

Rollins College

Rollins Scholarship Online

Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

2-23-2021

Minutes, Curriculum Committee Meeting, Tuesday, February 23, 2021

Curriculum Committee

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Curriculum Committee Meeting Agenda

Date: February 23, 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
- Marianne DiQuattro
- Nancy Niles
- Ben Hudson
- Vidhu Aggarwal

Agenda

1. Approve minutes from the February 9, 2021 meeting

- a. Approval of meeting minutes by raising of hands- *Minutes passed.*

2. Sub-committee reports

- a. New course-*Brian*- Nothing to report. Just the usual approvals.
- b. Academic Appeals *Valerie*- Nothing to report, just standard appeals.
- c. EC report – *Martina*- Approved changes to calendar. Grant wants an alternative calendar to account for possible changes due to COVID next year.
- d. Registration- *Gloria*- We met Feb 12th– regarding questions from SGA on transfer credit policy, tied to Rollins current policy. It is posted to the college website. Transfer credit is owned by faculty and Department. Undergraduate transfer policy and practices are clearly articulated in the registrars website. There is staff in office devoted to handling transfer students. We made a suggestion, we need a FAQ for transfer students. Stephanie will take this suggestion forward to across campus team. It was fruitful meeting with SGA. *Kyle commented*- We thought it was a more of a marketing problem, you addressed it.
- e. SGA – *Kyle*- I'm doing an Instagram take over. I will ask if you are willing to turn your cameras on at the end of the meeting 😊.

3. Old business

- a. Health Services Management – Nancy Niles
 - i. *Martina*- We had three requests. We think you addressed it. I sent to everyone the summary of the proposed curricular changes addressing all of our concerns. Any other questions for Nancy? No questions.

- ii. *Martina*- Let's vote on changes- Gloria making a motion, Caitlin second- In favor raising hands- ***HSM proposal passed.***

b. English Major – Vidhu Aggarwal, Ben Hudson

- i. *Martina*- There were two concerns - One was IB policy and ENG145 regarding how it factors into curriculum.
- ii. *Ben*- I took the concerns about the curriculum back to the Department. We agreed that we will accept all W courses to prevent any discrimination due to having two tier courses. We also agreed about IB credit which we did accept as part of the major.
- iii. *Martina*- Any in favor? *Jana*- Motion to approve; *Sarah* -Second; In favor- by raising of hands. ***English major changes approved.***

4. New business

a. Theater/Dance curriculum change – Marianne DiQuattro

- i. *Marianne*- We submitted a few different major changes. The first is on just rationalizing the numbering and progress of the major. There are 5 subcategories students choose. There have issues with advising as students are taking courses out of order etc... There will not be issues in staffing or credit load for students. We would like to change a core course a 200-level course into a 400- level capstone course titling it performance and critique of dramatic literature. This course is focused on application and integration. It will be taken at the senior level. We put in a new course proposal. Any questions about this proposed change?
- ii. Second change- We discovered performance emphasis in major was carrying too few credits compared to other courses and now changed it to a 4 credit course. All emphases are 56 credit bearing.
- iii. *Martina*- In the past it counted as two credit even if contact hours were more like 4 credits?
- iv. *Marianne*- Yes.
- v. *Martina*-How many capstone courses do you offer per year?
- vi. *Marianne*- We teach them as directed independent studies because there aren't enough .
- vii. *Marianne*-The question leads to the third change- Instead of just showing up as directed independent studies it would be for example: "227 Assistant directing, 327- Associate directing , 427- Directing /Capstone".
- viii. *Gloria*- You have all these tracks, you have tech and directing. What does the transcript look like? I see the rationale but I do not know how transcript proves it and supports it.
- ix. *Marianne*- Students have to produce a certain amount of work. Each course proposal standardizes expectations across courses in the department. Students do not understand this is a course the way it is currently set with the independent studies. The new course proposals have a model syllabus with it. Expectations are outlined. There are entirely new courses. We want to solve conflict.
- x. *Gloria*- I'm not understanding, it's probably a question directed to Toni. I'm not sure how that works?

- xi. *Marianne*- Working with the Annie Russell is conceived as co-curricular. They receive academic credit all along for these positions.
- xii. *Toni* – Historically they have gotten credit as it is co-curricular. I don't think there is a transcript issue. You will see production.
- xiii. *Marianne*- Their resume will reflect this but the letters of recommendation will speak the loudest. Gloria these are electives, they are not requirements within the major. In order to have a capstone experience some students will take these. We want the same expectations across the board.
- xiv. *Toni*- What were the production courses that were numbered at 400-level and are shifted to 100-level. You did not move them to 100-level courses.
- xv. *Marianne*- It was an oversight. Yes I'll fix it. I changed it because they do not have any prerequisites, they are really introductory experiences.
- xvi. *Jana*- What you presented makes perfect sense. I want to put a pin in this conversation.. we have majors on campus that are inherently performance based with a required experiential aspect. As our college becomes more geared towards interdisciplinary experiential, experimental learning we should consider circling back to EC regarding what kind of experiences could and should count for credit. We want to make sure we have a clear understanding campus – wide before we move forward. Maybe next year's committee to tackle that.
- xvii. *Marianne*- Other changes reconceptualized courses. Changes in numbers that reflect the progress within the major. This will help RCC advisors, help better locate students into introductory level courses.
- xviii. *Martina*- Any other questions for Marianne?
- xix. *Marianne*- I agree with Jana that these credits can get out of hand, but students do have to be choosy about their credits because many of them have bright futures. They need to pick and choose.
- xx. *Martina*- There is no limit that how many credits they can get on these?
- xxi. *Marianne*- No. I would there to be, but we do not limit them.
- xxii. *Caitlin* – I'm curious who teaches introduction to musical theatre performance course? It looks like a music course to me.
- xxiii. *Marianne*- This course is addressed in point 7. It is title change. The music dept did not like the other title. The point is to introduce musical theatre to students with no experience in reading music sheets, acting and movement. This course is taught below the level of what is taught in Music. It is taught by Missy Barnes.
- xxiv. *Caitlin*- I understand it is more remedial. But we do start Theory 1 at that level. I am personally uncomfortable with it being in theatre. I feel it is something to look at.
- xxv. *Marianne*- I have no idea how to pursue this when there are conflicts.
- xxvi. *Stephanie*- The major has a musical theatre track.
- xxvii. *Toni*- Anyone teaching within a given prefix must have at least 18 graduate semester hours in the content of the course. The person will have an appropriate terminal degree or equivalent semester hours. We need to look at the credentials of whomever is teaching.

- xxviii. *Jana(chat)*- I wonder if Music and Theater should have an offline conversation about this course.
- xxix. *Ashley (chat)*- I agree with Jana. I'd be happy to take part in that conversation. Missy has already been teaching this class? Am I correct? I'm assuming it has already been approved.
- xxx. *Marianne*- Yes we would need to have this conversation elsewhere.
- xxx. *Ashley*- She was hired to teach these course, therefore I'm confident she meets the qualifications to teach the course. Regarding Caitlin's concern, it is worth having this conversation with music and theatre. We'll touch base outside this meeting and will continue to talk about it.
- xxxii. *Martina*- Unless Gloria and Caitlin have an objection?
- xxxiii. *Caitlin(chat)*- I don't mean to specifically target Missy. I'm just more interested in collaboration between departments as we already do with MUA101/MUA102.
- xxxiv. *Gloria*- We need to work it out between department as Ashley said.
- xxxv. *Martina*- This will get tabbed until this issue is discussed.

b. Double counting Major/Minor – Ashley Kistler

- i. *Ashley* -First issue- A student is a International Relations, International Business Double Major with a Minor in Economics – Wanted to use several ECON classes towards different majors. Main concern you cannot double count that many classes. I do not remember how we have applied this in the past.
- ii. *Mae*- A course in smaller major or minor program can count to another program. I have never seen someone use 5 or 6 from a smaller program.
- iii. *Ashley (chat)*- Double Counting of Classes for Majors and Minors. If students are enrolled in more than one major or minor, they may double count no more than half the number of courses in the smaller program. If the smaller program requires an odd number of courses, the student may round up. No course may be counted for more than two programs.
- iv. *Ashley*- The question is do we want to limit that, or do we want to make exceptions for double majors/ minors. I don't know what the answer is.... I want to make sure that the catalog language is fair and equitable.
- v. *Valerie*- This is never going to go away, we always have that with minor proposals, as they are built out of old curses. I go with Mae, if they can do an entire minor from courses from other two majors, what is the minor adding beyond the two majors? This will also be a high achieving student problem.
- vi. *Ashley*- I agree with you in principle but if you did the coursework, do you not have the experience?
- vii. *Kyle*- I am a double major. When planning I lead towards Mae's interpretation, but in theory and principle we should lean towards one of Kistler's interpretations. Under normal coursework they would have those credentials, why can it not count ?
- viii. *Ashley (chat)*- Again, I'm not advocating a position. I'm posing the question. Just want that to be clear for the record.

- ix. *Zoe (chat)*- I agree Kyle, if the issue is that too many students are double counting, maybe we should consider whether the overlap across majors and minors are too great.
- x. *Jana*- The size of majors.... it is worth thinking about packaging and bundling, make them a natural bundle, how widespread is it? What does it do to staffing concerns? This gives the impression they have achieved 3 degrees when they really have achieved 2.
- xi. *Ashley*- How often this happens? Usually with Interdisciplinary majors.... We see it happening when they are in interdisciplinary major usually. The question is should it be permissible or not?
- xii. *Gloria*- We should think about self- designing a major. Where students critically think about their coursework. It is not just about a bunch of courses double counting.
- xiii. *Zoe*- I like the idea of giving students recognition of minor , students did the same amount of work. Like Dr. Cooks proposal creates a happy medium where students can think critically about their pieces of their degree and combine the majors and minors into one degree. I think it would be a good way for student thinking about doing these things.
- xiv. *Jana (chat)*- Zoe and Kyle agree.
- xv. *Stephanie*- What is the value of a minor on the transcript? There are ways of demonstrating that instead of just having that in the transcript. It is important to think about the value of minors. I think about the history of this policy.....
- xvi. *Sarah (chat)*- In relation to Kyle & Zoe's point, perhaps there is a need to better promote the Social Innovation major, which is inherently interdisciplinary and self-directed.
- xvii. *Ashley (chat)*- I think we could say that about all interdisciplinary majors/minors.
- xviii. *Ashley*- The question then is does catalog language need clarification?
- xix. *Martina*- You said appeals committee would deal with this (regarding the student)?
- xx. *Ashley*- They will. We can discuss it here or just let appeals committee deal with this.
- xxi. *Jana (chat)* We need modification.
- xxii. *Stephanie (chat)*- I would be in favor of adding clarifying language.
- xxiii. *Martina*- How many of these combinations will pop-up moving forward? Maybe Valerie you know as you are in appeals.
- xxiv. *Jana*- There may be a catalog ambiguity. This is beyond the scope of this committee.
- xxv. *Zoe (chat)*- I think changing the language is a Band-Aid solution for the bigger issues that we discussed today. I'm ambivalent about changing the language, but I do think this conversation needs to be continued in the future.
- xxvi. *Ashley* – Curricular optimization committee is discussing this. The student we are discussing will go to the appeals committee. We may want to wait for curricular optimization task force.

xxvii. *Mae*- students in most cases do not look at the policy. The statement clearly states it.

Martina- We have run out of time . We will leave both Ashley and Kyle for the next meeting.

c. rFLA 100 revision – Ashley Kistler- Discuss next time.

5. Announcements

6. Adjourn

Minutes taken *by B. Santiago- Narvaez*