

Rollins College

Rollins Scholarship Online

Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

2-9-2021

Minutes, Curriculum Committee Meeting, Tuesday, February 9, 2021

Curriculum Committee

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Curriculum Committee Meeting Agenda

Date: February 9, 2021

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
- ☒ Matt Nichter
- ☒ Nancy Niles

Agenda

1. Approve minutes from the February 2, 2021 meeting

- a. Minutes- Motion- *Jana*; Second- *Brian* - In favor- raising of hands- **Minutes Passed.**

2. Sub-committee reports

- a. New course- *Brian*- New courses. Got through all theatre course changes. Got through the bulk of the courses.
- b. Academic Appeals- *Valerie*- We have processed appeals, most for late C/NC from last semester. Last semester “clean up”. Nothing to bring forward.
- c. EC report- *Martina*-Nothing to report.
- d. Registration- *Gloria*- We discussed registration priorities. This is what we will present today.
- e. SGA - *Kyle*- Nothing to report.

3. Old business

- a. Adjustment to Spring Holt and CLA calendars
 - i. *Martina*- I talked to Jenny. We moved faculty day of scholarship from that Monday. We have two options- one is a Monday start, (14 meeting Mondays and a 15th for Holt). The Wednesday start brings it down by one day.
 - ii. *Stephanie*- The complication with starting on the Monday is the final exams. We have a few reading days- Fri/ Sat/ Sun. Scheduling the final exams is the point of conversation.

- iii. *Valerie*- for Friday reading day April 29th, why didn't we do an exam on that day? Is this because we don't want to do one day of exams the next week?
- iv. *Stephanie*- It is historically how we do it, two exam days and then a reading day
- v. *Martina*- What happens if we start on that Monday and the last day of classes is that Friday? Then we have exams Mon/ Tues. Wends are reading day and then Thurs/Fri.
- vi. *Ashley*- This may be important for financial aid, as having that Monday helps us count that entire week.
- vii. *Sarah(chat)*- What is the problem with three reading days?
- viii. *Stephanie*- We shouldn't even call it a concern, it is just different from prior calendars.
- ix. *Martina*- What if we add reading days Tues/Wends. April 26 and 27; final exams Thurs/Fri?
- x. *Kyle*- Motion for Monday calendar as amended; Seconded *Sarah*. Approved by raising of hands.
- xi. *Martina*- I will present this to EC.

4. New business

- a. Africa and African American Studies Minor revision – Matt Nichter
 - i. *Matt*- We are proposing 3 changes for curriculum of AAS. The program is growing. We had 1- 5 minors, now we are up to a dozen. It is a good time to look at how the minor is functioning and how it is perceived among the students. Make the program coherent. The biggest one is introduction to core course AAS 101. Make sure there is a coherent foundation for future coursework. Everyone takes it, minors can interact with one another. The second change “*cosmetic*” will change how minor map appears, but does not change curriculum in content. Make it easier for mapping/confusion redundancy, provide overall game plan reflects the actual course options. Lastly, the third change is capstone requirement (instead of independent study). We want to loosen it so that it allows for field studies or community engagement. Give flexibility, students can take them in any point of course of study, many courses can satisfy that requirement.
 - ii. *Martina*- Any questions?
 - iii. *Stephanie* (chat) - AAS 101 is a required course?
 - iv. *Matt*- Yes, it will be a required course. Everyone takes it.
 - v. *Stephanie*- Will you continue have distribution requirements in the map?
 - vi. *Matt*- Yes, (Showed the newer map on screen). We retain the basic distribution requirements.
 - vii. *Martina*- The required course, you ideally want them to take it right at the beginning? Is it a prerequisite for something else?
 - viii. *Matt*- We don't have a mechanism to force it, because we do not have a senior seminar. We cannot mandate that other professors require that class as it is a minor and interdisciplinary program.

- ix. *Martina*- If students show interest, we could place incoming students to the course? Like freshman coming in with these interests, Ashley?
- x. *Ashley*- We just need to make sure that it is a course listed in course preference form.
- xi. *Toni (chat)*- How many faculty do we have that hold 18 graduate semester hours in African American studies and can teach the AAAS 101 without credential issues?
- xii. *Matt*- AAS 10 is not an African American Studies course, it attempts to introduce African American history, politics and culture and the continent of Africa and the broad diaspora. We would like to rotate this class, we have people that are willing to do it, but based on their professional background and training we do not have anyone that is specifically trained to do so. No one by training is prepared to teach AAS as currently conceived.
- xiii. *Ashley*- Faculty with expertise at African Diaspora and related courses would be a good resource.
- xiv. *Matt*- I envision drawing on the expertise of the faculty. Substitute for areas where I don't have depth in.
- xv. *Martina*- Will we teach every semester?
- xvi. *Matt*- Annually. We can change as numbers continue to rise.
- xvii. *Martina*-I has a question regarding distribution of electives. Each semester the coordinator and faculty will determine which classes receive elective designation? Why not already have the list of courses approved.
- xviii. *Matt*- Courses we offer do change, rather than updating the map every year, we can change them based on the courses we are offering at that time.
- xix. *Martina*- How will work in degree works? For advising?
- xx. *Stephanie*- We had a conversation about this. Not having courses in catalog and degree works , students cannot plan ahead...
- xxi. *Matt*- Every semester I provide a document to describe what is being offered on the semester. It is up to date; however, it changes all the time as course offerings change it will become outdated quickly.
- xxii. *Martina*- I think it may be helpful to students. Students may not be able to differentiate between courses. If they want to plan a few years ahead they can think of options. The map can have courses that are offered regularly.
- xxiii. *Matt*- Are you suggesting we have it in our website? A guide that we can easily update?
- xxiv. *Martina*- Don't you need it in the catalog? You need a map? Maybe say additional courses upon approval. Courses that are taught regularly are clearly in the map, this helps students plan.
- xxv. *Matt*- Right now, the courses listed in group A and C those would still translate for the new map. Some of the translation for current designations could be converted?
- xxvi. *Stephanie*- When courses are removed from catalog, they are out of degree works. We would be individually coding the courses based on what you offer at the time (this is something we want to avoid). I agree that students

want to plan. Maybe the ones that are at least regularly offered should be included in the map .

- xxvii. *Martina*- We will table this, have a map and present it back to the committee. We will put you on the schedule.

b. Health Services management – Nancy Niles

- i. *Nancy*- We have a mandatory internship course (4 credits). I am asking you to reduce it for 3 credits- reducing hours, especially for students that have full time jobs. Second, they need an excel spreadsheet course. INT 100 course. Students have problems with it. The HSL 200- core course it is a pre-requisite on all the courses. I'd like to remove it. I want flexibility. HSL 397 and 400- change these to a Senior status (instead of prerequisite). I had electives, day courses, com courses. I pared down the day courses, paired down courses to 4 that they can easily take. Made this major easier for the students.
- ii. *Valerie*- Can you talk about excel IFT 100? Will it be staffed from within your program, or will it be staffed by IT?
- iii. *Nancy*- Yes, it will be taught by IT listed in Holt.
- iv. *Jana*- Question about staffing and availability of IFT courses? They fill quickly. Attaching it through a major will put an increase demand on an already full course. We would need approval from Ashley/ Susan to make sure there are enough course sections offered. Adding an excel spreadsheet course to a major requirement.... making argument... I worry about the trend it will set or if it is a skill all students should have upon graduating.
- v. *Ashley*- Agree with Jana. We would have to talk to Susan to make sure more sections are offered. We should figure out what CMC faculty have been doing?
- vi. *Nancy*- I agree. This skill is a skill I expect them to have. I agree if everybody wants this course, there may be a need overall for the college. If this will not work, then we could see if we could pay in my department for someone to teach it in my department. You suggest I take it out at this point?
- vii. *Martina*- Yes.
- viii. *Tiffany (chat)*- Nancy, CMC has it as part of a lab connected to a course.
- ix. *Nancy*- Can I mandate it to go to linked in learning (LINDA) to take a course there? or is that out? or could this be part of their internship?
- x. *Stephanie (chat)*- You can recommend, but not require.
- xi. *Toni (chat)*- Add it to the course requirements for one of the core courses.
- xii. *Martina*- A student coming in the program can start with any 300- level course, and then take a 200? There is no progression in this program, by removing this prerequisite?
- xiii. *Nancy*- With the 200 class, I did not want them limited to take it first. I could do pre-requisite and co-requisite?
- xiv. *Stephanie*- Yes.

- xv. *Martina*- Reduce practicum to 3 credits, HSL 200- as co-requisite and prerequisite. We will table until you come back with these changes.

c. Registration Priorities – Gloria Cook

- i. *Gloria*- The registration committee met and discussed registration priorities. Kyle and Zoe joined us in our second meeting. They had legitimate concerns for priorities of Bonner AMP and Athletes. Stephanie has given us a plan. Registration by cohort.
- ii. *Stephanie*- We modified our registration priorities, based on cohort rather than completed credits. Juniors and rising seniors are not getting to courses they need because other groups are registering ahead of them. Regardless of credit earned you will always register with cohort when registration opens. There are many advantages to that. What we propose is we do it in order of priority. We will continue to allow seniors that have petition to graduate to register first. This will not change. We are breaking down the priorities instead of registering before other simply based on credits earned.
- iii. *Caitlin*- Brendaliz, Kip and I worked with Stephanie last year on registration priorities as well. The only push back we received last year, for those of you who weren't there, was the question of student feedback. It seems that this was addressed, so I support these changes.
- iv. *Ashley*- The reason why I asked for the change, was we use priority registration to recruit students in Honors program. We want to make sure they still get that priority that we have promised as part of our recruitment.
 - i. *Tiffany (chat)*- I would add that is a significant criteria for recruitment for dual degree, AMP and Bonners. I am nervous breaking them up for ease of use.
 - ii. *Stephanie*- Why do Bonners get priority registration when an internship student does not?
 - iii. *Ashley*- Did you talk to Tres Loch about this and he endorsed it, correct?
 - iv. *Stephanie*- Yes, I will talk to him again.
 - v. *Toni (chat)*- As I recall, the issue with athletes was tied to conflicts with classes, athletic practice, and game scheduling. Good idea to revisit with Penny.
 - vi. *Stephanie*- Regarding Bonners, from talking to Jenny it is no longer a recruiting strategy. They are turning away students.
 - vii. *Tiffany*- My concern was doing it one way and then another with a different cohort. I'm glad you have discussed this with Tres.
 - viii. *Jana*- I appreciate all the logistical work. Quick questions. Do you have any sense of the actual number of students that get priority registration in combination(all the groups AMP, Bonners, Honors and Athletes) ? Are we reaching the point that 50% is getting early registration? Everyone has a special circumstance, and we are picking and choosing

whose special circumstance deserves priority. Maybe the problem is bigger.... I get worried about that.

- ix. *Stephanie*- I don't have the exact numbers- AMP and Honors is -200 students.
- x. *Jana*- Follow up question. What is the attrition rate of this programs, that use priority registration as a major lure?
- xi. *Gloria*- Kyle and Zoe brought this up about AMP students. Registration priorities is always an issue. Stephanie is trying to address every angle and I appreciate her work in this.
- xii. *Martina*- Will this be a pilot for the Spring?
- xiii. *Stephanie*- Sure, we can call it that. We would love to roll this out for Spring.
- xiv. *Gloria*- We talked about starting at 7 am so that no students are in class during registration.
- xv. *Jana*- This system assumes that our students are on a 4-year graduation plan. Any idea how many students graduate early? This plan facilitates entry into dual degree programs but may make it more difficult for students who come in with credits and want to use those to move through a single degree program earlier.
- xvi. *Kyle*- We give priority to athletes in justification of practices, but we have many other departments on campus providing service to the college (music, theatre, dance) that equally have practice schedules and they can all work around their schedules, even while providing service to the collegeone that I think is truly more valuable as it is connected to their academics.
- xvii. *Stephanie*- To address Jana's question, we don't guarantee students that are not in our dual programs, we don't guarantee you can graduate early. This caters to students who want to graduate on time.
- xviii. *Zoe(chat)*- My faculty have always been understanding about registration week and any disruptions that may arise. I think it's better to keep registration in a time that the faculty have control over rather than the no-man's land of the evenings.
- xix. *Martina*- Do you want more conversations? Are we endorsing it?
- xx. *Kyle(chat)*- Personally, I think we need more conversation.
- xxi. *Kyle*- For the record, ***I vote against endorsing it.***
- xxii. *Jana*- Second to endorse.
- xxiii. **Endorsed by Curriculum Committee.**

5. Announcements

6. Adjourn

Minutes taken by *B. Santiago- Narvaez*