Curriculum Committee Minutes   College of Liberal Arts Minutes and Reports

3-27-2018

Minutes, Curriculum Committee Meeting, Tuesday, March 27, 2018

Curriculum Committee

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Date: 3/27/2018
Location: Bush 176

Attendees:

■ Josh Almond (Chair) ■ James Patrone (Sec.) ■ Mattea Garcia ■ Gloria Cook

☐ Stephanie Henning ■ Mario D'Amato ■ Emily Russell

■ Jamey Ray ☐ Nancy Niles ■ Nick Houndonougbo ■ Dan Chong

■ Andrew Phillips ■ Jonathan Harwell ■ Stephen Booker ☐ Tiffany Griffin

☐ Mae Fitchett ☐ Janette Smith

Agenda/Discussion

1. Approve minutes from the March 20, 2018 meetings
   a. Motion to approve minutes from 3/20/2018 meetings
   b. DECISION: APPROVED (8-0-0)
2. Sub-committee announcements and/or reports
   a. New Course Committee (G. Cook)
      i. Approved 1 new course
      ii. Discussion about the new course form is lacking of justification for increasing number of credit hour changes and/or title changes
         1. Need to make sure larger changes are actually justified
   b. Academic Appeals Committee (J. Ray, M. Garcia, G.)
      i. Met and have some interesting cases
      ii. Cases involved with waiving gen ed requirements, walk with less than 2.0, study abroad without GPA,
      iii. If policies were updated and justified it would make enforcement easier and more transparent
   c. International Committee (N. Houndonougbo)
      i. Number of students going abroad for fall went down significantly
         1. Trying to identify if this new trend and how to improve
         2. Can students take other courses than just electives
   d. EC report (J. Almond)
      i. No EC report – everything was presented at last faculty meeting
3. New business
   a. Discussion of rFLA 2.0 changes
      i. Have 3 different models for rFLA 2.0
         1. 4 Neighborhoods
         2. Open borders
         3. 1 Neighborhood around Rollins mission

        ii. B & C are similar in certain aspects, would keep capstone/fair and themes would be in place so students can synthesize final project and help faculty come up with new courses (M. D'Amato)

       iii. How important is the name of "neighborhood" and how important is the cohort, both student and faculty? (M. Garcia)

       iv. Concern about if students take 5 classes from different themes and have the ability to synthesize a cogent connection. (J. Almond)

       v. This why C may be better fit due to connection to mission. (D. Chong)

       vi. Can we have themes in 1 and 2 hundos and then have 3 hundos be tied to the mission statement (M. D'Amato, D. Chong)

       vii. What is a 3 hundo?
1. Learning outcomes
2. Tackle major real world problem
3. Artifact for foundation summit
4. Sum up how do previous courses tie together

       viii. Would it be beneficial if the 300s would be somewhat permanent so students would have a goal in mind at beginning.

       ix. Add integrative learning back into neighborhoods and keeping neighborhoods gives meaning and support to students
1. It is very difficult for student to put it altogether on their own

       x. Does current system actually provide that much guidance/structure to student at the 300?

       xi. Keeping neighborhoods and then keeping 300s as broad as possible (A. Revis)

       xii. Students have a lot of trouble getting connections even with the best of cases, so B and C may exacerbate problem.

       xiii. If we move to B or C, would we emphasize divisional way of knowing more than theme and would that make the student more able to utilize different lenses of the disciplines and apply them at 300?

       xiv. If themes are super specific do we create new staffing problems?

       xv. Themes should not be close to majors/minors.

       xvi. When students try to synthesize info at 300, they will rely mostly on their major and marginalize the other ways of knowing.

       xvii. No matter what, faculty cohorts will exist, but may be different in what they are focused around.

       xviii. Themes are tags like cultural collision and will be there to guide students, but will have 300s with specific problems

       xix. Themes seem to arbitrary and taking away from the division and learning outcomes, which will be the thing that help students synthesize the connections

4. Old Business (none)
5. Announcements (none)
6. Adjourn
   a. Motion to adjourn