

Rollins College

Rollins Scholarship Online

Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

2-25-2020

Minutes, Curriculum Committee Meeting, Tuesday, February 25, 2020

Curriculum Committee

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Curriculum Committee Meeting Agenda

Date: February 25, 2020

Location: Chapel, Classroom 101

Voting members:

- Martina Vidovic (Chair)
- Valerie Summet
- Brian Mosby
- Kip Kiefer
- Caitlin Mohr
- Blake Robinson
- Julia Maskivker (Secretary)
- Brendaliz Santiago-Narvaez
- Steven Schoen
- Rachel Simmons
- Samuel Alvarez

Non-voting members:

- Emily Russell
- Stephanie Henning
- Rob Sanders
- Kyle Bennett
- Wisly Zephir
- Valerie Cepero
- Breanna Obando
- Mariia Shvydkina

Guests:

- Mae Fitchett
- Toni Holbrook
- Tiffany Griffin
- Steve Booker
- Erik Kenyon
- Karla Knight
- Gabriel Barreneche

Agenda

1. **Approve minutes from the February 18, 2020 meeting:** approved
2. **Sub-committee reports**
 - a. New course: no report
 - b. Academic Appeals: no report
 - c. EC report: no report
 - d. Registration: they are close to finishing transfer policy will bring to cc next meeting, exploring different options about registration priorities
 - e. SGA: no report
 - f.
3. **Old business**
 - a. **Make-Up Class Policy for College Closures:**

Toni submitted last revision of make-up policy for closures: Sentences that we were stuck on last time were removed. Martina asks: Any other changes? No. The cc votes and the new policy is passed. It now has to go to the Exec. Comm.
 - b. **Notes on Task Force Recommendations conversation:**

Carol Lauer has sent the cc her notes about last meeting: Martina asks if anybody have anything to add. There is agreement that the notes are reflective of what we discussed. All fine

4. New business

- a. Changes to the Psychology Major: Alice Davidson is here in lieu of Stacey Dunn who could not be here

She walks us through revisions to Holt psychology major—says the major has not been revised in 12 years, the dept wants to make it more aligned with APA (Am Psych. Assoc) and similar in structure CLA 's major at Rollins. She explains the proposed changes: 2 new “domains” + 2 separate statistics and research methods courses + add capstone course (internship) , + introduce concentrations. The 2 domains are 1) industrial organization and 2) clinical counseling. There will also be now a comprehensive exam for students. Also, the dept wants to change 200 level and 400 level classes to 300 level classes to fit with new domain structure. Question arises: Is this change in nomenclature across the board in our catalogue? Alice answers: yes, we will standardize, also we need this standardization because we will cross list CLA courses to attract Holt students. However, Stats and Research methods (RM) courses will have different numbers than CLA courses because at Holt they are taught on blended format (online) and we don't want CLA students to be able to take those. Emily Russell asks: how you handle students going from Holt to CLA and vice-versa? Alice says she will think about that, no clear response. Question is asked: what about transfer students? In the State college system students don't take RM courses. Alice replies that: stats 1 and RM 1 will be kept on the books (separate) for students in that situation. Stephanie Henning adds that we can transfer those courses but she asks, do Holt students who haven't taken the sequence need to switch to new reqs? Alice replies that the dept would teach old courses until students are phased out.

The question is asked: If transfer student has both stats and RM in when they come, will you wave them? Alice answers in the affirmative.

The question is asked: Do you offer enough courses for concentrations to be possible? Alice answers “Yes, numbers have fallen in enrollment so we are cross listing to make that possible.

There is a capstone question that you the dept needs to ease confusion because some capstones are 300 and others are 400. Alice answers that that is because the internship is 300. It is suggested that the phrasing of the policy for changes be changed to “course or internship.” The question is asked whether number of course credits for majors will stay the same. Alice says, no, it will go up. it.

The CC votes on the proposed changes. They are approved.

b. Deferred declaration of major report (Emily):

Emily Russell explains that the cc and the faculty in passed, in 2017, a deferred deliberative declaration of major policy. It was felt that it would be wise to push declaration until students had taken 2 courses in major and 2 courses outside division of that major. Now, she wants to come back to cc to see what happened since we passed this. What are some of the challenges in implementation? What do we know about the deferred piece? And what do we know about the deliberative piece?

She explains that she and her team took a 50 percent sample of first students under the new policy . After what semester did those students meet the new reqs? She explains that almost 200 are meeting divisional req at first semester. She further says that when we look at numbers taking major's course, a high numbers are meeting that req after their second semester. Other things that are interesting, she adds, are: what percentage of students declared by end of their third semester? She explains that her team found that even by end of fourth year, a quarter of students were not declared, so, this means there is a lot of individual chasing that happens.

She is very emphatic on what she identifies as a problem of implementation of this new declaration policy regarding technology. She says that one thing we don't have is a survey of students experiences for deferred declaration. Tiffany Griffin adds that a big problem is that students don't know what the divisions of the college are, and many advisors are also confused. Degree works, she adds, is not programmed to put major map up, it is hard for students to follow through and this has added complication to this deferred declaration process.

Question is raised: Is this deferred policy necessary-- students already may have enough experience by second semester in, some students want to declare earlier than second year.

Another point is made that finishing in four years may be hard for students if they don't have to take 2 courses in major until late. It may prove very difficult for science majors especially!

Emily Russell explains that our advising philosophy has not shifted really so these "behavioral" changes in students declaring cannot really be explained by faculty advising at RCC level.

Emily agrees that the policy may need to be simplified to meet the needs of more students and to enable better technological implementation

Deliberative piece: Emily explains that we want students to explain why they choose what they choose. She then proceeds to analyze some of the survey responses in her chart: She tells is that most students say (two thirds) that their major choice was not recommended by a family member. Emily then raises the point that most students said something meaningful about their choice. What are we doing with student reflection: Emily urges us to look at the reflective essays more systematically to think about about our students needs

Emily, lastly, calls the cc to work to identify what a meaningful measure of success would be when thinking about strategic planning. Are there other questions that admins should investigate? She explains that the report on the outcomes of the deferred policy that she just discussed with us wasn't a report on "whether we **successfully** met goals". We need to come up with measures of what student success is

- c. Announcements**
- d. Adjourn**