College Curriculum Committee
Academic Year 2017-2018

The notes below summarize the activities of the College Curriculum Committee for the academic year 2017-2018. These include the approval of new majors, minors, and clusters; consideration of changes in several curriculum-related policies; discussion of clusters; and review of course evaluations.

Approved Majors

- BA in Classical Civilizations

  This major allows students to achieve both an understanding of the history and culture of the ancient Greeks and Romans, and experience with a variety of the methods and sub-disciplines employed in the study of these two cultures. The major also offers students an opportunity to acquire a measure of competence in either Greek or Latin. In addition to providing a broad introduction to the history, literature, and archaeology of these two cultures, the key components of the major – seminars, reading courses, study abroad options, and the senior project – allow students to explore a particular aspect of the ancient world of their choosing in detail (in consultation with an advisor).

  Note: This proposal is under review by the Faculty Council as of June, 22, 2018.

Approved Minors

- Minor in Digital Media Studies – Humanities

  Digital Media Studies is an interdisciplinary program that trains students to be critical users of the wide array of digital media and technologies ubiquitous in modern life. DMS courses also deepen students' understanding of various digital media through production and technology courses in which they create and manipulate digital images, video, sound, music, graphic designs, videogames, and computer code on a variety of platforms. Through both using and producing content for digital media, this minor will help students better understand our modern media, marketing, and entertainment landscapes and acquire skills useful for employment in many industry fields.

- Minor in Digital Media Studies – Natural Sciences

  Digital Media Studies is an interdisciplinary program that trains students to be critical users of the wide array of digital media and technologies ubiquitous in modern life. DMS courses also deepen students' understanding of various digital media through production and technology courses in which they create and manipulate digital images,

video, graphic designs, videogames, and computer code on a variety of platforms. Through both using and producing content for digital media, this minor will help students better understand our modern media, marketing, and entertainment landscapes and acquire skills useful for employment in many industry fields.

New Clusters

- Video Games & Media Arts Programming– N1INT008
  This cluster offers insights into the creative processes involved in making video games. In addition to programming and technology courses, students will also take a course in art or film.

- Green Engineering Management – N1INT017
  After a broad overview of the science and technology behind the advantages and challenges of green energy devices, students will select a business-related course to understand how these products are managed and marketed.

- Technology, Food, and Society – N1INT018
  As one of the basic necessities of life, food can be greatly affected by environmental forces and advances in technology. Explore how our food resources impact culture and socioeconomic factors.

- Modern Technology in Society – N1INT019
  Given the growing use of mathematics, computing, and data in all fields from the humanities to medicine to business, it's becoming increasingly important for students to understand the basics of these subjects in order to understand how advances in technical innovation can greatly affect society and culture around the world.

- Analysis and Calculus – N1MTH009
  This cluster covers, at a faster pace, the material in the calculus cluster. In addition, it might include a semester of linear algebra and differential equations, or a semester of multidimensional calculus.

- Advanced Mathematics – N1MTH010
  A cluster covering the fundamental concepts of calculus together with one or more semester(s) of more advanced material.

- Introduction to Calculus and Contemporary Mathematics – N1MTH011
  This cluster is designed for students who choose to pursue exposure to contemporary mathematics through precalculus, the MTH 140s calculus sequence, or excursions in mathematics.

- Mathematical Modeling for the Social Sciences – N1MTH012

    A cluster for students interested in learning how mathematics is used for modeling in the social sciences.

- Math and Statistics – N1MTH013

    This cluster provides a solid foundation in calculation and statistics.

- Optics – N4OPT001

    This cluster allows students to explore the properties and applications of light, the history of Optics, and the use of optical technologies. 12 credits total; all courses carry four credits unless otherwise noted.

- Women's History – S1HIS020

    The study of the history of women across times and cultures.

- Social Entrepreneurship – S1INT016

    This cluster explores social entrepreneurship as a creative force that allows an economy and society to evolve and adapt to an ever-changing environment. Courses explore the background, evolution, challenges, structures and potentials of entrepreneurship within various realms. Courses offered as part of the Washington Semester in Social Entrepreneurship program in Washington, D.C.

- Chinese Language and Culture – H1CHI002

    This cluster introduces students to Chinese culture through language courses and courses on Chinese literature, popular culture, religion and history.

- Chinese Culture – H1CHI003

    This cluster introduces students to Chinese culture, history, literature, and religion.

- Turkish – H1REL019

    This cluster will enable students to achieve a basic proficiency in Turkish as well as a familiarity with Turkish literature and culture.

- Art and Art History– H1SA013

    One introductory level studio, one advanced level studio, and one art history course are required to complete this cluster. The introductory and advanced level studio courses provide an opportunity to explore contemporary art production. The introductory level Art History course offers a historical and theoretic appraisal of the processes by which we engage with images in the interests of artistic representation. This cluster is composed of two SA and one AH course.

- Language, Linguistics, and Writing– H1WRT001

    All courses in this cluster involve some focus on how language works at the sentence, clause, or phrase level and relates that knowledge to the discourse goals of the text as a whole.

- Digital and Multimodal Composition – H1WRT002

    This cluster focuses on how composition choices and their effects depend not only on audience and purpose, but also – in critical ways – on the mode of communication.

- Communication & Community Engagement – H1WRT003

    This cluster focuses on communication as an act that both interacts with and serves the larger community.

- Writing Theory and Practice – H1WRT004

    This cluster draws on theory and research in writing studies to help students understand different disciplinary practices around writing, speaking, and argument. It offers a preview of the minor and of writing studies as a field.

New Citation

    None.

Changes/Modifications

- Changes were approved for the following **majors**: Anthropology, Audio and Music Engineering, Biology, Biomedical Engineering, Business, Chemical Engineering, Chinese, Data Science, Digital Media Studies, East Asian Studies, Electrical and Computer Engineering, Modern Languages and Cultures, Optics, Public Health, Statistics; Studio Art

- Changes were approved for the following **minors**: Audio and Music Engineering, Business, Chinese, East Asian Studies, Electrical and Computer Engineering, Environmental Humanities, Public Health, Sustainability, Writing Studies

Policy Change

- **Two new academic honesty questions in course evaluations**

    The CCC approved the proposal to add two new questions to the Student Course Opinion Questionnaire (SCOQ) evaluating academic honesty in courses, effective in fall 2018. The questions were: (1) The instructor provided clear academic honesty guidelines in the course, and (2) An open box for comments. These questions will be included in evaluations on a pilot basis through spring 2021.

Discussions

- **Credit hour policy**

    The committee reviewed the current credit hour policy. According to the original standard, lecture and discussion courses are to meet for 50 minutes, three times per week (or two 75-minute classes per week). In addition, a fourth 50-minute period should be included for enriched independent study, lecture, or discussion. It is unclear how faculty are communicating this fourth hour to students, and if it is noted on their syllabi. If it is not clearly stated, this could lead to compliance issues. The committee considered potential solutions, and recommended that faculty be encouraged to more clearly communicate how students will utilize the fourth hour. To help with this, the Dean's Office proposed developing language that shows the history of the policy, outlines how hours are structured, and provides examples of supplementary work or artifacts across disciplines. When available, this statement would require additional evaluation by the committee, and eventual review by the Steering Committee and Faculty Council.

- **Clusters**

    The committee reviewed the goal of clusters as it relates to the broader Rochester curriculum. Specific topics included whether clusters are intended to cover breadth versus depth; which components lend to a cohesive cluster; and how clusters fit into the general education requirements as outlined by Middle States. Based on discussion, a new Cluster Proposal Form was created that requests more detail about the educational goals of the cluster, overall impacts on the curriculum, and which general education requirements it satisfies based on Middle States definitions. This form will be piloted with the top 2 or 3 clusters in each department during the annual cluster review over the summer.

- **Faculty-led programs abroad**

    Following an increase in the number of faculty-led programs abroad, the Center for Education Abroad developed a new tracking and review process for programs using the application tool, Terra Dotta, to support faculty planning and ensure that appropriate curricular and logistical measures are in place prior to departure. In collaboration with the Center for Education Abroad, the committee considered which components of faculty-led programs abroad would be valuable to review going forward. These included curricular elements of the program, including the intersection of coursework, activities, and projects; the role of key instructional personnel; the goal of the program and its fit with the larger Rochester curriculum; and potential risks or other issues specifically related to educational components of the program.

- **Course evaluations**

    The committee discussed the topic of student course evaluations and concerns that gender bias can have a significant impact on results for female instructors. The committee considered the fairness of evaluations, including the scoring format, and ways to potentially mitigate gender bias if this were to be revised. Professor Ronald

Rogge attended a meeting to discuss the findings of his earlier study on this topic. In collaboration with Rogge, the committee developed a proposal for the Faculty Council which outlined the following recommendations:

1) Rather than reporting single numbers (averages) for Teaching, Rapport, Instructor, and Course on the course report provided on the FAR, we recommend that the distribution of scores be highlighted, ideally as a histogram.

(2) Add an introduction to the survey informing students that their possible biases (both explicit and implicit) can affect their impressions of faculty members, and encouraging students to be aware of this while evaluating their instructors. For example: "Research has shown that instructor evaluations are often biased by factors including (a) the demographic groups that individuals (both instructors and students) belong to (b) their levels of likeability and (c) their physical attractiveness. When rating courses and instructors, please try to give your unbiased opinions of the quality of the courses you experienced."

(3) Include a composite score in the instructor feedback output from the course evaluations for the four more focused areas within the current course evaluation form.

(4) Populate the FAR with all four focused areas from the current course evaluation form, as well as the composite of those, to provide less biased information in the FARs.

(5) Have the deans send a note to faculty and department chairs alerting them to the possibility of scores being influenced by bias against women, faculty of color, those perceived to be less attractive, etc. and that they should not be used as the primary indicator in assessing teaching performance.

Curriculum Committee Members 2017-2018

Chair, Paul Funkenbusch	Mechanical Engineering
Loisa Bennetto	Clinical and Social Sciences in Psychology
Jennifer Creech	Modern Languages and Cultures
Alan Czaplicki	College Deans' Office
Alexandra Frederickson	Student Association Academic Affairs Committee
Alison Frontier	Chemistry
Marcy Kraus	College Deans' Office
John Jaenike	Biology
Michael Jarvis	History (Fall 2017)
Steven McAleavey	Biomedical Engineering
Jeffrey Runner	College Deans' Office
Thomas Slaughter	History (Spring 2018)
Allen Topolski	Art & Art History
James Zavislan	HSEAS Deans' Office