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# Annual Report, Arts & Sciences Academic Affairs Committee, September 2005

Arts & Sciences Academic Affairs Committee

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Academic Affairs Committee (AAC)  
2004 - 2005

The AAC met eighteen (18) times during AY 2004 - 2005 to conduct its business.

Reported below are:

1. The policies and practices that the committee brought to the Executive Committee and/or the Arts & Sciences Faculty for endorsement. All of these were endorsed.
2. Programmatic changes (major and minor proposals) that were considered, endorsed and referred to the Executive Committee (EC) for final action. These programmatic changes were endorsed by the EC and are reported in the *on-line catalogue* accessible through the College's Web Site via the Office of Student Records.
3. Issues that were brought to the AAC for discussion, but tabled for further consideration.

In addition to the work conducted by the committee as a whole, the **subcommittees for academic appeals and new course proposals** conducted its business in support of The College enforcing established standards and practices.

**1. POLICIES BROUGHT TO THE EXECUTIVE COMMITTEE BY THE ACC  
AND ENDORSED BY THE ARTS & SCIENCES FACULTY**

**Changes in the Internship Program were proposed and adopted as follows:**

1. Proposal to change the required hours working at the organization.  
4 credits - 160 hours on site + time spent on written assignments  
3 credits - 120 hours on site + time spent on written assignments  
2 credits - 80 hours on site + time spent on written assignments
2. Proposal to shorten the length of the summer internship program from 10 weeks to 9 weeks

The summer semester would begin the day after commencement and end on a Monday, 9 weeks later. Under this proposal, the summer internships for 2005 would be May 16-July 18, 2005. Supervision of the interns would be shared equally by Sherry Fischer and Sharon Agee during the summer term.

3. Proposal for a 2 week late add opportunity (\$50 late registration fee) to register for summer internships until mid-June each year or in the case of 2005, June 13, 2005

**Academic Probation Policy**

There was a need to clarify the policy regarding students placed on academic probation:

Students on probation must take at least 12 semesters of classes to fulfill their obligations of probation.

This statement is open to interpretation regarding students taking courses for CRINCR since they do not 'figure into' calculations of GPA. The AAC determined that it is the intent of the probation policy that a student must take at least 12 semester hours of graded classes to fulfill the obligations of probation. As such, the AAC directed that letters to students being placed on academic probation include language to this effect:

**Students must be enrolled in at least twelve hours of graded credit in order to fulfill the terms of regular probation.**

**Clarification of Catalogue section 'CREDITINO-CREDIT' as follows:**

Students who wish to take a course on a credit/no-credit (CRINC) basis rather than for a letter grade must complete the appropriate form, available at the Office of Student Records, no later than two weeks, ten (10) working days, after the beginning of the fall or spring terms. If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted.

If a grade below a 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected. Courses taken CRINC may not be used to fulfill general education, major, minor, or concentration requirements. No more than one (1) letter-graded course per term may be declared credit/no-credit, and a maximum of four (4) such courses may count toward graduation. Courses normally graded as CR/NC (internships, information technology, and applied music, for example) do not count toward the per term or graduation limits.

Once the CRINC declaration is made for a given course in a given semester, students may not later request that the CRINC be changed to a letter grade. In a subsequent semester, students may repeat a course graded CRINC for a letter grade, but will not earn credit hours for the course a second time. (See the College's policy on repeated courses, above.)

**General Education Requirement in Foreign Languages ('F') and Placement Policy: The following was adopted by the Arts and Sciences faculty to replace the existing policy**

**(F) Foreign Language:** Foreign Language study has an intimate and necessary connection with the educational goal of learning about oneself and one's relationship to the world. Language is not just the primary vehicle for the communication of culture; it is culture. As such, foreign language study offers a unique window of perception regarding non-English speaking cultures, a window through which students can learn to communicate in a language other than their native tongue, learn how other people live and what they value, or, in the case of ancient languages, delve into our rich culture and philological heritage. Second language study also provides insights into the nature of language and its power to shape ideas and expression.

The Foreign Language Requirement ('F') is a one-semester requirement at the intermediate (200) level.

Only the following students can be exempted from this requirement:

1. Foreign Students who have been admitted to the College based on their TOEFL ("Test of English as a Foreign Language") score.
2. Students, who transfer to Rollins, who have completed the intermediate level of a foreign language from an accredited institution of higher learning.

\*Students who have taken the SAT-II or AP or IE exams, regardless of their performance on these exams, are not exempt from this requirement.

Students are allowed to enroll at any level of the language they deem appropriate based on their preparation in secondary school. They will receive semester-hour credits for all successfully completed courses. They may choose to enroll in elementary courses even though they have taken four years of high school study of a particular language. Nevertheless, students will fulfill the 'F' requirement only when they have taken at least one course at the intermediate (200), and/or advanced (300) level.

### **Plan for Infusing Writing and Communication into Majors**

Extraordinary time, effort and emotional energy were expended on the implementation of 'R' and 'T' Infusion according to the plan endorsed by the Arts and Sciences Faculty in the spring of 2004. That plan was as follows:

1. Offer *voluntary* workshops on teaching written and oral communication to all members of the faculty on a regular basis. Funding has been set-aside in the faculty development line for workshops to be offered on a rotating and on-going basis at times convenient to those teaching and participating in them. Faculty teaching workshops and those participating will receive stipends.
2. With assistance from Writing and Communications faculty, the Director of General Education Assessment, and the Dean's Office, departments and programs

offering a major will submit a plan for incorporating the teaching of writing and oral communication within the major to the AAC (or a designated subcommittee) by November 1, 2004. These plans may include identifying specific courses within the major which are in essence the *R* or *T* courses, spreading the objectives for written and oral communication over a number of required or elective courses, or some combination of these two strategies. The goals currently articulated for Writing Reinforcement and Communication Across the Curriculum will be retained as the objectives to be achieved in the department/program plans of implementation.

3. Once a course or set of courses has been identified to meet the objectives of infusing written and oral communication into majors, assessment mechanisms will be identified by the department/program and employed as part of the assessment of the major.

4. Departmental infusion plans will be reviewed by AAC and submitted to the Executive Committee for ratification by February 2005, in time for the creation of schedules for academic year 2005-06. At this time, the designations *R* and *T* would disappear.

5. While one could create an elaborate plan to track who has and has not completed the Rand T until the entire student body has come under the new regulations, our recommendation is to implement the new plan "cold turkey" in the belief that students will be covered in the interim under either the old or new model.

- As of April 15, all but one department had developed infusion plans that met the requirements specified in items 2 and 3 above. These plans were submitted to the Executive Committee, which ratified them on April 21. These plans have been posted to the 'Web' under the Office of the Dean of the Faculty - General Education. The implementation plans for our respective majors can be downloaded as Word docs from this site.
- As specified in items 4 and 5, Implementation begins in academic year 2005-2006 with the 'R' and 'T' disappearing as formal General Education designations.
- It remains an obligation of the administration to offer and fund voluntary workshops on teaching writing and oral communication to all members of the faculty on a regular basis, as directed in item 1.

### **Health and Wellness**

At the recommendation of the AAC, the Arts and Sciences Faculty created a Wellness Task Force in the spring of 2004 to develop a **Health and Wellness Proposal** as follows:

1. A Wellness Task Force of interested parties be assembled in August 2004 to

develop a model in which "health and wellness" is satisfied within curricular and co-curricular experiences, given existing resources. A member of the AAC will convene the first meeting and chair the Wellness Task Force. Membership of the Task Force is envisioned to include, but not be limited to:

- The Coordinator of the College-Wide Health Initiative.
- A representative of the Counseling Center.
- Faculty representatives from Health and Physical Education and other interested departments (e.g. Biology, Psychology...).
- Representatives from the offices of the Deans of Student Affairs and Faculty.
- Two students appointed by the Student Government Association.

The AAC recommends that the proposal returned to the faculty include an **activity component** in which A&S students will enroll in two (2) HPE courses for which 1 hour of credit will be earned per course on a credit/no credit basis with no more than two activity courses being taken for credit.

2. The chair of the Wellness Task Force maintains communication with the AAC, reporting the Task Force's final proposal by December 1,2004. The AAC will present the proposal to the A&S Faculty at its first meeting of 2005.

The Task Force, chaired by Bob Carson, reported to the ACC on December 1,2004 thereby fulfilling its obligation. The AAC endorsed the proposal and advanced it to the Executive Committee for consideration. The Executive Committee directed that the AAC advance the following recommendation regarding academic credit for HPE activity courses to the faculty, which was passed for implementation in academic year 2005-2006:

**The College requires two (2) activity courses to be graded credit/no credit for 1 semester hour each with an allowance for up to a maximum of four (4) activity courses taken credit/no credit for 1 semester hour each. Varsity athletes must take at least one (1) of the activity courses to complement the credit given for participating in their sport.**

The remainder of the Wellness Task Force Report - a proposal to implement a Health and Wellness General Education requirement - was presented to the faculty as a report. A colloquium on the subject was subsequently held on Thursday, April 7. Emergent from the colloquium and subsequent discussion within the Executive Committee, the Task Force was directed to discuss the proposal with the Arts and Science Faculty as a "meeting of the whole" at the May 4 faculty meeting.

## **2. CHANGES IN REQUIREMENTS IN MAJORS AND MINORS**

Several academic departments came to the AAC requesting approval of changes in the requirements for their majors and minors. In alphabetic order (below), the following departments submitted programmatic changes that were approved and presented to the Executive Committee for final action.

These programmatic changes were endorsed by the EC and are reported in the on-line catalogue accessible through The College's Web Site via the Office of Student Records.

Chemistry

Biology

Biochemistry and Molecular Biology

Latin American and Caribbean Studies (major and new minor) Mathematics

Music

English (minor) International Business

International Relations

Spanish Theater and Dance

### **3. ISSUES DISCUSSED AND FORWARDED TO ACADEMIC YEAR 2005-2006:**

A multidisciplinary working group has spent the better part of two years in discussion to develop a proposal for a major entitled **Media, Culture, and Communication**. As background, the major would be described as follows:

#### **DESCRIPTION:**

Navigating a media-saturated and multi-cultural world requires a combination of traditional liberal arts skills (e.g., critical thinking, cogent writing, and effective speaking) and an in-depth understanding of the visual and interactive modes of expression that so infuse the contemporary world.

This curriculum centers on discourses of media, culture, and communication. Its distinctive multi and interdisciplinary approach bridges the social sciences and humanities, providing opportunities for students to explore diverse but complementary perspectives across programs.

Some courses explore specific forms and practices of media, culture, and communication. These courses may focus on aesthetics, narrative conventions, genres, themes, criticism, and/or technologies.

Other courses situate discourse in historical, cultural, performative, economic, ethical, and/or political contexts. These courses may examine the production, circulation, and/or reception of symbolic forms and/or explore ways that symbolic forms construct, reinforce, and transform human meanings, knowledge, identities, interactions, and ideologies as well as structures of power and inequality.

The program is student-centered and student-driven. After successful completion of the Foundations course, prospective majors must submit a plan of study outlining an area of focus (e.g., Persuasion & Propaganda, International Film, Performing Gender), objectives, and proposed coursework. Plans will be reviewed by an interdisciplinary steering committee. Admitted students will work with faculty advisors to track progress. A grade of C minus or better is required for any course to count toward the major.

To foster a community of scholars, regular attendance at media and culture events (e.g., lectures, films, theater) is expected of both students and participating faculty. Admitted students must attend no fewer than 8 approved events per academic year.

**The AAC recommended that it host a colloquium early in the fall to introduce the proposal to the Arts and Sciences Faculty for general discussion and advice.**