



THE COLLEGE

UNIVERSITY *of* ROCHESTER

College Curriculum Committee Academic Year 2016-2017

The notes below summarize the activities of the College Curriculum Committee for the academic year 2016-2017. These include the approval of new majors, minors, and clusters; consideration of changes in several curriculum-related policies; discussion of assessment and curricular review.

Approved Majors

None.

Majors Under Review

None.

Approved Minors

- Environmental Humanities

An Environmental Humanities course of study will introduce students to the role of the environment not only in major humanities and humanistic social science disciplines, but also in a wide range of academic subfields, including courses in Gender Studies, Urban Studies, Media Studies, Critical Theory, Socially Engaged Art, Visual & Cultural Studies, and Food Studies. The minor will consist of a minimum of 20 credits. The five classes must include at least two foundational courses; a capstone course in the spring semester of the junior or senior year; and two additional courses drawn from either the elective or foundational course lists.

- Writing Studies

This minor provides an extended study of writing that is relevant to students from all disciplines, drawing on theory and research to help students understand different practices around writing, speaking, and argument. The curriculum will provide students a rich understanding of discourse practices through two distinct tracks focused on either "breadth" or "depth" in thematic areas. Students will also have the ability to design individual writing-studies programs and conduct writing-studies research that will prepare them for the increasingly global and digital nature of communication.

New Clusters

- Korean – H1KOR001

This cluster focuses on the study of Korean at the elementary, intermediate, and advanced levels.

New Citation

None.

Changes/Modifications

- Changes were approved for the following **majors**: African American Studies; American Studies; Audio and Music Engineering; Earth and Environmental Sciences; Engineering Science; Environmental Studies; East Asian Studies; Political Science; Undergraduate Business
- Changes were approved for the following **minors**: Latin American Studies; Philosophy; Undergraduate Business

Policy Change

- **Delay of grade submission**

The CCC approved the proposal to remove academic honesty policy language requiring instructors to delay submitting their students' final semester grades until after they have completed the assigned academic honesty tutorial. The CCC also approved the proposal to require that a C-hold be placed on students' accounts for incidents of all severity levels, from the mild Instructor Resolution Warning Letter, to the most severe Board Resolution. This is consistent with other student conduct practices, and would add incentive for all students (regardless of incident type) to complete the assigned tutorial.

- **Primary Writing Requirement and clusters**

The CCC approved the reinstatement of the policy allowing a course that had been substituted to fulfill the Primary Writing Requirement to count toward a cluster, effective retroactively.

- **Internship and Credit**

The CCC approved the proposal to revise the policy preventing students from earning both credit and pay for an internship. The policy now allows for students to receive both credit and pay as this allows for students to have meaningful professional experiences while maintaining an income for living expenses.

- **Renumbering the 39X series**

The CCC approved the proposal to renumber all 39X courses to align with College-wide definitions and criteria. Historically, the definitions of the 39X series were determined by individual departments. This caused confusion for students, and inconsistencies made it difficult to track and assess student progress in these programs.

The policy to renumber these courses will help streamline these courses to avoid confusion and improve assessment.

Review of Longitudinal Academic Data

- Fall semester grade point averages
- Courses with over 100 registrants, fall and spring
- Criteria for Latin Honors

Discussions

- **Transfer credit from study abroad programs**

The CCC discussed the challenges facing students who attempt to transfer back credit from a study abroad program. The variance in programs, including traditional exchanges, third party organizations, faculty-led programs, and non-UR programs can make it difficult to implement an overarching policy identifying a maximum number of transferrable credits. The number of transferable credits is determined at the department level. The current policy now allows for one course in a cluster to be transferred in from a study abroad program. The CCC discussed whether this should be relaxed, but expressed concerns around outsourcing instruction to foreign institutions, especially for majors, given the potential discrepancies in instructional quality and curricular focus. The CCC recommended increasing advertising to departments around transferrable credit, revising the Pre-Approval Form to include prompts that help students justify why they should receive credit, and stating explicitly in resources, such as the Advisor's Handbook, that cluster transfer credits are limited to just one course to avoid confusion.

- **End-of-semester policies**

The committee held a preliminary discussion on the policy which prevents comprehensive exams from being administered during the week before finals. Historically, this policy was written during a time when most courses administered final exams during finals week. However, because more courses are now offering final projects, papers, or presentations in lieu of traditional exams, this policy may be too restrictive. This may be especially restricting for seniors, who are often required to give final presentations for capstone courses. Given how the structure of assessments have shifted, the committee considered revising the policy to allow for final presentations to be offered during reading period, which would allow the course to conclude prior to finals week. The committee agreed to revisit this topic after obtaining more feedback from students.

- **Inclusion of an academic honesty item in course evaluations**

The current academic honesty policy, implemented at the beginning of the fall 2015 semester, requires all instructors to include a statement about academic honesty in their syllabi, and to include an honor pledge on all exams given in their courses. The Academic Honesty Education Committee was established shortly following the

implementation of the new policy to support outreach and education around academic integrity strategies. In their interim report, the Academic Honesty Education Committee recommended that a question be added to all course evaluations that asks students to confirm whether or not the instructor complied with these two requirements. The CCC discussed how this question may help to nudge instructors and students toward thinking more about academic honesty, but were concerned this would have undesirable policing effects, and were uncertain whether this was the appropriate place to be collecting this type of feedback. The CCC suggested that the Academic Honesty Education Committee revisit this question and resubmit a proposal with more detail, including clarification as to how responses would be interpreted and what potential consequences that may come as a result.

- **A possible research track in academic programs**

The committee discussed the possibility of establishing a research track or major within Arts, Sciences, and Engineering. The committee identified several advantages for offering this type of program, including the opportunity for students to become deeply engaged in research at the onset of their college careers. The small, exclusive number of students admitted into the program could be appealing to prospective students, and would distinguish Rochester as unique among other institutions. By identifying students prior to freshman year, students would have the chance to study topics that are interesting to them on a more in-depth level than traditional studies. However, the committee also raised questions around the logistics of implementing such a track. How would this be aligned with the honors program? Will students have sufficient experience in fundamental research methods or lab courses prior to enrolling? Would this program be managed by individual departments, and if not, what are the departments committing to in terms of time and resources? Would there be research-focused advisors, and what would the program be named? If this were to move forward, the committee suggested that the program be piloted first, or implemented in phases. It was also suggested that this be broadened long-term to encompass other types of experiential learning.

- **The role of the committee in the review of AS&E faculty-led programs abroad**

For faculty-led programs, the committee decided it would be valuable to review the curricular components of the program as proposed by Education Abroad, including specific learning goals and objectives of the course, credit and contact hours, and how the course may relate to a major, minor, or cluster. It was suggested that the committee provide departments with a template to consistently collect program information to review. The committee further agreed to fulfill the role as proposed by Education Abroad to review the curricular components of partnerships. This includes exchanges, direct enrollment, and affiliations. The committee would focus on aspects of the partnership related to academic rigor, and how well the programs fit with the College.

- **The goal of clusters**

The committee discussed the overall goal of clusters, including whether the cluster should exhibit breadth or depth, and how to define and manage internal coherence within a cluster. When clusters were originally created, the goal was to provide depth on a particular subject. This has been challenging in recent years as fields of study become more interdisciplinary, and clusters have trended toward a broader range of topics to accommodate this. However, in doing so, some clusters have become too broad so that the focus of the cluster is lost. Currently, there are 250 active clusters. Each summer, departments prune clusters based on when courses in each cluster are offered. The committee suggested that in addition to this, departments should conduct a thorough review to evaluate cohesion, perhaps every five years. It was also suggested that the department chairs receive an annual report which includes information on cluster enrollment, required prerequisites, and the number of exceptions for their department. The committee should also receive a report on all declared majors, minors, and clusters from the past five years in order to consider areas of higher enrollment and student interest.

Curriculum Committee Members 2016-2017

Chair, Lynne Orr	Physics and Astronomy
Loisa Bennetto	Clinical and Social Sciences in Psychology
Jennifer Creech	Modern Languages and Cultures (Fall 2016)
Alan Czaplicki	College Deans' Office
Richard Feldman	College Deans' Office
Alexandra Frederickson	Student Association Academic Affairs Committee
Paul Funkenbusch	Mechanical Engineering
John Jaenike	Biology
Michael Jarvis	History
Steven McAleavey	Biomedical Engineering
Ezra Tawil	English (Spring 2017)
Allen Topolski	Art & Art History