

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.

None.

None.

< 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 &



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

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

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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.

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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.

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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



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