

Rollins College

Rollins Scholarship Online

Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

5-15-2020

Minutes, Curriculum Committee Meeting, Friday, May 15, 2020

Curriculum Committee

Follow this and additional works at: https://scholarship.rollins.edu/as_cc

Curriculum Committee Meeting Agenda

Date: May 15, 2020

Location: WebEx room

Voting members:

X Martina Vidovic (Chair)
X Valerie Summet
X Brian Mosby
X Kip Kiefer
X Caitlin Mohr
X Blake Robinson
 Julia Maskivker (Secretary)
X Brendaliz Santiago-Narvaez
X Steven Schoen
X Gloria Cook

X Sarah Parsloe
X Rochelle Elva

Non-voting members:

X Emily Russell
X Stephanie Henning
X Rob Sanders
X Ashley Kistler

Guests:

X Mae Fitchett
X Toni Holbrook
X Tiffany Griffin
X Steve Booker
 Erik Kenyon
X Gabriel Barreneche

Agenda

1. Approve minutes from the May 5, 2020 meeting

- a. *Caitlin*- motion for old minutes
- b. *Kip* -moved approval

2. Old Business

- a. Pass Grades from Transfer Institutions
 - i. *Rochelle* – pointed that for some schools P/F will be accepted if there is not distinction between Pass and Pass D. She noted that for some students a C- (which is a fail for some schools like UCF) will not be accepted because it shows up as a Fail. She noted it would be unfair for students who may end up passing with D equivalent elsewhere. She pointed at language that students can request a transcript with letter grade shown.
 - ii. *Stephanie clarified*- students that elect P/F there grades will not appear in transcript. *Stephanie* acknowledged that for some colleges below a C- is a NO PASS, but we don't have a way to know if the student received a D or F in the course. For transfer students (*ex. Valencia*) they adopted a similar P/F grading system to ours. We are being generous in accepting Pass grades.
 - iii. *Rochelle asked*- Can our students get their grade if it is required by a school?- *Stephanie* said , yes, we will send the transcript directly to the college that is requiring the grades. We will release grades to the colleges and not the students to appease their curiosity.
 - iv. *Rochelle*- She reiterated.. She does not want students who get a C- to lose their credits just because in their school a C- is a Fail, although it would be acceptable for Rollins based on our criteria.
 - v. *Stephanie*- we will be gracious, we will not be punitive to students.

- vi. *Valerie*- there is also the appeals process; once they are here they can appeal if they can prove they obtained a C- or better. It can still go through appeals. The burden of proof would be on the student to demonstrate that in their school C- = NP or fail.
- vii. *Steve Booker*- transfer admission counselors know about the process and it would be an easy appeal.
- viii. *Brian- clarifying language on Section I of policy* : noted change in the language of transfer policy- ‘temporary acceptance of transfer credit and grades earned at other institutions’ (deleted the word *from*)
- ix. *Kip*- pointed out this statement from policy “If the institution does not define the pass grade, credit is not accepted for transfer”- *Martina* clarified that this is the current practice. It is not what will be done with COVID 19 situation.

3. New business

Ashley Kistler asked questions about intercession and the committee's endorsement of intercession in January. Keeping in mind the comments made by Provost Singer of there being no intercession. *Martina* clarified that yes, the committee agreed for intercession to be at another time (January), not to eliminate it altogether.

Emily- Health and Wellness implications involve human beings and this is difficult conversation to have. That being said there are considerations we will have to make because of this. *Emily* proceeded to explain the reasoning behind this change.

- a. Suspension of Health and Wellness Competency requirement
 - i. *Emily*-We are seeking an endorsement of Curriculum committee. The plan is to suspend the health and wellness competency. Courses will be cancelled. We will reconvene to think about what this competency will look like moving forward.

Comments:

1. *Steve Schoen*- seems reasonable, my concern is that the PR side it looks terrible, now is the time we would want to teach health and wellness. “I get the reason” but it does look bad. *Emily's response*- we will have important conversations with incoming students about what health means.
2. *Ashley*- reiterated making it a priority as Dean – how does health and wellness look like, what we want it to be, to get it back on the books as quickly as possible, rethink what this can be.
3. *Martina*- what is the reason for eliminating PED 101 competency? *Emily's response*- there is not a way to pare back the sections, to bring in total number of students. This program was one that required a second look when positions were eliminated. For PEA courses- difficult to imagine on how to do this safely around the guidelines of social distancing. This will not be a graduation requirement for students.
4. *Martina*- what will replace the competency? *Emily*- students can still take courses as electives, the total credit requirement to

graduate will not change. *Ashley*- the competency will not be eliminated, it is just on hiatus for two years- an opportunity to redesign.

5. *Toni*- Are we contemplating changing the total hours required for general education? That will have SACS implications.- *Emily*- with ECMP competency we should be fine.
6. *Kip*- If we put this on hiatus , students will need another class, we cut down faculty and staff creating an extra burden.
7. *Mae*- What about keeping individualized sport PEA courses? Less person to person contact... *Emily*- this could be offered, just not in the books. The opportunities are still there.
8. *Martina*- Do students in Varsity get credit for sports? *Emily*- requirement waived for varsity.
9. *Valerie*- “ I want to echo the concern about students already enrolled in the courses”. Students that are struggling are suggested to balance their schedule by taking PED 101. I worry about the students who selected PED 101 with specific requirements in mind beyond checking Health and Wellness competency. If we throw them in another academic course, that’s a big ask. No room to move among courses. *Emily*- absolutely- this is one of the reasons to offer classes in August as general elective courses. These are appropriate for non-majors to shift academic work. Courses geared towards students who lost credits. *Valerie*- are students who lost PED101 get first choice for these courses then? *Emily*- We will focus on registration and advising for current students in June. Then think about new students in July. *Valerie*-looking at removal of PED 101 and substituting with Maymester. C/NC course, gets them the hours abut not to help with GPA.....
10. *Gabriel*- it doesn’t fit well with me. It is an academic class students need to take but it is also known as the easy class. Students on probation.. we are selling student short if we tell them take the easy class. They need to do more besides rigging a schedule.
11. *Ashley mentioning Mae’s question from Web Ex chat*- Can students, like a couple needed it now to graduate this summer, request to update to this new policy? *Emily*- If they are current students that need requirement and not the credits, then yes it is waived.
12. *Ashley*- People that have not graduated- they have outstanding credit? *Emily* students that need this as their final requirement, there was an already full section of PED Maymester that is currently happening now, and a second section HOLT of the course. We should work with on appeal when we have more information.
13. *Mae*- “right, I'm referring to all who have not completed BCMP/PEA to date...will they be waived”?

14. *Martina*- these courses will they be available in August ? Fall or Spring? *Emily*- students will have to seek courses to replace those that are cancelled. We will look at combination of adding new courses, looking at course CAPS and the august courses, but they will not replace courses for all students who lost seats.
15. *Mae*- Stephanie, will we still accept PED 101 and PEA credits for transfer credits- *Emily*- as elective hours yes.
16. *Emily*- our preference is that we have had a conversation and have the endorsement of CC for both PED and PEA
 - a. *Martina*- do we have to make a motion. *Motion*- “To endorse the health and wellness competency hiatus , given that we revisit this conversation to discuss the future of this competency. This endorsement is for current students and incoming students. This is not approved beyond future academic classes (entering 2021 last class where this will be in effect). This must be addressed in time for Fall 2022”.
 - b. *Kip*- not happy about this, but I move we endorse the hiatus with the expectation that we would revisit this with the incoming class of 2022 and beyond.
 - c. *Valerie*- seconded.
 - d. *Toni*- Suspension of requirement is for the entering class of fall 2020, 2021?- *Martina*-both of the classes.
 - e. *Martina*- no additions or changes-
 - f. *Caitlin*- I think I'd just like to second what Steve suggested earlier. I know we all know this but it does seem really unfortunate to be cutting health and wellness at this point in history.

b. August Session

Emily Rationale

- i. Opportunities for engagement
- ii. Attractive way for students to recapture lost credits/ courses
- iii. Ideas for courses- COVID- 19, Bridge course STEM
- iv. Treat students incoming students in a unique way. Incoming vs. returning.

Comments:

1. *Gloria*- concern about NEW students in these classes. You could jeopardize the incoming students. I understand it is revenue generating project- *Martina clarified* - it is not a revenue generating, it is on load for Fall semester. *Martina*- I do have concern by throwing them into an online class as a first introduction to Rollins. Undermines the idea of an RCC.
2. *Emily*- Courses are entirely voluntary. Stem Course , we have talked about before. We need to think about what will students need?

3. *Ashley*- Maybe we could make a list of health-oriented classes that we could list on the website somewhere for students who are looking for health-oriented classes.....
4. *Kip*- for many of these students it could fill a gap they need. Students are looking for a way to connect. They could learn more about Rollins – could go one way or another = gateway to connecting with faculty.
5. *Steve Schoen*- we should approach this in a conscientious way. Just do courses that fit the format well and consider it an experiment.
6. *Blake*- Health component- from a librarian perspective, we cannot count on them having reliable information. It may be helpful to get everyone oriented and on the same page.
7. *Martina*- will we keep the populations separate- returning vs. incoming? YES. *Kip*- what do you mean by this?- *Martina*- freshmen at Rollins will not be in same course as returning students. What's the driver behind doing that?
8. *Emily/Brenda*-For example with the COVID-19 course. Plan on getting students that have taken the course to help with community building, but it will not replace RCC. Students will still have their mentorship as RCC is still very much happening.
9. *Gabriel*- getting credits in the bank is a great incentive to show up and drive enrollment for our incoming class to continue operation.
10. *Valerie*- are we anticipating how much faculty training we will offer the faculty?-How much are we going to support the faculty teaching this august courses and having a distinction? (they have RCC instructors). *Emily*- boundaries are difficult. Clear about the scale- 1 class teach taught COVID class for incoming students and a STEM bridge course.
11. *Ashley*- suggested having RCC faculty engage students with summer.
12. *Stephanie*- if I am teaching 3 courses in the fall, if I want to move one of my courses in august, is it an option? *Emily*- not , unless the the class is not robustly enrolled. You cannot bail from a fully enrolled course.
13. *Mae*- what happens if someone takes a mini course but does not continue to regular fall term? thinking about financial aid... *Emily*- we could figure it out if needed.
14. *Kip*- why do we want to separate population of existing an incoming students for these courses? Do we treat transfer the same?
15. *Gabriel*- there is a reason why we separate RCC. This is their first experience I cannot control the students, this is the best model.
16. *Gloria(chat)*- I still think separating the population is a good idea. same course but one for returning students and one for incoming students

17. *Valerie(chat)*- What are implications for SACS for offering online only courses @Toni? Has there been guidance from the Education Dept. regarding anything past summer?
18. *Martina*- will there be a time period that students can drop out of course- August courses....
19. *Martina*- Courses will be taught by single professor with exception of team taught COVID-19 Course.
20. *Martina*- Topics courses- have to go through new course subcommittee? *Emily*- you can teach a course two times, before needing to do this.
21. *Kip*- question on engagement hours? *Emily*-Engagement same rules that apply for Maymester- 36 hours a week/ no contact hours. Time spent doing reading and writing and in class discussion. This is a C/NC? Why not make it for a grade? *Emily*- would like to know what this committee thinks? *Martina*- for new students these should be C/NC. What they are doing in Highschool is different. First introduction to Rollins I'd be more in favor for C/NC. *Kip*- optional grading idea? Either grade of P/PD/F option? *Emily*- it would be important to bracket courses for returning students. The P/F policy pass a class and count for major education credit. We don't have to worry about it as grading option. Intercession are C/NC. *Mae's* question- 4 credits- for faculty load issues.
22. *Valerie*- I like C/NC rather than. Letter grade. Give faculty more room .
23. *Martina*- do we want to endorse this? *Martina* asked the committee for Endorsement.
24. *Caitlin*- for incoming students- I have issues with this , separate activities, might be confusing to incoming students. Student will not know what anything means to be enrolled in a course. *Emily*- to clarify- COVID course 2 credit for returning students. *Caitlin* your points are well taken.
25. *Caitlin (chat)* “ I'm totally comfortable moving forward with returning students taking August classes. My hesitations are with new students taking classes in the summer prior to full enrollment (outside of new accommodations being made by RCC teachers”.
26. *Emily*- 1 COVID class- only for new students 2 credits P/F.
27. *Martina*- are we still in agreement to endorse?- Curriculum Committee- YES
28. *Kip*- moved, we endorse the exploration of it. *Steve Schoen*- Seconded.

Conversation about Intercession- Martina

The Proposition to think about intercession for 2 credits in September? Keep it in January
Emily- concerns about every fee and tuition dollar, for me the bigger questions are around cost and compensation. I'd rather push it to January. Our ability to do it face to face in January is likely more possible.

Martina- still do intercession, but in January? See how Fall goes to see if it is a viable option.

Kip- we will need to decide before the fall, probably summer.

Tiffany- concerns over students need support

Ashley- talked about calculating a fee small enough to pay faculty stipends to provide scholarship funds to provide intercession to students.

4. Announcements

5. Adjourn

Notes taken by *Brendaliz Santiago*