

2-7-2017

# Minutes, Curriculum Committee Meeting, Tuesday, February 7, 2017

Curriculum Committee

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# Curriculum Committee- Rollins College

**DATE: 2/7/2017**

**LOCATION:** Bush 176

## ATTENDEES

<input checked="" type="checkbox"/> Josh Almond	<input checked="" type="checkbox"/> Gabriel Barreneche
<input checked="" type="checkbox"/> Amy Armenia	<input type="checkbox"/> Meribeth Huebner
<input checked="" type="checkbox"/> Mario D'Amato (Chair)	<input checked="" type="checkbox"/> Robin Mateo
<input checked="" type="checkbox"/> Mattea Garcia (Sec.)	<input checked="" type="checkbox"/> Laura Pfister
<input checked="" type="checkbox"/> Jonathan Harwell	<input checked="" type="checkbox"/> Claire Strom
<input checked="" type="checkbox"/> Nick Houndonougbo	<input checked="" type="checkbox"/> Tiffany Griffin
<input checked="" type="checkbox"/> Emmanuel Kodzi	<input checked="" type="checkbox"/> Mae Fitchett
<input type="checkbox"/> Nancy Niles	
<input checked="" type="checkbox"/> Zhaochang Peng	
<input checked="" type="checkbox"/> Jay Pieczynski	
<input checked="" type="checkbox"/> Shaayann Khalid	

## AGENDA/DISCUSSION

1. Approve Minutes from January 31, 2017 meeting.
  - Motion to approve minutes: J. Almond
  - DECISION: 8-0-0
2. Sub-committee announcements and or/reports
  - New Course Subcommittee: (Amy Armenia). All Maymester proposals are in and will be reviewed Monday. Claire asks Robin to review enrollments in previous Maymester neighborhood courses.
  - Appeals: (Jay Pieczynski). Met last Friday and will meet again this Friday. Most appeals seem to be centered around meeting graduation requirements. As always, the committee recommends that faculty use the Academic Warning system.
  - Set dates for Faculty Position Request meeting and Student Panel Colloquy (Mario D'Amato).
    - Date for meeting to review Faculty Position requests (16 requests have come in). This includes only voting faculty members. Monday February 13th @ 5:30pm.
    - Panel for SGA regarding Curriculum: Tuesday, February 21st in Bush Auditorium. Panel: Claire Strom, Mario D'Amato, & Jay

Pieczynski.

3. New Business

- Proposal for Structural changes to rFLA (Claire Strom): See proposal document.
  - Changes are in response to barriers to completing the neighborhood and students' requests to have more flexibility and choice each semester.
  - Additional note will be added to proposal that indicates that *only* math and writing competencies will be required prior to 300 level. Students do not need to complete the PEA and Health & Wellness courses first.
  - Motion to approve the structural changes to rFLA: Mario D'Amato
  - DECISION: 10-0-0
  - This proposal will be sent to EC and EC can determine whether this is going to be brought to full faculty.
- Proposals for Task Force 1B (Majors)
  - Motion to consider this version of the proposal: Jay Pieczynski.
  - Discussion: Initial discussion considered exploring a "no-dash" option (students would not indicate a specific major) but we returned to the previous version of the proposal offering an "Exploring-Major x" option. It may also be possible to use alternative categories/coding in Banner to help students declare preferences. Discussion points to continuing concerns regarding advising; larger majors and their course sequencing/course designations (e.g. Majors only classes); and perception of "exploring" for incoming students, donors, parents, and other stakeholders.
  - At this time, CC is beginning to reach saturation and may want to send it to EC for review of the proposal.
  - Call the Question: Amy Armenia. DECISION: 10-0-0
  - Decision on original motion regarding the proposal: 7-1-2
  - Proposal will be sent to EC, with acknowledgement that it may be returned to us with feedback.

4. Old Business

- Response to Provost's findings re: ABA approval of Paralegal Certificate Program (Mario D'Amato).
- Motion to send this memo forward: 10-0-0

5. Announcements: None.

6. Adjourn

- Motion to Adjourn: Mattea Garcia DECISION: 10-0-0

## Structural Changes in rFLA

1. Change rFLA neighborhood student requirements to:

- One 100-level course, taken in the spring, alone.
- Three 200-level courses that can be taken in conjunction with each other.
- One 300-level course that must be taken once the writing and math competencies and other neighborhood classes are completed. It can be taken in conjunction with the 200-level language class.

Rationale:

This will make the neighborhood system easier for students—they will have more choice, and they will not be stuck in their final semester, if they have not completed their language requirement.

2. Change rFLA assessment to:

- 100 level                    Information Literacy
- 200 level                    Critical Thinking
- 300 level                    Written Communication, Information Literacy, Critical Thinking

Written communication is also being assessed in the ENG 140 classes.

Rationale:

- We are assessing too much in the general education.
- Both integrative learning and ethical reasoning were proving hard rubrics to understand and to apply effectively across all disciplines.
- Assessing five learning outcomes in the 300 level class is hampering faculty in their development of interesting educational interdisciplinary classes.

Note: This does not mean that we are abandoning either integration or ethics. Next year, we will pull together a task force to determine where these outcomes should live in the Rollins' curriculum.

## Comment on the Question of ABA Approval for the Paralegal Certificate Program

To: VPAA/Provost Susan Singer  
From: Curriculum Committee of the College of Liberal Arts  
Date: 2/7/2017

While the Curriculum Committee reaffirms the Memo sent to the Provost “Comments from CC re. RCLL non-credit/certificate programs” (see below), upon further investigation from the Provost into the specific matter of seeking ABA approval for the Paralegal Certificate Program, we do not believe it is necessary to seek ABA approval in this case, insofar as KI 1003 states that such non-credit programs are to be “typically recognized” by a professional organization, but not necessarily. We emphasize and reaffirm our final point in the earlier Memo: “moving forward, any proposal for any certificate program—whether credit or non-credit—shall be developed in consultation with and/or vetted by any relevant departments and/or programs of the College of Liberal Arts. The Curriculum Committee shall consider this to be a necessary prerequisite for a proposal to be endorsed by the CC.”

### Memo

To: VPAA/Provost Susan Singer  
From: Curriculum Committee of the College of Liberal Arts  
Date: 10/4/2016  
Re: Comments from CC re. RCLL non-credit/certificate programs

The following comments have been formally endorsed by the Curriculum Committee, in accordance with KI 1003’s directive re. Non-Credit Programs, i.e., that the Holt Dean “notifies the appropriate faculty leadership of the proposal and provides a copy of the proposal for review. The proposal is then submitted to the VPAA/Provost, **along with comments from the faculty leadership**, for approval.”

- We have strong reservations re. the fact that the curriculum for the Paralegal Studies (Non-Credit) Certificate Program was *not* developed by Rollins faculty, but rather (as Dean Richards stated at the CC meeting on 9/27/2016) that it was developed by a consulting firm.
- We are concerned that the RCLL Paralegal Studies (Non-Credit) Certificate Program does not demonstrate the level of rigor that ought to be associated with Rollins insofar as it has not sought recognition from the American Bar Association. Under the definition of non-credit certificate programs, KI 1003 states, “When appropriate and available, certificate programs of the College are typically recognized by relevant professional organizations.” We believe that if the Paralegal Studies Certificate Program is to continue, it should be submitted for approval to the American Bar Association, since such recognition is clearly “appropriate and available”: <http://apps.americanbar.org/legalservices/paralegals/directory/fl.html> (note that Valencia offers an ABA approved paralegal program). We would recommend that on KI 1003, a statement be added for certificate programs (whether credit or non-credit) that proposals should indicate whether the certificate program will be submitted to a relevant professional organization for review.
- We affirm that moving forward, any proposal for any certificate program—whether credit or non-credit—shall be developed in consultation with and/or vetted by any relevant departments and/or programs of the College of Liberal Arts. The Curriculum Committee shall consider this to be a necessary prerequisite for a proposal to be endorsed by the CC.

**Task Force on the Undergraduate Curriculum  
College of Liberal Arts  
Proposals for the Faculty**

**1. Deferred, deliberative declaration of major**

Conceptual underpinnings:

- Students should experience a variety of classes at Rollins College before declaring a major.
- Major declaration should be accompanied by a thoughtful reflection by the student.

Goals:

- Students will choose majors more effectively and change them less frequently.
- A more committed student choice of major will improve the ability to predict faculty needs.
- Students will be more cognizant of the nature and benefits of a liberal arts education.

Plan:

- All students enter Rollins with their major listed as “Exploring.” For those students who express a preference for a major, their major will be listed as “Exploring—x.”
- Students who need to be coded for specific purposes (e.g.: scholarships) will be coded based on preference forms.
- To declare a specific major, students must:
  - Take two classes from the desired major’s major map.
  - Take one class from two other divisions of the college—these courses can include RCC, competencies, and neighborhood classes.
  - Fill out a declaration of major form that requires a reflection on why the major is being chosen.

Motion:

That all students be required to defer the declaration of a major until they have taken two courses from the major map and one course from two other divisions of the college. At that point, they will complete a reflection explaining their choice.

**2. Departmental assessment of optimum number of students**

Conceptual underpinnings:

- Departments best understand the rhythms of their major and the needs of their students. They also best understand the pressures on their faculty in terms of advising and teaching.
- Therefore, individual departments are best able to determine the ideal number of students to whom they can provide a quality, mission focused, liberal arts education.
- Each department should determine an optimum number range of students in their department based on current tenure and tenure-track faculty (and

permanent lecturers, artists-in-residence, etc.). The department should take into consideration its contribution to interdisciplinary majors.

Goals:

- To realistically engage departments in a conversation about the optimum number range of students in a major in terms of staffing classes and advising.
- To lay the groundwork for a distribution of students across majors that is philosophically, pedagogically, and institutionally reflective of the mission and goals of Rollins College.

Plan:

- Moving forward, the Curriculum Committee will require this information when departments request positions.

Motion:

That all departments determine an optimum number range of students that should be enrolled in their major in order to most effectively staff and advise them given current faculty.

### **3. Departmental self-regulation of student numbers using autonomous curricular measures**

Conceptual underpinnings:

- That several departments have successfully used curricular tools to limit and control the numbers of students in their majors.
- That each department knows best which courses or other curricular tools could reduce student numbers.

Goals:

- That majors where the optimum number is greatly exceeded by the actual number of students implement curricular measures to bring the two numbers into better alignment.

Plan:

- Departments that have considerably more students than they have determined to be ideal will create a plan to rectify this situation using autonomous curricular measures.
- The Curriculum Committee will review and advise on these plans.

Motion:

That a department with substantially more students than it considers desirable for effective instruction and advising will determine autonomous curricular measures to reduce the numbers. The plans will be brought to the Curriculum Committee.

### **4. Reduction of student neighborhood requirements depending on major declaration**

Conceptual underpinnings:

- One aim of the neighborhood system is to expose students to a variety of ways of knowing.
- Students are sufficiently exposed to a divisional perspective by majoring in that division.

Goals:

- To allow students to reduce their neighborhood requirements by not taking a class in the same division as their major.
- To reduce the need for rFLA classes by about 1/5<sup>th</sup>.

Plan:

- Once students have taken two classes in a department and declared that major, they can be exempted from that division in the rFLA. This exemption would be available only once in a student's undergraduate career.
- Students in the Business division will be required to take all four divisional classes to ensure sufficient exposure to a liberal arts education.
- Students already in the neighborhood system will be allowed to not take a neighborhood class in their declared major's division, with the exception of Business.

Motion:

That, once students have declared their major, they are exempted from the neighborhood class in that division. Business majors will continue to take neighborhood courses from all four academic perspectives.

Mario D'Amato  
Claire Strom  
February 3, 2017

Endorsed by the Curriculum Committee  
February 7, 2017