

College of Liberal Arts & Sciences
Committee on Curricula & Courses
Minutes for the meeting of November 2 2010
[draft -- not yet approved]

Chair John Manning called the meeting to order at 3:33 PM in Room 162 of the Dodd Research Center.

Members present: Oksan **Bayulgen** (POLS), Margaret **Breen** (ENGL), Thomas **Craemer** (PP), Robert **Cromley** (GEOG), Jon **Gajewski** (LING), Bob **Gallo** (PNB), Miguel **Gomes** (MCL), Robert **Henning** (PSYC), Katrina **Higgins** (CLAS), Vasili **Kharchenko** (PHYS), David **Knecht** (MCB), Charles **Lansing** (HIS), Gerald **Leibowitz** (MATH), Paul **Lewis** (EEB), William **Lott** (ECON), Robert **Michel** (CHEM), Richard **Rockwell** (SOCl), and Annilie **Skoog** (MSD).

Preliminaries

A. Knecht appointed secretary *pro tem*.

B. Minutes of October 30 meeting approved

C. Chair's report

1. Interim course approval: AFAM 3295 Special Topics 'Wu-Tang Clan' (2010 – 132 below

D. Honors rules changes: remain pending before Scholastic Standards

E. Residence requirement: postponed

F. UICC: Rockwell & Henning- No report

G. Character & Leadership of this committee: the Dean's proposal to alter or replace it. Brief discussion of the committee's statement of accrediting responsibilities as reviewed, reaffirmed and published 11 October 2006. Reprint attached to these minutes, *below*.

H. Women's Studies proposals 2010—55 through 64, now re-docketed as 2010 – 117-127 below: postponed

I. MCL Proposal: (2010 -- 80ff, below): postponed

J. Human Rights Major (now 2010—136-144 below): the committee discussed various aspects of the proposal with Richard Hiskes and Glenn Mitoma.

1. Subcommittee for further discussion with proponents established

I Proposals Postponed from an Earlier Meeting:

2010 – 55 through 2010—64 Note: Revisions of the WS Proposals docketed 2010 – 55 through 2010—64 were submitted too late for inclusion in the docket for the 19 October meeting. They have been re-docketed below at 2010 --117 through –127.

2010 – 70 Proposal to DROP the Aquaculture Minor : postponed

II. New Departmental Proposals:

2010 – 92 Proposal to Change MATH 2143Q – 2144Q [revised version, 20 October] Approved unanimously.

Final catalog copy:

5. Proposed Catalog Copy:

Math 2143Q. Advanced Calculus III

(245Q) First semester. 4 credits. May be taken for honors credit but open to any qualified student.

Prerequisite: MATH 2142Q or consent of instructor. MATH 2143Q may be used in place of MATH 2110Q to fulfill any requirement satisfied by MATH 2110Q.

Rigorous treatment of advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

Math 2144Q. Advanced Calculus IV

(246Q) Second semester. 4 credits. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2143Q or consent of instructor. MATH 2144Q may be used in place of MATH 2410Q to fulfill any requirement satisfied by MATH 2410Q.

Rigorous treatment of further advanced topics, continuing MATH 2143Q.

2010 – 110 Proposal to Rename MCL and Restructure its Graduate Programs & Requirements [This revised proposal replaces the original found at 2010–80, above. It is one of several revisions, and was Received by CLAS C&C 8:23am 28 October 2010. Other revisions pending.]

Resolution approved unanimously: ‘Upon review of the MCL proposal (2010 – 110) concerning administrative restructuring of its graduate programs, the CLAS C&C Committee finds no apparent negative effects upon the undergraduate curricular programs of the College.’ The proposal must now go to the Graduate Faculty for approval. Final catalog copy as of this meeting:

New Copy for Catalog Submitted by the Department of Modern and Classical Languages
Contact person: Rosa Helena Chinchilla rosa.chinchilla@uconn.edu 486-3313

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses
Proposed Changes to MCL Graduate Catalogue Copy

Department of Literatures, Cultures and Languages (LCL)

Department Head: Associate Professor Rosa Helena Chinchilla

Professors: Aschkenazy, Berthelot, Celestin, DalMolin, Guénoun, Gomes, Masciandaro, Miller, and von Hammerstein.

Associate Professors: Bouchard, Caner, Finger, Irizarry, Johnson, Loss, Pardo, Seda, Travis, Urios-Aparisi, Wagner and Weidauer

Assistant Professors: Balma, Casamayor-Cisneros, Diaz-Marcos, Nanclares, Saugera, Terni, and Wogenstein

The Department of Literatures, Cultures and Languages offers the degrees of Master of Arts and Doctor of Philosophy. The department offers courses of study leading to the Ph.D. in Literatures, Cultures and Languages, the M.A. in any of five language fields and in Comparative Literary and Cultural Studies, as set forth below.

The M.A. programs

M.A. programs typically require two years of full-time study, and are offered in French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies, Comparative Literary and Cultural Studies, and Classics and Ancient Mediterranean Studies. The Master's degree in any of these fields may serve as the initial, two-year segment of Ph.D. study in the department, or as a terminal degree. The M.A. degree can also provide the academic foundation for teaching at the secondary or primary school levels.

Master's degrees may be earned under either of two plans, as determined by the advisory committee. Either Plan A or Plan B may be used for completing the M.A. to enter the Ph.D. Plan A requires not fewer than fifteen credits of advanced course work and for students entering Fall 1998 or later, not fewer than nine additional credits of Master's Thesis Research (GRAD 5950 or GRAD 5960), and the writing of a thesis. Plan B requires not fewer than twenty-four credits of advanced course work, a final examination, but no thesis. In either case, advisory committees may require more than the minimum number of credits.

Students following either M.A. plan must complete the required number of course credits—including a course in Literary Theory and in Foreign Language Teaching Methodology, as approved by the student's committee. The Film Theory and History (LCL 5XXB) course may substitute for the Introduction to Literary Theory course (LCL 5XXX). Students who seek state teaching certification should elect the Teaching Methodology course, and consult with the NEAG School of Education concerning other inclusions; further courses in Education are ordinarily required.

Admission to the M.A. and Ph.D. Programs Prospective applications for admission to M.A. or Ph.D. study, together with letters of recommendation, a personal statement, and a critical and analytical original paper should reach Storrs by January 15 to be competitive for assistantships and fellowships for the Fall semester. Applications at other times may be considered for funding. There is no separate application for teaching assistantships. Admission is competitive, and qualifying graduate students are financially supported as teaching or research assistants.

The Ph.D. in Literatures, Cultures and Languages

The department offers a program of Ph.D. study that permits concentration in one of five primary fields: French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies, or Comparative Literary and Cultural Studies. Such Ph.D. study also permits, with approval, the incorporation of one of the following secondary departmental fields of study: Applied Linguistics, Classics and Ancient Mediterranean Studies, Digital Culture and Media Studies, or History and Theory of World Cinema; or a secondary field devised in collaboration with another university department or program such as Medieval Studies, Human Rights, Women's Studies and Judaic Studies.

The department prepares Ph.D. students to engage in the interdisciplinary study of literatures, cultures and languages by integrating various regional cultures, historical periods, and methodologies essential to literary and cultural scholarship. The areas of research of the department's faculty are complementary and interconnected in a broad range of research fields and allow for a design that simultaneously focuses on particular literatures, cultures and languages and interdisciplinary areas of study in the context of emerging global communities.

Formal acceptance into the Ph.D. program ordinarily assumes completion of M.A. requirements in this department or the achievement elsewhere of qualifications judged appropriate by the Ph.D. admissions committee. Students with an earned Master's degree in a relevant field, or making substantial progress toward such a degree, and whose graduate record shows sufficient promise in analytical work, may apply for admission to the doctoral program.

Students in the Ph.D. program must complete, in one of the five primary fields listed below, at least 12 credits of graduate coursework, and at least six credits in a secondary field defined and approved by the candidate's advisory committee. Some requirements may be completed in the M.A. program. The secondary field should be formally identified early in the course of study. It can consist of one of the department's areas of expertise summarized below or another field approved in collaboration with another university department or program. Every plan of study is individually structured and monitored by a committee chosen by the student in consultation with his or her main advisor.

M.A. students anticipating formal acceptance as Ph.D. candidates should complete during the first year of graduate study one 3-credit seminar course in Literary Theory (5XXX), one 3-credit course in Language Teaching Methodology (6XXY), and two one-credit courses in Fields and Research (5xy). Students who are accepted with an earned M.A. will need advisory committee approval of equivalent satisfaction, if any, of these requirements. Courses in Film Theory and History (5xxb), and Issues in Applied Linguistics: Methods and Approaches to Second Language Acquisition (5xxz) may be required during the second year, depending upon the nature of the primary field of study to be pursued. All Ph. D. students must take the 3-credit Interdisciplinary Seminar LCL 6xxz, and are strongly encouraged to register for additional interdisciplinary seminars.

Advanced knowledge in one language, culture and literature other than English and reading knowledge of a second are required for the Ph.D. Students anticipating study in the Middle Ages or the Renaissance should demonstrate reading competence in Latin and in one modern language. For Comparative Literary and Cultural Studies special requirements see section below. Further details on requirements for a specific field of specialization can be found in the Graduate Handbook of the Department of Literatures, Cultures and Languages, which can be obtained from the Graduate Catalog and other publications of the Graduate School. Additional information about the department is available on the departmental website: <http://languages.uconn.edu/>.

Primary Fields of Departmental Scholarly Expertise: These permit the development of graduate-level research programs that reflect substantial departmental groupings of both course offerings and faculty expertise and research interest in a variety of constituent areas.

French and Francophone Studies reflects the diversity of French literary and cultural production within the contexts of European and world cultures. There is an interdisciplinary focus, involving faculty with specializations in literary theory, psychoanalysis, philosophy, feminism, cultural anthropology, Francophonie and discourse analysis, as well as related fields such as film, media and the visual arts, and gender and cultural studies. The faculty also supports a vigorous language and pedagogy program leading to certification for secondary school teaching.

German Studies offers seminars in German literature, culture, and linguistics leading to the Ph.D. degree. Interdisciplinary studies in Comparative Literature, Linguistics, Women's Studies (WS Certificate), and Human Rights (HR Certificate), among others, are available in cooperation with other sections and departments. The graduate program strongly supports an interdisciplinary, intercultural, and transnational approach to German Literary and Cultural Studies, including trans-disciplinary literary and cultural theory, "interkulturelle Germanistik," applied linguistics, literature and other arts, and anthropological, historical and philosophical inquiries into literary studies, beginning with the 18th century. Additional expertise: Black-German Studies, Gender Studies, Film and Media Studies, German-Jewish Studies, Literature/Culture and Philosophy, and Interarts Studies.

Italian Cultural and Literary Studies offers graduate courses in all periods from the Middle Ages and Renaissance to the present. Their interdisciplinary, intercultural, and transnational approach encompasses the Italian Diaspora to the Americas, Mediterranean Studies, Ethnic and Gender Studies, and Film and Media Studies. Students are strongly encouraged to draw upon the resources associated with the Emiliana Pasca Noether Chair for Modern Italian History and interdisciplinary programs such as Medieval Studies, Women Studies, and the program in Comparative Literary and Cultural Studies.

Spanish Studies reflects the importance of Spanish culture and literature in the world including Latin America, Spain and other Spanish speaking regions of the world. The faculty members' specializations demonstrate reveal an interdisciplinary and trans-regional approach to all the fields, epochs and genres of the Latin American and Peninsular world. The fields of study comprise Spanish Literary and Cultural Studies, Golden Age, Colonial, 18th-21st -century Peninsular, 19th-21st -century Latin American, and

Caribbean Literary and Cultural Studies. The students are encouraged to approach these topics from a diversity of theoretical fields such as Gender Studies, Film and Media Studies, Theater and Performance Studies and Applied Linguistics.

Comparative Literary and Cultural Studies. The Graduate Program approaches the study of literatures and visual culture from interdisciplinary perspectives and across national and regional boundaries. Students are expected to design their own plan of study in consultation with a group of faculty experts. The flexible curriculum allows students to pursue their interests in areas of traditional comparative study as well as in a wide range of emerging fields of research. Advanced proficiency in at least two languages besides English is required for the Ph.D.

A prospective student should be able to pursue graduate study in at least two different fields for admission to the M.A. program and in three fields for the Ph.D. program. An undergraduate major in one of these fields is not required. In special cases students may be required to make up limitations in their background by taking additional courses. Also, the student's committee may require changes in the student's program in view of his or her particular needs.

Affiliated members:

English – Professors Benson, Higonnet, Hogan, Peterson; Associate Professors: Coundouriotis, , Phillips and Sanchez
Philosophy- Professors Kupperman.

Secondary Fields:

Applied Linguistics. Areas of pedagogical, interpretive and quantitative approaches to language, literature, media and cultural studies. Among others, the specialty areas are Second Language Acquisition; Applied Cognitive Linguistics; Humor studies; Language Contact; Bilingualism; Language Acquisition; Pragmatics and Semiotics.

Classics and Ancient Mediterranean Studies. This specialization provides students with the knowledge and skills necessary to study and teach the languages and cultures of the Ancient Mediterranean. Areas of faculty specialization include the Greek, Hellenistic and Roman worlds, Second Temple and Rabbinic Judaism, and the world of Late Antiquity.

Other secondary areas may include: World Cinema, Digital Culture and Media Studies and others to be designed in consultation with programs outside the department such as, Gender Studies, Human Rights, Judaic Studies, Medieval Studies. Students may design additional secondary fields in consultation with their advisor and Ph.D. committee.

New Courses in LCL

LCL 5XXX Introduction to Literary Theory

3 credits. Seminar. Introduction to the most important issues of modern and contemporary literary theory structured as a historical survey of different theoretical paradigms or schools. Topics may include literary representation, the relationship between literature and society; interpretation and meaning, ideology among others. Special emphasis on the aims of theory, its object, and its status vis à vis other disciplines of the human sciences.

LCL 5xxb Film Theory and History.

3 credits. Seminar. Advanced study of world cinema through film history and theory in an interdisciplinary context. Discussion on all national cinemas, for example: French Cinema, German Cinema; and film genres: for example: Film Noir, The Western, Political Film, Documentary, among others.

LCL 6xy Fields and Research in Language, Culture and Literature Studies.

1 credits. Lecture. Open to graduate students in LCL, others with permission. Theory and practice of research methods in the fields of literature, language and culture. (May be repeated for credit).

LCL 6xxx Advanced Theory for the Study of Literatures, Cultures and Languages

3 credits. Seminar. Open to graduate students in MCL, others with permission. Historical interdisciplinary and contemporary theoretical parameters and models in literary, visual and cultural studies at the advanced level.

LCL 6XXX: Methods and Approaches to Second Language Acquisition

3 credits. Seminar. Open to graduate students in LCL, others with permission. Approaches to Foreign Language teaching and learning. Focus on the nature of language learning and methods and approaches to teaching.

LCL 6xxz Interdisciplinary Seminar:

Seminar, 3 credits. Prerequisite: admission to a graduate degree program in LCL, or permission of instructor (undergraduates may be admitted to the course with special permission). An interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on the interests of the faculty. Offered once a year (Fall or Spring) with change of topic. Although the course will be taught in English in order to facilitate working across different languages, students will be expected to do research and and/or write seminar papers in the language(s) of their specialization, as appropriate. Candidates for the PhD in Literatures, Cultures and Languages will be required to complete at least one such interdisciplinary seminar before advancing to candidacy.

Approved by the department on 9/8/10, ratified electronically 9/20/2010, Circulated with English Affiliated faculty and discussed in an English departmental meeting.

2010 – 114 Proposal to Change CLCS 5302 postponed
2010 – 116 Proposal to Add LCL 6XYZ postponed

2010 – 117 through 127 Proposal to Change the WS Major postponed. Proposal 2010 – 118 (change the WS Minor) and related proposals 2010 – 119 through 2010 – 127 (concerning various WS courses) were likewise postponed for further consultation reports.

2010 – 128 Proposal to Add ASLN 3XXX Approved unanimously.
Final catalog Listing
ASLN 3XXX. Deaf Writers and American Sign Language Literature
Either semester. Three credits. Prerequisite: ASLN 1102. *Simons*
Discussion of deaf, hard of hearing, and hearing scholars in the examination of original ASL poetry. Critical examination of comparative literature in the Deaf Community and linguistic themes from different perceptions and analyses.

2010 – 129 Proposal to Add ASLN 3254/WS 3254 Approved unanimously.
Final catalog Listing:
ASLN 3254/WS 3254. Women and Gender in the Deaf World
Either semester. Three credits. Prerequisite: One of WS 1104, 1105, or 1124; or consent of the instructor. Recommended Preparation: Any 2000-level Women's Studies course.
Simons
The roles of women inside and outside the Deaf world. How language and cultural barriers perpetuate the roles defined for and by d/Deaf women within Deaf and hearing societies.

2010 – 130 Proposal to Change MARN 4010: postponed for rewrite of catalog copy

2010 – 131 Proposal to Change the India Studies Minor - Approved unanimously.
Final catalog copy:
Completion of a minimum of fifteen credits at the 2000-level or above is required, including at least 3 courses from Group A. Any remaining credits can be completed in Group B courses, INDS courses, or any independent study that focuses on India (approved by coordinator of India Studies). In addition the India Studies minor requires one of the following:
1. The completion of [INDS 4296](#) (thesis) or
2. The completion of any thesis focusing on India and approved by coordinator of India Studies or
3. Participation in an approved, credit-bearing Study Abroad program in India or
4. An approved independent study which is completed in India
Also recommended are appropriate courses that provide an introduction to the advanced courses, such as [PHIL 1106](#). Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages Program.
Group A: Core courses
[AASI/HIST 3812](#); [INDS 3210](#); [PHIL 3263](#); [POLS 3472/W](#); [AASI 3222/HRTS 3573/SOCI 3222](#); [ENGL 3320](#); [ART/AASI/INDS 3375](#); [ENGL 4301](#) when offered with South Asia as topic and approved by India Studies adviser.
Group B: Related courses
[SOCI 3701/W](#); [POLS/WS 3216](#); [ECON 3473/W](#); [ARE 4305](#); [ENGL 2301/W](#); [AASI 3216](#)
The minor is offered by the [India Studies Program](#). For more information, contact Elizabeth Hanson, 486-2534.

2010 – 132 Proposal to offer a new or continuing AFAM 3295 'Special Topics' (formerly 298): Wu-Tang Clan. Approved by chair.

2010 – 133 Proposal to Change MATH 3150, 3210, 3230, 3240, 3250, 3260, 3270, 3330 & 3370 postponed for departmental review

2010 – 134 Proposal to Add BIOL 3XXX Approved unanimously

Final catalog Listing

BIOL 3XXX. Ethical Perspectives in Biological Research and Technology

Second semester. Three credits. Prerequisite: BIOL 1107 or 1108 or 1110. Taigen

Ethical and policy issues arising from advances in biological research and technology, including topics in ecology, molecular biology, and physiology.

2010 – 135 Proposal to Change the Neuroscience Minor Approved unanimously

Final catalog copy (New **text underlined**)

The requirements for this minor are at least 15 credits of 2000-level or above courses that are structured in the following manner. Required lecture courses: All students must take both PSYC 2200 and PNB 3251. Lab requirement: Students must take at least one of the following: PSYC 3250/W, PSYC 3251/W, 3252, 3253, or PNB 3263WQ. Additional courses required to satisfy the 15 credit requirement (if not used for lab requirement) may include: PSYC 2201, 2500, 3200, 3201, 3250/W, 3251/W, 3252, 3253, 3501; PNB 3262, 3263WQ, 3275, 3276, 4162, 4400. Graduate courses in PSYC or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with neuroscience advisor in psychology or physiology and neurobiology and may include a lab course that was not used to fulfill the lab requirement. Up to 3 credits of independent study (PNB 3299, PSYC 3889, 3899) may be counted towards the minor with permission of the neuroscience minor advisor.

2010 – 136 through 2010 – 144 Proposals to Add the Human Rights Major [29 October 2010 version] and related course actions Postponed for subcommittee (chair, Rockwell, Henning, Higgins) discussion with proponents.

Here follows the text of the document referenced above at I, G:

**College of Liberal Arts & Sciences
Committee on Curricula & Courses
11 October 2006**

**Courses and Programs Originated, Proposed or Conducted, In Whole or in Part, outside the Regular CLA&S Departments of Instruction
J. J. Manning, Chair**

In light of recent uncertainties expressed about policies and practice governing such curricular matters, it may be useful to review certain features of this committee's responsibilities and authority.

The CLA&S C&C Committee is above all else an accrediting body. The practice of formal accreditation is an ancient one: modern usage of the term arose from medieval banking practice. On the strength of their widely-acknowledged reputation and resources, banks could guarantee payments by *letter of credit* (Latin for 'faith, trust'), even for remote transactions. Sums guaranteed in such letters became known as *credits*, convertible into cash. Modern collegiate terminology derives by analogy from such usage.

Course accreditation is a process by which a competent body of faculty guarantees the durable quality and character of instructional offerings conducted under its supervision. In American universities, credits earned for such courses can be applied to curricular goals according to approved rules. The faculty vouches for the course's negotiable value, both on campus and to other institutions that might recognize such evaluations reciprocally (transfer credit).

The source of such accreditation is always a faculty (the scholarly bank), for only a faculty's reputation carries such weight. This does not mean individual faculty *members*, however much respected, but the body of regularly appointed scholars organized over the long term to act collectively on such matters (Latin *collegium* = collection). Even in departmentalized colleges, course accreditation requires approval of the collegiate faculty body.

As new courses are (with rare exception) intended to be permanent fixtures of a faculty's curricular offerings, their accreditation must involve two very different considerations. The first, widely understood, is the informed judgment that a course is appropriate in form and content for inclusion among the faculty's curricular offerings. This is what most people associate with 'course approval.'

The second element is different, but at least as important, for it goes to the heart of the accreditation process. This is the determination that the course will be offered under the continuing supervision of a trusted group of scholars suitably organized to exercise responsibility for its staffing and conduct over the long term. This is why proposals must provide substantial detail about plans for the course's staffing, management, and likely effect upon other departments.

And this is why interdepartmental proposals, and others not fully grounded in a single department, often require special scrutiny. *Interdepartmental* naturally implies some *extradepartmental* elements. This demands additional assurances that the course as taught will be well grounded in an operational instructional unit.

Interestingly, this concern to guarantee continuing operational oversight of such new curricular features (however meritorious in concept) prompted the University Senate, which does not itself approve or conduct courses, to urge detailed guidelines upon the Provost providing for the stable maintenance of such innovations (2 May 2005). And Provost Nicholls recently restated this principle in his announcement of the restructuring of certain academic units:

Quality requires consistently high standards across the entire university. In matters of curricular review, promotion, tenure, and reappointment, universities rightly give a great deal of autonomy to the expert and experienced tenured faculty in their schools and colleges. This works well when there are at least two criteria in place. *There should be a critical mass of faculty to provide the requisite levels of rigorous academic evaluation, and there must be a degree of disciplinary coherence that promotes collaboration and common goals*, both internally and in relation to national and international professional organizations. [italics added]

In brief, to accredit a course or program implies more than 'approving' it in concept. Accreditation confers the college's guarantee that a properly organized faculty vouches for the course's continued conduct, staffing and quality. Such 'course ownership' enables the assertion that a course will remain creditable (academically negotiable) as advertised, and on a durable basis.

Such matters are what our committee addresses. We are charged by our college faculty to review and adjudicate all changes and innovations to the curricular offerings of the college. We are expected to apply to all such proposals the standards and expectations of quality and suitability arising from the college's customary values and practices. Paramount among these latter is the threshold expectation that our courses and programs will reflect continuing review and supervision by the regular faculty

University of Connecticut faculty members, particularly in recent years, have exhibited commendable enthusiasm for developing interest in cross-disciplinary, interdisciplinary and multicultural research and have sought to put their research to productive use in innovative courses, combinations of courses, and programs of instruction. These developments are to be encouraged.

But such courses and programs, whatever their conceptual origins, require for proper accreditation a stable faculty home. As above, *course approval* is not enough. *Course ownership* demands an organized instructional unit to furnish '*requisite levels of rigorous academic evaluation, and ... a degree of disciplinary coherence that promotes collaboration and common goals.*' This is a burden well beyond the capacities of any administratively-conceived committee, whatever its makeup. Such courses need identifiable adoptive parents, not foster care.

These matters invoke collateral issues not for exploration here, such as cross-listing and novel 'subject matter areas.' Indeed, many issues generated outside our committee will continue to vex us. But perhaps this commentary will help to focus deliberations of our committee as we struggle to exercise responsibilities with which our faculty has charged us.

JJM

Adjourn 5:32pm

Submitted D. Knecht, sec'y pro tem