multiple courses, their students and faculty in a single semester (or in some cases across contiguous semesters) through common problems, themes, and experiences for the purposes of research and scholarship.

For next year we will be offering one Kaleidoscope in association with the College’s 125th anniversary celebration. The Kaleidoscope is called “Changing Education” and features a collection of courses from Education, English, Biology and History, as well as a General Studies course on community mural projects. (Please see the attached description for specific details and more information about how to participate in the “Changing Education” Kaleidoscope). Over the course of the next three years, several more Kaleidoscopes will be offered as we develop the program to its full potential. Below, I provide some more information about the program.

What is a Kaleidoscope project?

A Kaleidoscope project entails is an identified cluster of courses occurring within a single semester or across two contiguous semesters that possesses five characteristics:

1. It offers an **interdisciplinary** experience for students and faculty.

Faculty will work with students to evaluate, use and combine different disciplinary perspectives in meaningful ways via the courses and coursework of a Kaleidoscope cluster.

2. A Kaleidoscope will be unified by a focused **theme or research question**

These unifying themes can be topics that cut across disciplines such as “poverty,” refer to a particular space or time like “Vienna at the turn of the 20th century”, or define a complex research question, such as the impact of Hurricane Katrina in the city of New Orleans.

3. Kaleidoscope projects will **engage students and faculty** in active and interactive ways in a **non-traditional classroom experience**. Essential to the program is a component beyond traditional classroom walls. This could occur through data gathering or research trips, praxis-like community based partnerships, artistic productions, and/or intensive laboratory activity.

4. Kaleidoscope projects will encourage students and faculty to reflect on these different perspectives in **explicit ways**.

Over their course of study, students often informally put together a set of related courses. In a Kaleidoscope, these connections are made explicit, shaped by collaboration among faculty members, and explored reflectively among faculty and students as they participate in the program.

5. Kaleidoscope participants will enrich the entire community by **sharing their work** with the community in some form.

In keeping with the tradition of the Tri-College Peace Missions, Kaleidoscope participants will share their experiences through such activities as poster sessions, research talks, web postings, panel discussions and/or data sharing, research, visuals etc. Both the Kaleidoscope programs and the data they produce will be archived for later use by others within the College community.

Who are the likely participants for a Kaleidoscope experience?

Because Kaleidoscopes will allow students to experience the shifting and questioning of frames that sometimes comes from interdisciplinary work with faculty, most will be targeted for sophomores and juniors who have some foundation/engagement with disciplines.

How does a Kaleidoscope project come about?

Faculty (often working collaboratively with students) will create a Kaleidoscope project around a theme or research question. They will coordinate the courses involved so that they are offered within a single semester (or across contiguous semesters). Most importantly, the courses will be planned and implemented together so that they create a rigorous, integrated, interdisciplinary experience for the faculty and student participants via the course content and course work. Within this basic framework, there will be wide variability in how the Kaleidoscope is actually implemented.

- Kaleidoscope projects can vary on the number of courses involved.
- A Kaleidoscope cluster could involve anywhere between 1 and 4 courses, depending on how it is constructed.
- Kaleidoscope projects also can vary as to whether students only take courses within the Kaleidoscope cluster or they enroll in other non-Kaleidoscope courses during the semester. If a Kaleidoscope consists of four courses, students will only take courses within the Kaleidoscope for that semester. Kaleidoscopes also can vary as to whether Kaleidoscope courses are open to non-Kaleidoscope students.
- Kaleidoscope projects also vary as to whether all coursework takes place during traditional classroom time frames.
- Some courses in the Kaleidoscope may count for a student's major, but Kaleidoscopes are deliberately designed to include work in a variety of fields and at the intersections of those fields.

If you have any questions about the Kaleidoscope pilot program, please do not hesitate to contact me, or any member of the steering committee listed below. I encourage you to read the attached description of "Changing Education," our first Kaleidoscope project, as it will give you a concrete sense of how the Kaleidoscope program will work.

Sincerely,
Kim Cassidy, Provost and Professor of Psychology

Kaleidoscope Steering Committee Members: Anne Dalke, Pim Higginson, Carola Hein, Sandy Schram, Marc Schulz, Jennifer Spohrer, Dianna Xu.

Kaleidoscope: Changing Education 2010-2011

What happened on September 23rd, 1885 provides the context for *Changing Education*. Opened on that day, Bryn Mawr College was a radical departure in the world of higher education, designed to be the first college to provide an education for women that was equal to that of men. Bryn Mawr will celebrate and reflect on its first 125 years throughout the academic year 2010-2011, and this Kaleidoscope of courses will assist and enhance that reflection. Taken together, these courses chart a chronology not only of educational change, but also of the production and circulation of knowledge.

The courses in this Kaleidoscope share a concern with the historical relationship between educational access, institutional development, and pedagogical innovation, and how these continue to play out in contemporary contexts. In the language and method of its particular discipline, each course will investigate this relationship, tracing how populations that have been exiled from this country's institutions of power have found refuge in various educational experiments, both within and outside institutions. As each of these courses will suggest, the unintended result of such exile was—and perhaps continues to be—the development of exciting and significant educational innovations, such as the nineteenth-century distance learning initiatives, women's colleges that aspired to academic excellence, the construction and production of community-based knowledge, service-learning pedagogies, and more recently, programs such as this Kaleidoscope that seek to mitigate educational exclusivity by improving college access for underserved students. Ultimately, these courses will examine both structures of inequity and how initiatives that challenge or subvert those structures can help us imagine and create the conditions of productive social—and educational—interdependence.

Courses in the Kaleidoscope

You will be required to take Professor Cohen's EDU 255 course in the fall. You must also take at least one other Kaleidoscope course in both the fall and spring semesters. Although these are the requirements for the Kaleidoscope, participation in all of the courses is encouraged.

Required:

Education 255: Identity, Access, and Innovation in Education (Fall)

Jody Cohen, Education

This course will explore formal policies that attempt to address race, gender, and language in education and the informal ways that such policies play out in access to education and in knowledge construction and production. Starting with an analysis of the Brown v Board of Education Supreme Court decision of 1954 and moving through other major pieces of education policy such as Title IX and No Child Left Behind, the course will examine issues such as (re)segregation and integration on an institutional level and ways that communities create and express knowledge in multiple venues. Participatory action research will involve students in working with an urban high school. [Enrollment limit 18 students]

Select at least one of the following for the fall semester:

History 325: Women's Higher Education in the 19th and 20th centuries: The History of Bryn Mawr College

Elliott Shore, History

The course will use texts on the history of education in the US, on the history of women's education, and on the social history of late nineteenth – early twentieth century Philadelphia/Main Line/ Quaker education; it will employ a series of guest speakers; the research will be based at the Archives of Bryn Mawr College and include the active participation of the staff of the Special Collections Department of Information Services.

The international conference at Bryn Mawr on September 23-25: Heritage and Hope: Women's Education in a Global Context will be a central text of the course. The specific topics to be covered after we master the context and outline of the history of the College will be chosen by the students and the instructor with an eye towards what kinds of archival materials are available. The assignments will be geared towards producing a final research paper. [Enrollment limit 18 students]

City 276: Mural Arts

Jane Golden, Michelle Ortiz

The class will involve discussions of murals historically and through the present day. The class will also explore community-based practice and grassroots organizing through readings, research and volunteering to help high school students with college essay preparation. Students will be involved in the making of a large-scale mural whose concepts reflect intergenerational women's leadership: its past, present and future. This will involve helping the muralist with the content, design and execution of the mural. Additionally, students will create posters (silk-screens and wood cuts), which spread awareness of women's leadership and intergenerational partnerships. Through the process of creating the mural, videos and posters students will also learn about color theory, graphic design, and video editing.

Select at least one of the following for the spring semester:

Biology 214: The Historical Role of Women in Genetics and Embryology

Greg Davis, Biology

As a more focused version of this course from previous years, we will examine the role that women scientists and technicians played in the development of genetics and embryology from the late 19th to the mid 20th century. The course will look at the work and lives of well known and lesser known individuals, asking how factors such as their educational experiences and mentor relationships played a role in their contributions. One facet of the course will be to look at the Bryn Mawr Biology department from the founding of the College into the mid-20th century. [Enrollment limit 12 students]

English 258: Finding Knowledge Between the Leaves: 19th Century Literature of Education

Anne Bruder, English

This class will examine innovative extra-institutional methods and spaces of learning. We will explore a genealogy of unconventional and progressive models of instruction found in imaginative literature, in personal letters, and in material culture. Our readings will range from novels by Catharine Maria Sedgwick and Louisa May Alcott to poetry and letters by Walt Whitman and Emily Dickinson to personal narratives by Henry David Thoreau and Booker T. Washington. We will consider these texts as unusual educational experiments—both real and unreal—that were refuges and their students and teachers exiles from the nation's female academies, public grammar and high schools, and newly-opened colleges. We will ask how, in the process of working beyond the classroom walls, did these writers transform the meaning of education in America. [Enrollment limit 18 students]

We hope that you will consider *Changing Education*. If you are interested in learning more about this new opportunity or attending an informational Kaleidoscope tea, please email us at kaleidoscope@brynmawr.edu by April 10, 2010.

Appendix F

Department of Spanish Information for the Curriculum Committee

New Curriculum (see next page for proposed course descriptions)

We will offer all levels both semesters, except for Elementary Spanish I (offered exclusively during the fall semester).

Elementary Spanish I – meets 5hrs/week

Elementary Spanish II – meets 5hrs/week

Intermediate Spanish I – meets 4hrs/week

Intermediate Spanish II – meets 3hrs/week

2010-2011 Hours Fall Semester Spring Semester

Elementary Spanish I 001 5 two sections none

Elementary Spanish II 002 5 two section two section

Intermediate Spanish I 101 4 three sections two sections

Intermediate Spanish II 102 3 two section three sections

TOTAL 17 9 sections 7 sections

Otoño 2010 Primavera 2011

Inés Arribas Intermediate Spanish I

Intermediate Spanish I

Intermediate Spanish II

Intermediate Spanish I

Intermediate Spanish II

Dina Breña Elementary Spanish I

Elementary Spanish I

Intermediate Spanish I

Elementary Spanish II

Lázaro Lima

sabbatical

Intermediate Spanish II

200-level

300-level

Kaylea Mayer Elementary Spanish II

Elementary Spanish II

Intermediate Spanish II

Elementary Spanish II

Intermediate Spanish I

María Cristina Quintero Introd. to Comp. Lit.

200-level Introd. to Literary Texts

300-level

Enrique Sacerio-Garí Introd. to Literary Texts

Ariel/Calibán
Senior Seminar

sabbatical

Rosi Song Temas culturales

300-level LALIPC Core course

200-level

TOTAL 15 courses 12 courses

Proposed course descriptions

001. Elementary Spanish I

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. Assumes no previous study of Spanish. Additional practice sessions with a language assistant.

002. Elementary Spanish II

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. Additional practice sessions with a language assistant. Prerequisite: 001 or placement.

101. Intermediate Spanish

A thorough review of grammar with intensive practice in speaking, reading, and writing (group activities and individual presentations). Readings from the Hispanic world. Additional practice and conversation sessions with a language assistant. Prerequisite: 002 or placement.

102. Intermediate Spanish II

Examines special topics of Spanish grammar, writing intensive. Long paper as a final project. Selected readings from the Hispanic world. Additional practice and conversation sessions with a language assistant. Prerequisite: 101 or placement.

Teaching Assistants will participate as follows:

Elementary Spanish I and II - two sessions a week

Intermediate Spanish I and II – one session a week

Prepared by Enrique Sacerio-Garí

Appendix G

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B R Y N M A W R

April 8, 2010

To the Members of the Curriculum Committee,

I am writing this letter on behalf of my colleagues in the Bryn Mawr Psychology department to call your attention to two proposed modifications in the undergraduate psychology curriculum. These modifications will be effective for Psychology majors in the class of 2012 and after and will impact students' introductory experience and their senior experience in the major.

The current major is set up such that students must take one semester of Experimental Psychology (e.g., PSYC 101 or PSYC 102) and one semester of Experimental Methods and Statistics (PSYC 205) followed by eight additional courses (at the 200 and 300 level). Additionally, although the department currently encourages students to conduct senior research, the department has traditionally not had a senior capstone experience requirement.

After much deliberation the Psychology Department has decided to replace Psychology 101/102 with a one-semester Introductory Psychology course (PSYC 105). This will bring our introductory course into line with Haverford, Swarthmore, and most other Psych Departments in the country. The course will be offered both semesters and will be taught by different instructors, with slightly varying course content but the same general structure regardless of the instructor. The course will have 2 hours per week of laboratory. This new course will give students an overview of the major areas of psychology by providing breadth of exposure to the field. In addition, it will teach them some of the chief methodologies of psychology and begin to train them to think within the discipline. In particular, it will help them to discover and appreciate the multi-factorial nature of psychological phenomena. This will then prepare them for more advanced work within different areas of psychology at the 200-level.

With regard to the senior capstone experience, effective for Psychology majors in the class of 2012 and after, a senior capstone experience will be required. Students will be able to fulfill this requirement in one of two ways: they can conduct senior research (either by enrolling in two semesters of Supervised Research in Psychology, PSYC 403, or by enrolling in two semesters of Supervised Research in Neural and Behavioral Sciences, PSYC 401) or they can take the one semester senior seminar (NBS concentrators in the Psychology major are required to complete senior research and to enroll in two semesters of 401). The senior seminar (PSYC 400) will meet weekly, have strong writing and oral presentation components, and will involve reading and discussing journal articles from different aspects of psychology (e.g., biological, social, developmental, cognitive, abnormal, and cultural) all pertaining to a single topic (e.g., aggression, intelligence, stress and coping, gender, empathy), with topics varying across years.

In summary, although the proposed modifications do not alter the number of courses required for the major in psychology (10 courses total), we believe the revised intro/senior experience to be more in line with the department extended discussion of the College's curriculum. In closing, the major requirements

effective for Psychology majors in the class of 2012 and after would include one Introductory Psychology course (PSYC 105), one Experimental Methods and Statistics course (PSYC 205), seven upper level courses (four at the 200 level and three at the 300 level), followed by one senior capstone experience. Please do not hesitate to contact me with questions or comments.

Respectfully submitted,

Anjali Thapar

Chair, Department of Psychology

THE PSYCHOLOGY MAJOR AT BRYN MAWR COLLEGE The Psychology department offers the student a major program that allows choices of courses from among a wide variety of fields in psychology: experimental, clinical, cognitive, developmental, physiological, and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced coursework, seminars, and especially through supervised research. Bryn Mawr Psychology majors find that the major program provides a strong foundation for graduate study in all areas of psychology, as well as for graduate work in medicine, social work, law, business, and education. The Psychology department also offers an interdepartmental concentration in neural and behavioral sciences available as a specialized track within the major. A student who wishes to become a Psychology major should choose a faculty member to be her major advisor and fill in a Major Plan with that advisor by the Spring semester of her sophomore year. Requirements are as follows: (Effective for students graduating in 2012 or after)

Prerequisites

- Psychology 105 – Introductory Psychology: biological psychology, learning, psychosocial development & abnormal psychology, cognitive and cognitive development, and social psychology. This is a laboratory course.
- Psychology 205 – Experimental Methods and Statistics. This is a laboratory course.

Eight additional courses plus 1 semester Junior Brown Bag

4 Intermediate Courses, such as:

- Psychology 201 – Learning/Behavior Analysis
- Psychology 212 - Human Cognition
- Psychology 203 - Educational Psychology (Praxis Option)
- Psychology 214 – Applied Behavior Analysis
- Psychology 206 - Developmental Psychology
- Psychology 218 - Behavioral Neuroscience
- Psychology 208 - Social Psychology
- Psychology 220 – Autism Spectrum Disorders
- Psychology 209 - Abnormal Psychology

3 Advanced Courses, such as:

- Psychology 301 – Advanced Research Methods
- Psychology 346 – Pediatric Psychology
- Psychology 308 – Adult Developmental and Aging
- Psychology 310 – Advanced Developmental Psychology
- Psychology 312 – History of Modern American Psychology
- Psychology 351 – Developmental Psychopathology
- Psychology 352 – Advanced Topics in Developmental Psychology (Lab)

- Psychology 358 – Political Psychology of Group Identification
- Psychology 323 – Advanced Topics in Cognitive Neuroscience (Lab)
- Psychology 326 – From Channels to Behavior (Lab)
- Psychology 328 - Exploring Animal Minds
- Psychology 364 - Behavior Analytic Theory
- Psychology 395 - Psychopharmacology
- Psychology 398 - Cognitive Issues in Personality and Social Psychology: Understanding Genocide
- Psychology 340 - Women's Mental Health (Praxis Option)
- Psychology 623 – Family, School, & Cultures

1 Semester Junior Brown Bag

- Fall Semester Spring Semester

1 Senior Requirement

- Psychology 400 – Senior Seminar in Psychology
- Psychology 401 – Supervised Research in Neural and Behavioral Sciences (2 semesters of research)
- Psychology 403 – Supervised Research in Psychology (2 semesters of research)

If a student has taken introductory psychology elsewhere and the course has no laboratory, or if the student receives Advanced Placement credit for introductory psychology, then a laboratory course at the 300 level can be taken to fulfill the lab requirement for the Bryn Mawr major. Students who take Haverford courses with the half credit laboratory attachments may count the lab portion of the course toward fulfilling the lab requirement for the major. Certain courses currently offered at Haverford College, Swarthmore and the University of Pennsylvania may be substituted for the equivalent Bryn Mawr courses for the purposes of the Bryn Mawr psychology major. A student should consult with her major advisor to determine if this is possible.

A student who wishes to study abroad in her junior year should consult with her major advisor as well as her dean to select a program appropriate to her academic interests. Students may be able to count psychology courses taken abroad towards their major requirements. Students will need to fill out a brief application and submit this, along with the syllabus for the course, to their major advisor and the advisor in consultation with the department will determine whether the course may be used towards the major requirements. Approval is granted on a course by course basis and should be obtained before leaving Bryn Mawr.

Students have numerous opportunities to collaborate with faculty on research projects. Students interested in getting involved in research should approach individual faculty to inquire about research opportunities in the faculty member's lab. Senior thesis work is highly recommended for students who are considering graduate school, particularly psychology Ph.D. programs. Students who plan to conduct senior thesis work should approach individual faculty to inquire about thesis opportunities in the faculty member's lab. This meeting should occur by the spring of the student' junior year.

Appendix H: Courses Approved by Curriculum Committee Sept 2009-May 2010 (47)

ANTH	Gender in South Africa	Amanda Weidman
ANTH	Environmental Health	Melissa Pashigian
ANTH	Islam in Europe	Tereza Hyankova
ARCH	Bronze Age (1/2 credit)	Jim Wright
ARCH	Archaeological Fieldwork & Methods	Jim Wright
ARCH	Archaeology of the Achaemenid Empire	Peter Magee
ARCH	Archaeology of Water	Peter Magee
ARCH	Intro to Greek Art & Archaeology	Astrid Lindenlauf
ARCH	Roman Art & Archaeology	Alice Donahue
BIO	Brain, Education & Inquiry	Paul Grobstein
BIO	Biological Exploration	various professors
CHEM	Drugs & How They Work (1/2 credit)	Bill Malachowski
CHEM	Chemical Fundamentals (1/2 credit)	Silvia Porello
CHEM	Writing Science (1/2 credit)	Michelle Francl
CHEM	Intimate Interactions: Chemical Bonding (1/2 credit)	Sharon Burgmayer
CITIES	Philadelphia Mural Arts	Golden & Walinsky (J.Cohen)
CSTS	Classics in the Hispanic World	F. Barrenechea
EDU	Math & Science Pedagogies	Howard Glasser
EDU	Empowering Learners	Alice Lesnick
EDU	Tech, Education & Society	Glasser & Lesnick
EDU	Urban Identities & Education: Expr & Repr	Jody Cohen
EDU	English Learners in U.S. Schools	Jody Cohen
EDU	Gender, Sex & Education	Howard Glasser
ENG	Troilus & Criseyde	Jamie Taylor
ENG	Literature of Learning	Anne Bruder
ENG	Facing Facts: Non-Fictional Prose	Anne Dalke
ENG	Slum Fiction: From Dickens to The Wire	Kate Thomas
ENG	Narratives of the Border	Kristina Baumli
ENG	Fixing Identities	Kristina Baumli
GEO	The Origin & Early Evolution of Life	Katherine Marenco
GEO	Living with Volcanoes	Lynne Elkins
GNST	Themes/Middle Eastern Society	Deborah Harrold
GNST	Advanced Film Production	Rodney Evans
HART	Visual Arts in Spain & Latin America	Gridley McKim-Smith
HART /CITIES	Topics in Film, Television & Media (LALIPC/Film Studies/Gender & Sexuality)	Nasser & others
HEBR	Israeli Cinema	Amiram Amitai
ITAL	Italian Popular Fiction	Roberta Ricci
PHIL	Global Ethical Issues	Christine Koggel
PHIL	Environmental Ethics	Andrew Brook
POL SCI	Politics of Global Commodities	P. Hoffman
POL SCI	Politics of Humanitarianism	P. Hoffman
POLS	State in Theory & History	P. Hoffman
POLS /PHIL	Spinoza	Jeremy Elkins
POLS/ PHIL	Nietzsche	Jeremy Elkins
PSYC	Introductory Psychology	Rescorla & staff
PSYC	Autism Spectrum Disorders	Robert Wozniak
SOC	The Genealogical Imagination	Ruth Simpson