

Rollins College

Rollins Scholarship Online

Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

11-10-2020

Minutes, Curriculum Committee Meeting, Tuesday, November 10, 2020

Curriculum Committee

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Curriculum Committee Meeting Agenda

Date: November 10, 2020

Location: WebEx room <https://rollins.webex.com/meet/mvidovic>

Voting members:

- Martina Vidovic (Chair)
- Valerie Summet
- Brendaliz Santiago-Narvaez (secretary)
- Mark Heileman
- Caitlin Mohr
- Gloria Cook
- Jana Mathews
- Brian Mosby
- Sarah Parsloe
- Rochelle Elva
- Kyle Bennett

Non-voting members:

- Ashley Kistler
- Stephanie Henning
- Rob Sanders
- Cameron Peterson
- Zoe Pearson
- Senal Hewage

Guests:

- Mae Fitchett
- Toni Holbrook
- Tiffany Griffin
- Steve Booker
- Gabriel Barreneche

Agenda

1. Approve minutes from the November 3, 2020 meeting

Martina- Approval for minutes. *Kyle-* So moved; Second- Sarah Parsloe
Approved by raising hands

2. Sub-committee reports

- a. New course- *Brian-* We met yesterday, new courses for curriculum changes. Once approved we will bring to full committee.
- b. Academic Appeals- *Valerie-* Nothing to report. We are meeting this week.
- c. EC report -*Martina-* EC will meet this Thursday.
- d. Registration- *Gloria-* Aside from IB policy we will meet this Friday. Discuss registration related issues.
- e. SGA – *Kyle-* We don't have a student for Health and Wellness committee. Maybe a campus wide email?
- f. Ashley(Chat)- @Kyle, I don't think an all campus email is the way to go. I think we could work with no student rep and then just consult with SGA as needed.

3. Old business – No old Business.

4. New business

- a. Feedback on Global Experience Index – Blake Robinson and Giselda Beaudin
 - i. *Blake-* We have developed a Global Experience Index. This can work both for long term and short ter. We have done virtual global learning. We want to make sure students get those global learning outcomes.
 - ii. *Giselda-* We are looking for an endorsement. We are trying to figure out a way where the Global Experiences Index can be used on campus.....as a useful tool. We are currently already using it for study abroad. It has been effective and helpful. We were brainstorming on how to get the index out

and encourage its use. We thought bringing it here was a good start...then spread it out broadly to faculty. We want suggestions on how to disseminate this through faculty. We developed a this index a way to look at global experiences in different ways. You can look at elements. What practices have high impact, to give students a number of different experiences? We are just looking for an endorsement and an idea to get it out to faculty so that they can start using as a tool for looking at global elements in your curriculum.

- iii. *Martina*- Questions for Giselda? Did you develop the index this year?
- iv. *Giselda*- Last year, we hoped to disseminate last year but with COVID it did not happen, it was during the Fall 2019.
- v. *Toni (chat)*- What Giselda mentioned is the lens through which Nancy and I provided feedback.
- vi. *Martina*- How would you use it?
- vii. *Giselda*- To assess programs. For faculty and department is less about assessment and more about up brainwork to think about global experiences/ learning in your curriculum.
- viii. *Martina*- If we were ask the Department to use them , would you like to have some targets? There are scores.... How will departments use it? How will they judge the index and where they stand in terms of global experiences in their curriculum?
- ix. *Giselda*- We have avoided to be that descriptive, it is open-ended. We want to create a variety of experiences. Low score is not bad... having a variety in touchpoints/ experiences is the goal. Why we called it an Index for this reason as it is not meant as a tool of formal assessment.
- x. *Jana*- Places to pursue this.... existing ECMP competency. There may be some ways to build out ethics competency to include some of the central issues of this initiative. Faculty can be formally trained in that. Also the model of community engagement.
- xi. *Giselda*- We are exploring this for CE courses. Index would be helpful
- xii. *Blake*- You can sort of think of this “rubric” as reinforcing stuff you are already doing. This is just to formalize it a little bit. Getting credit for stuff you are already doing.
- xiii. *Jana*- ..looking for an endorsement- Step 1? I move to endorse.
- xiv. *Martina*- This will be a really nice guideline for Departments. It’s a nice start to evaluate where we are at this point.
- xv. *Martina*- Jana made a motion to endorse, Valerie second- Endorsed by committee with the raising of hands
- xvi. *Martina*- What is the next step?
- xvii. *Giselda*- We will share it but now it will be stronger with your endorsement.

b. IB Policy Revision – Gloria Cook/Registration Subcommittee

- i. *Martina*- Registration subcommittee, looking at IB Policy.

- ii. *Gloria*- This is not a formal proposal. This could impact many offices and Departments. I'd like feedback- specifically first from Toni, Tiffany and Rob. I'd like to hear from them first before we open for discussion.
- iii. *Martina*- Can you give us some discussion for talking points?
- iv. *Toni(chat)*- This practice was in place when I joined the Dean of Faculty's Office in 1992.
- v. *Gloria*- Stephanie?
- vi. *Stephanie*- We want to align our IB and AP credit policies. They are similar programs. Taught in High schools. Two levels of exams- Higher level and Standard level exams. Colleges give credit for Higher level typically, less so for Standard level. We want to ask departments to look at the IB information on learning outcomes for each exam. Also, we looked at minimum scores (we accept 4). I just wanted to bring it here for interest in revision of Policy. I talked to Fae about not accepting Standard exams (like other Peer institutions). She said our competitors have rules to allow Standard level examinations. IB scores are from 1-7, where AP are 1-5.
- vii. *Martina*- We are more strict with AP than IB?
- viii. *Stephanie*- Correct
- ix. *Toni*- Will you talk with the committee about how lump sum credit is awarded for IB program?
- x. *Stephanie* -We award lump sum of credit. Not all IB students get a diploma. We have a discrepancy in number of credits you get based on the score/ diploma. 30 or below is course by course. Why would we give more credit for a collective score?
- xi. *Rob(chat)*- And note that the list of peers is only for CLA. Other than Pacific Lutheran, Dominican of CA, and Muhlenberg, Holt has a different set of peers.
- xii. *Jana(chat)*- Is there any desire to examine AP scores at the same time?
- xiii. *Stephanie*- It would be more transparent policy. For IB program the policies are lacking, there is very little alignment how IB Credit counts in Departments. Mostly it says what doesn't count.
- xiv. *Kyle*- Can you explain the difference between High level or Standard? Is it based on difficulty?
- xv. *Stephanie*- It is based on difficulty.
- xvi. *Jana (chat)*- UF, FSU, and UCF give ascending credit for AP tests starting with scores of 3. We only give AP credit starting with 4s. Might we think about aligning with other schools?
- xvii. *Steve Booker*- For financial aid purposes there is no issue but on enrollment side there is. If we look at our competitors, scores 4 or higher, state university UCF,UF. We would put ourselves *at a competitive disadvantage* on that. 28 students' scores a 4- received credit this Fall= 56 courses. Many students would be impacted by a change in the policy- 4 international. We need to bring Fae and Ed into the conversation.
- xviii. *Stephanie*- It is a US program IB? I do know we have IB programs in Orlando Area in several High schools. Maybe its continental....

- xix. *Kyle*- Why are we giving 8 semester credit hours for IB but only 4 for AP?
- xx. *Stephanie*- This hasn't been looked at in a long time...
- xxi. *Toni*- It was in place 30 years ago, but it doesn't mean it has been looked at... But not in a long time. The issue with 8 credit vs 4 in AP is it has to do with Higher levels vs. Standards level. Mastery in content. A higher level IB is equivalent to 2 AP courses. Regarding accreditation, there is no issue as long as we have a policy and it is in line with common accepted principles. We follow our policy. Every institution is awarding credit at some level or another for advanced placement.
- xxii. *Jana*- I echo what Tony said. Changes in education. AP and IB is old standard. We should look at AP credits scores given that other schools takes 3's. Why do we take 4 's when everyone else takes 3's? Looking at IB only is missing the mark we should also look at the AP program.
- xxiii. *Toni*- Many, many institutions issue credit for scores of 3 or better. It's a competitive disadvantage.
- xxiv. *Ashley(chat)*- We should look at our benchmark schools and what their policies are re: IB and AP.
- xxv. *Jana*- These classes don't mean what they used to, but passing the test means a lot more than what it used to because of this.
- xxvi. *Gloria*- I agree with Jana. Students trying to get more credits to come in. Ultimately we have to decide. The discrepancy at IB and AP. What can we do to keep our standard even if we are not raising it. Looking at ACS school the standards are different.
- xxvii. *Rob and Ashley(chat)*- @Jana and Toni: Yes!
- xxviii. *Rob*- I appreciate this conversation. We don't have a lot of Holt students that come with IB credit. We do have AP. We need to be real careful in this new world of higher education,/competitor schools for us to be more and more exclusive. I certainly advocate for high standards at the same time to be more exclusive. We need to support students, not all come from schools to excel in these different areas. Students who bring in transfer credit often take more hours, because it frees them up. For those of you who are fearful we will lose because of credits transferred, that is not the case. Also I wanted to note that the peer institutions shared here are not the equivalent for Holt.
- xxix. *Jana(chat)*- @Gloria--I totally agree that we need to rethink what AP/IB credit exempts students from. Maybe we can give them elective credit but NOT waive the requirement for ENG140 for example...
- xxx. *Tiffany*- Students want to know about IB /AP , they want cost analysis. Can I issue this to cover the amount of time I can afford to be here at Rollins? I'd like to relook at our competitors. Jana put a good idea. To take it away would put us at a disadvantage. Students don't avoid getting what they need and instead they will take another course. The landscape has changed. If they do get those test scores they are working above normal.
- xxxi. *Kyle*- It does allows students to take other electives...

- xxxii. *Valerie*- We have to be careful what we are awarding credit for. Hours vs. credit for specific courses. Specifically I'm talking about our 120 sequences across the board. 4 hours of credit for AP Calculus. If we award credit for Math 111. That is different, we are saying they are good enough for those concepts. When we put them in the second course they are not at a disadvantage. One thing is to award credit hours and another to give credit for an introductory course.
- xxxiii. *Brenda (chat)*- I echo Valerie's point with intro courses....
- xxxiv. *Jana*- I really like what Valerie said . It is illustrative of a practice we streamline. We do have sciences that regard AP scores and they do not exempt from introductory courses. For example English it can exempt you for an introductory course. What are we awarding the students credit for?
- xxxv. *Martina*- How are we distributing the credits?
- xxxvi. *Brenda(chat)*- Even students getting high AP scores in biology are not prepared for the laboratory because they lack the writing/ experimental design component needed in the sciences.
- xxxvii. *Toni(chat)*- Placement and elective credit seem to be two different areas that can/should be addressed.
- xxxviii. *Ashley*- Important to make a distinction between competencies and other Gen Ed courses: while we may exempt students from competencies, we don't grant rFLA/Honors credits
- xxxix. *Stephanie*- Very few majors where AP or IB counts as a major gateway course. Example Sciences.
- xl. *Gloria*- My hope is to revise this Policy. Ask Department chairs....to talk amongst themselves. We need to go back to the Departments and let them see this list.
- xli. *Toni*- That practice was part of a kind of semi-regular review that was done, not for any scheduled purpose. Twice in my time in the Deans office..... probably every 10 years roughly. Too long. The exams and the syllabi for courses were provided to Department chairs, to review content course syllabi....to make sure we were appropriately awarding credit....appropriately exempting and also using scores for placement.
- xl.ii. *Martina*- Would you like this to be sent to Dept. Chairs?
- xl.iii. *Gloria*- Yes, have each Dept. Review it.
- xl.iiii. *Martina*- Who would send syllabi and exams, how do Departments obtain those?
- xl.v. *Stephanie*- I have websites for that.
- xl.vi. *Jana(chat)*- Can we add AP review at the same time?
- xl.vii. *Stephanie*- Might as well do it all at once. I didn't get a good sense of 8 credit vs 4 credits? Could we come back with a recommendations to meet the standard awarding credits to be 4? There will still be some cases where they receive 8 credits.....
- xl.viii. *Jana(chat)*- How many IB Diploma students are we admitting per year? How many students are taking high level IB tests? Just wanted to know if it was a handful. Scope and scale.

- xlix. *Stephanie*- We had 45 that brought in IB credit. I can go back and see how many came in with the Diploma.
 - 1. *Steve(chat)*- Jana, 41 incoming CLA students brought in high level IB courses and received a 4 or higher. Many also had some SL courses. 4 students only brought in 1 SL course.
 - li. *Martina*- With the excel file I did not get a sense of how many schools accept the IB diploma? Is that a standard procedure?
 - lii. *Stephanie*- When I look at policies, it seems it was established to align with our competitor schools. It does not align with peer institutions. The feedback has been incredibly helpful. Seems like standard exams and minimums scores is not something we want to change. We should still review AP and IB. We need more information of IB.
 - liii. *Martina*- What is your timeline? How much time will they need?
 - liv. *Stephanie*- We can extend to Spring semester. We would implement when we start recruiting the entering class of Fall 2022.
 - lv. *Jana*- I worry if maybe we want to accept 4 for IB? reducing 2- 3? Instead of Department “silos”, it would be better to have a broader conversation. Present reasons why we are making a specific case. I’m worried that in individual Dept, the discussion may end up where there is too. Much differences for each one....Can we accept what they comeback with? What do we want from them?
 - lvi. *Stephanie*- We just want to reaffirm how the credit may count in their majors.
 - lvii. *Rob(chat)*- And to what extent to these apply to general elective credit, regardless of what a department decides?
 - lviii. *Martina*- Will we ask if they accept High or Standard level Exams? We should ask this to each individual Dept.....which level is acceptable, how they want to use it?
 - lix. *Gloria*- We are asking Depts. to look at 2 things- Do they accept the level and if these credit hours will work towards the elective or entry-level course credit ?
 - lx. *Rochelle*- There will be discrepancies across the board, level of unfairness inadvertently for students. The level should be across the board, and they the dept wants to do with it (specific courses they will credit) we can think of that at the departmental level. My proposal is that we standardize how we accept the standard level or not and then give dept choice if it satisfies requirement for intro course or not. We do not want to create a disparity for students.
 - lxi. *Stephanie*- I’m not prepared to take the Standard Level off the table completely. There are differences in other schools. I would push back to say stop taking Standard level exams.
 - lxii. *Rochelle*- I’m seeing two questions. Whether or not we give credit and what were giving credit for? They are not the same. If we keep “ marrying them” then that’s where I see the problem.

- lxiii. *Gloria*- I just want Dept. to look at current IB policy. Not taking anything out. I just want to take small steps and be careful what we're doing. This is why this is not a proposal, we just want feedback.
- lxiv. *Ashley (chat)*- My department has never once discussed this in the 13 years I've been at Rollins. I think departments should be asked to review their departmental policies.
- lxv. *Martina*- Two possible items. High level or standard? To look at original policy..... you are in favor of accepting Standard level?
- lxvi. *Stephanie*- Yes
- lxvii. *Martina*- I'm wondering if we should have subcommittee propose a policy if it is standard level earn 4 or higher regardless?
- lxviii. *Gloria*- We can only make an recommendation. It's up to the Depts. to decide.
- lxix. *Stephanie*- We can at least establish the minimum score. We want 4 or higher.
- lxx. *Martina*- Gloria if you could write up a paragraph to circulate with departments. Make sure this is the message we want to send.
- lxxi. *Gloria*- We will meet on Friday. I'll write a request.
- lxxii. *Ashley*- I advocate asking for space at the department chairs meeting to introduce this topic first

5. **Announcements**- No announcements.

6. **Adjourn**- *Motion to adjourn*- Gloria; Valerie- Second.

Minutes taken by *B. Santiago- Narvaez*