

Rollins College

## Rollins Scholarship Online

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Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

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1-21-2020

### **Minutes, Curriculum Committee Meeting, Tuesday, January 21, 2020**

Curriculum Committee

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## Curriculum Committee Meeting Agenda

Date: January 21, 2020

Location: Chapel, Classroom 101

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### Attendees:

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Martina Vidovic (Chair)    | <input type="checkbox"/> Samuel Alvarez             | <input checked="" type="checkbox"/> Steve Booker |
| <input checked="" type="checkbox"/> Valerie Summet             | <input checked="" type="checkbox"/> Kyle Bennett    | <input checked="" type="checkbox"/> Erik Kenyon  |
| <input checked="" type="checkbox"/> Brian Mosby                | <input type="checkbox"/> Cece Carrico               | <input type="checkbox"/> Karla Knight            |
| <input checked="" type="checkbox"/> Kip Kiefer                 | <input type="checkbox"/> Bet Tauscher               | <input type="checkbox"/> Gabriel Barreneche      |
| <input checked="" type="checkbox"/> Caitlin Mohr               |   | <input type="checkbox"/> Jennifer Cavanaugh      |
| <input checked="" type="checkbox"/> Blake Robinson             | <input type="checkbox"/> Emily Russell              | <input type="checkbox"/> Janette Smith           |
| <input type="checkbox"/> Julia Maskivker (Secretary)           | <input type="checkbox"/> Mae Fitchett               |  |
| <input checked="" type="checkbox"/> Brendaliz Santiago-Narvaez | <input type="checkbox"/> Stephanie Henning          |  |
| <input checked="" type="checkbox"/> Steven Schoen              | <input checked="" type="checkbox"/> Toni Holbrook   |  |
| <input checked="" type="checkbox"/> Rachel Simmons             | <input checked="" type="checkbox"/> Tiffany Griffin |  |

### Agenda

1. **Approve minutes from the December 3, 2019 meeting-** Moved by Valerie, Seconded- Brian.
2. **Sub-committee reports**
  - a. New course- Up to date, caught up with new course.
  - b. Academic Appeals – not met
  - c. EC report - Nothing new
  - d. Registration- Registration will focus on three goals. Will start to meet.
  - e. SGA – Sal Alvarez – curriculum chair- will not be in attendance, SGA executive meetings will be at the same time as curriculum
3. **Old business**
  - a. Registration priority- not discussing today. On stand-by as we wait on students' feedback. Kip- goal is to look at peer groups to look into it. Prevailing decision is no change for now. Item stays off agenda until we can discuss it again.
4. **New business**
  - a. Revisions to ENG curriculum
    - I. Paul- Explained revision to English Curriculum. English Dept has made changes to catalog. Major follows a developmental model, students are allowed to take critical and creative courses. Need for students to take critical course first to understand methodology. Dept. not interested in assessing creative pieces because they so varied and are hard to assess. Paul mentioned closing the loop in critical skills. Proposed change not allow student to take ENGW, only allow ENG as a 400-level course. Minor required ENGW course.
    - II. Martina - Do we have staff to teach ENG 400? Paul answered yes, including two new TT hires in two years, VAP approved for next year.

- III. Kip- Is assessment really the problem? Can't you see if students are successful regardless? The assessment is not driving the decision. Want student to take an equivalent of senior seminar. Assessment exposed what we would like for our students to do.
- IV. Valerie- Assessment for English majors who are NOT doing the creative writing track? Creative writing minors can only double dip one class (not the 400 level). Crossover is just one class- take 2 – 400 level classes and one creative one critical.
- V. Rachel- Use same assessment for creative writing at beginning and at the end? Paul- Use portfolio, not sure.
- VI. Students will have to take 2 ENG out of the total. Students can still do the creative writing major (almost)
- VII. Valerie- In catalog it mentions ENG elective course at Rollins? Does that affect students studying abroad? Is it a capstone? they are not studying abroad? They have to take 400 level at Rollins, always the same policy.
- VIII. Erik- How does honors in a major fit? Requirements are creative writing thesis, students have to write a 10-15 pg. introduction that has support and evidence (critical), centered writing within a field. Still have to do a critical piece in beginning of thesis.
- IX. Erik- not requiring capstone but all 400 level courses are “like” a capstone. There is still a conversation on IF Honors students need a 400-level course....
- X. Kip- do you want to put language that offers something like “by department approval”? Offer some flexibility? Paul-No need, 498 is a 400 level.
- XI. Erik- If this is going in catalog, should Honors requirements be included? Departmental are not in catalog, institutional requirements are in catalog. Need dept permission to pursue honors so there is a form they fill ... Every department looks at different things.
- XII. At Rollins – For transfers skipping the 400-level course. Does it affect a significant number of students? Paul- No, 300-level courses are what is transferred. Students can still get credit for what they transfer in.

**Voting- All voted Aye – New Major Map Approved by Curriculum Committee 01/21/2020.**

b. Make-Up Class Policy for College Closures

- I. Toni Holbrook- Policy for campus closures primarily for inclement weather. Get practice into policy, for financial aid reporting, financial aid has certain requirements on number of days, Standards addressed to SACS for credit hour. **Integrity of credit hour is tied to time in seat.** This policy articulates when we lose portions of that “time in seat”. Trying to cover both Holt and CLA courses. Also wanted to allow faculty plenty of flexibility within reason. The document reflects all policies used for all hurricanes (Dorian). Models Emory and other institutions (UNC system). Enough flexibility to use technology and avoid makeup days. We need to still have makeup days in academic calendar.

**Open for discussion:**

- II. Martina- pointed out a typo. Friendly amendment.
- III. Steve- first three days you miss- could be covered online? If we go to contingency days, I have to make up those days? Toni- if we got to contingency days -instructors must follow schedule as published. If you have already made it up, you do not have to make it up by other means if you go past the third day. Beyond that (a week) – meet issues title IV. After the third day... administration should inform if/ when we move into contingency schedule because we have gone past threshold. Faculty must understand they will have to add contact hours or a combination thereof.
- IV. Section of extraordinary circumstances should address communication flows, but if you'd like to add language...
- V. Tiffany- What is the work flow process? For example, in a Hurricane, power loss. Based on the situation- it may not be possible to do electronic work. It may require contact hours. Policy wise it is clear considering you do not have all the facts for several days.
- VI. Kyle Contingency scheduled in Fall semester only, why not also do so in Spring? Why not schedule these too ahead of time? Why not cover all your bases? Kip- For Spring we have Maymester, graduation, difficult to fit in. But we would have to adjust accordingly. For now, not needed to build in to have to push things back.
- VII. Erik - Why no assignments? Tests? Can't be scheduled during contingency days? Contingency days are meant to cover material as it was. **No new** assignments/ tests can be made.
- VIII. Kip suggests change “No new in class tests quizzes, cannot be announced or given during rescheduled contingency days”.
- IX. Martina- suggests clarification for what does it mean to be “excused” for attendance policy.
- X. Valerie- “Faculty’s hands are tied to make up these requirements for SACS but attendance is not required/ enforced?” We are asked to do a whole lot but not a lot of power. We need to meet everyone’s needs to satisfy everybody. How are we going to communicate this to students and parents if we use these contingency days, without being thrown “under the bus”? Big aspect of communicating this to parents. How do we satisfy SACS if we cannot enforce their attendance? Toni- No it will not. We need to accommodate- credit hour policy, title IV (Steve- 15 weeks- make it up in other ways, even of attendance it not required you are still holding class).
- XI. Toni- Will add language regarding communication to parents and students- someone higher than faculty- present it as institutional policy
- XII. Valerie- we have to be sensitive to parents – international students, cost of travel / ticket change etc..
- XIII. Martina- The way it is written- “no makeup tests”- assumption that this will not occur at the end of the semester? You may have to use contingency days if it occurs at end of the semester? Can you use contingency days after a final has been administered?

- XIV. Tiffany- Issue is what days are chosen as contingency days. For a long term closure, the assumption is you will use contingency days.
- XV. Toni- include a statement for students with extraordinary circumstances, may appeal to the dean? Appeals committee?
- XVI. Steve – Pedagogically- there are things they need to know prior to the next content that will be covered. That can be done remotely (electronically). If they get the content they need, then that is better than having half of the class absent = miss the content.
- XVII. Erik- Why not reading weeks? Instead we have reading days? Why can't we use these as contingency days? Toni- contingency days (which ones) are chosen based on circumstance.
- XVIII. Blake- we have a 2- page policy document. Other institutions have a 9 pg. hybrid policy/ procedure document. Where are the procedures? Toni- with Nancy Chick.
- XIX. Kip- where did the three-day piece come from? Toni- M, W, F = enough hours in one week where you did not have need for make-up days. Toni- three calendar days. Get a partial week. Kip- we should not limit ourselves to three days. Martina- counting number of days that would affect the calendar. Kip- Using 4 days (for short term) we get the same things and we get more time to get back on track. Steve- state the goal instead of days. Steve- it is still extremely flexible. Toni- I will talk to Provost about it based on Dorian experience. Kip- recommends using sessions or class sessions instead of days.
- XX. Martina- we should bring this back to curriculum for discussion. Items Toni said would be addressed after relaying the info to Provost 1. Class sessions and not calendar days 2. Communication plan – students 3. Adding date qualifier as soon as possible 4. Deans definition of new content vs. in class testing and contingency days Martina suggested to add -5. When contingency days are (Toni- commented on it being beyond scope?) 6. Provision for students with extraordinary circumstances. - articulated appeals process.

**5. Announcements- Agenda for next week- review NEW faculty positions, Hebrew as Competency class, Graduate course repeat policy.**

**6. Adjourn**