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College of Liberal Arts Minutes and Reports

3-30-2021

Minutes, Curriculum Committee Meeting, Tuesday, March 30, 2021

Curriculum Committee

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Curriculum Committee Meeting Agenda

Date: March 30, 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
- Claire Strom
- Joan Davison
- Robert Vander Poppen

Agenda

1. **Approve minutes from the March 23, 2021 meeting**
 - a. Approval for minutes- Motion by *Valerie*; Second- *Brian*; In favor- **Approved by raising of hands.**
2. **Sub-committee reports**
 - a. New course- *Brian*- Nothing to Report.
 - b. Academic Appeals- *Valerie*- Nothing to report.
 - c. EC report – *Martina*- EC asked evaluation of registration pilot program.
 - d. Registration -Did not meet.
 - e. SGA – *Kyle*- President Elect is in process of electing executive board.
3. **Old business**
4. **New business**
 - a. Self-Designed Minor Proposal
 - i. *Martina*- I sent you all previous proposals from the past.
 - ii. *Ashley*- There have been 4- 5 students that have written to me about Chinese self- design minors. I think we can anticipate this is.... it is the tip of the iceberg. We should consider this as it seems there is clearly a need for it. I want to make sure we are aware that this will not be a “one thing” as it has broader implications. I want us to consider that.
 - iii. *Martina*- We can only look at self-design minor they submitted. We can look at the two we have received and take it from there.
 - iv. *Toni (chat)*- There is an issue with faculty who are qualified to teach these.
 - v. *Valerie*- I don't have any problems with it. The bigger question is, is this an opportunity we will make available to all students, to make self- design

minors? I have a philosophical issue with students “only in the know” getting this opportunity. This should be available to all students.

- vi. *Martina*- Yes, that is an issue that came up last time. We thought there was but there isn't a form.....
- vii. *Stephanie*- It is official. It went through CC shortly when I started here. Emily and I worked on it. In regards to the Chinese minor in the docket. For all other minors (usually 24 credits), the courses that count start at the 200-level. This proposal is including 100- level courses including conversation classes that are C/NC. They are still at 24 credits. I wonder if we need to align approval of Chinese self-design minor with other language minors.
- viii. *Martina*- Any questions or concerns? Can we approve these now and then find the form and make it available for other students that come after these two so that they can fill out the proper form? Do we need to wait to re-do this?
- ix. *Martina* -Voting on Self- design Minors? **Motion- Jana; Second- Sarah – In favor**- Raising of hands- Approved. Rochelle?
- x. *Rochelle*- I do not get why we are approving this when there are others who want the minor?
- xi. *Martina*- Multiple requests have not come through yet so we can only approve these 2. Ashley?
- xii. *Ashley*- I think there are more students that will request this. I would personally favor we wait until we find the correct form.
- xiii. *Rochelle*- Another thing I'm wondering about , if we have multiple students submitting these requests and they are putting different things, we are issuing variations of the same minor. It doesn't sit too well with me.
- xiv. *Martina*- These two are identical to previously submitted ones.
- xv. *Stephanie*- Registration is going on. I'm fine with students who reached out to Ashley applying in the same way these students did today.
- xvi. *Toni*-I have a deep concern about how the credentialing for the faculty that are directing the minors. We have requirements for SACS we have to meet. We need program directors that hold the degree in the proper degree. I know Li teaches Chinese on an exception basis. This may be the reason why they have not come forward. We don't have properly credentialed faculty that meet the standards that are required. The Dept. Chair in Global Languages that has not signed off on the proposals. Even if we have approved these before the same credentials apply.
- xvii. *Martina*- I will follow up with Jenny on this.
- xviii. *Jana*- To reinforce Tony's point. We should look at the years when these were approved. I also have a question about compensation, if this is taught by just a few people, we need to make sure we are supporting this.
- xix. *Martina*- Previously approved ones were in 2015 and 2017.
- xx. *Tony*- This is after our last reaffirmation. We will have to report to SACS all major and minor programs. We need an appropriate faculty in charge of the program. This raises a concern. Perhaps it falls under global

cultures, but it is not a minor that is in the books, it is falling through the cracks.

- xxi. *Ashley*- Because it is self- design it falls still under the same credentialing situation?
 - xxii. *Tony*- The option of self- design is that each is unique. Now were talking about 2 – 4 or more . Should we reporting or approving a minor study program of the curriculum.
 - xxiii. *Ashley*- Li Wei is encouraging these.
 - xxiv. *Kyle*- I'm not feeling comfortable with rejecting or approving. I would like to bring forward a motion to **table this** until we find more information. *Rochelle*- Second.
 - xxv. *Martina*- I will follow up with Jenny and GL dept. **Tabled.**
- b. Graduate Appeals Policy – Rob Sanders
- i. *Rob*- Another proposal as we are going through policies and making sense of them. We wanted to add Graduate students to these, they do not add any work load but provides consistency. The way it was written there is caveat that are program policies that are unique to individual programs.
 - ii. *Martina*- Any questions? Concerns?
 - iii. Voting to approve- Motion – *Kyle*; Second- *Mark*. Approved by raising of hands- **Approved.**
 - iv. *Stephanie (chat)* - Does this go to EC?
 - v. *Martina*- Yes.
- c. Appeals and Academic Warning – Valerie Summet
- i. *Valerie*- Notification of poor academic performance. Standards of Scholarship. The issue is the legalistic reading of this. There is only a formal mention of academic warning. Students requesting using “*late C/ NC because they were not issued an academic warning. The faculty does not issue an academic warning therefore I want*” This raised problems because we look at the bigger picture. The problem is that as it is written it only considers one piece (was the academic warning issued or not) and disregards everything else. It presents problems that forget the bigger picture as well as other avenues students receive feedback. The way this is written it says only academic warnings. We wanted to bring this to CC, are we ok with the language? Do we want to update it?
 - ii. *Martina*- Faculty use Canvas differently.
 - iii. *Valerie*- There is responsibility on the student to know how the grading occurs in each course. It should be the students responsibility. The burden doesn't go all on student or all on faculty. As it is written in the catalogue and handbook it is all on the faculty and the Academic warnings.
 - iv. *Tiffany*- Many of these appeals are coming from the parents, which are citing the policy directly. We need to account for learning differences. Society has pushed parents to be hyper involved. Students are not being prepared to reach out to the faculty- to communicate.
 - v. *Martina*- Does appeals have suggestions on how to modify this language.?
 - vi. *Valerie*- We would like to bring forward in next meeting. We want to bring a draft of this section of the policy.

- vii. *Mae (chat)*- I agree to a change in policy to allow for multiple grading feedback from professor to student. Otherwise, you penalize faculty for not using the warning system or require faculty to use the system.
 - viii. *Caitlin*- Yes, these forms come from Gabriel.
 - ix. *Valerie*- In terms of retroactive changes constitute a majority of the appeals. The focus in the academic warning being the “*be all end all*” is new. We do get requests to appeals for deadlines.
 - x. *Martina*- Do you want to take a stab at broadening the language and bring forth a draft to the committee?
 - xi. *Valerie*- Yes, we would be happy to do that.
- d. Double Counting Courses – Claire Strom, Joan Davison, Robert Vander Poppen
- i. *Claire*- Robert, Joan and I believe quite recently this double counting policy has been misinterpreted. We believe it has been hurting our students. As chair of CC at the time I tried to come up with policy that was equitable and fair – the policy being if you’re looking at the relationship between any 2 programs, any 2 majors, or minors up to half the number of courses in the smaller program, can be counted for the other program and a course could not count more than twice. So, let's say the smaller program has 6 courses. 3 of them can count towards another program and the other 3 could also count towards a different program, allowing a student to have a major and 2 minors or 2 majors and a minor. This continued to be the policy until recently when students started running into problems of not being allowed to count the second group of courses.
 - ii. *Joan*- I've been applying this policy as I think it was 1st adopted in 2012. 2 years ago, I had a student who was a double major in International Relations in Asian studies, and the Chinese minor, and she counted half of Chinese minor courses for her Asian studies major, and the other half for her IR major. There were separate dyads and that was the intention. It is even more pressing that the interpretation of the policy stays this way because we're downsizing the faculty and interdisciplinary programs often have very few courses from which students can select. In so many of our departments, we don't have enough faculty to offer sufficient courses for students to take.
 - iii. *Mae (Chat)*- Joan, it's likely that happen with that student b/c of self-designed Chinese minor.
 - iv. *Claire*- Well, and in response to Mae's comment, I don't think that's true. Mae, I mean, this is how it was intended, it's how it was implemented, as far as I know until very recently. We have talked to the chairs and program directors of many programs involved in it, how they have always interpreted it and they are also very anxious that this is going to hurt the students especially with not allowing them to provide kind of the, the CV that they need to move forward. So, what we suggested was just a short clarifying statement in the actual bylaw.

- v. *Martina* – I found it in the minutes from 2015, there was an issue that came up about whether we should allow triple major, triple minor and, triple counting courses and the committee voted for no triple major and no triple counting. The modification that you submitted today does not specify this because the sentence says that, they may double count half the number of the courses, the smaller program towards more than 1 program. So that would also then imply that a student can have 3 majors. Are you trying to propose that or are you saying a student can have 1 major and 2 minors.
- vi. *Claire*- We have had students with triple majors so I don't think that, but I don't think that that's what we're talking about at all. We're not interested particularly in triple majors, what we're interested in is that you can have, let's say, a major and 2 minors and courses in the major could count towards courses in 1 minor and other courses in the major can count towards the other minor. No course could be counted 3 times.
- vii. *Martina*- So you can have a major and 2 minors where 3 courses out of minor 1, courses A B and C go to major X and then courses D E and F go towards minor 2, so one 1 minor is pretty much free.
- viii. *Claire*- In a way, right. But that rarely happens because if you look at most of our interdisciplinary programs, for example, American studies minor you would take 6 classes, but you've got to be across 4 disciplines. So, there's no way you could double count 3 classes, but what you could do is count 2 classes towards 1 major, and maybe 2 towards another. So it's very rare that the whole minor is absorbed elsewhere. Most of these minors also require introductory courses. Right? Which again, you can't double count.
- ix. *Jana*- I love the examples that you're giving, and I think that there are 2 points. One is about precedent and about serving interdisciplinary minors that pull from a wide variety of disciplines and departments and I can absolutely see the benefit of that and most of the support that you have there. Adjacent to it is, what we're now in in a situation where we have, some departments on campus that have multiple majors and minors within them and so on one hand this program or this sort of model encourages people to go out and do history and Econ and classics and like, we kind of write in LACS and all that kind of stuff and really get outside. But I think a complication of it also means that we have students that are potentially kind of being housed within 1 department. And that may discourage interdisciplinarity that we're looking for. There is a way to solve this but one of the concerns that our committee had was just making sure that we're not diluting a minor so that they are not versions of adjacent majors and that majoring and minoring in multiple programs stays within the mission of the college of wide and broad interdisciplinary. So that does that help kind of explain a little bit at the context for the concern?
- x. *Joan*- Various departments already control this, and 1 of the biggest places we see this actually, where students do take a minor and then have maybe another minor in a major or 2 other majors is actually with students minoring in global languages. With the mission of the institution, I think

we want to encourage as much foreign language as possible. In fact, there is 1 anomaly to this rule in international business. A language minor, which is 6 courses, replaces the 5 courses of their cultural requirement. So, it's the whole minor replaces it. With the liberal arts orientation, and the fact that, as we point out in one of our bullet points with this explicitly forces students to do is integrate majors and minors.

- xi. *Valerie*- Tony, maybe you can shed some light on this as well but one of the issues we've been having with designing minors was to make them work with current classes and not introduce new classes from an accreditation perspective. For example, data analytics minor is completely subsumed by a computer science major, and an Econ minor. Actually, you can get the data analytics minor for free at that point with an Econ, minor and major. One reason behind its design was the accreditation issue with introducing new classes and new faculty and where those new classes live and those sorts of questions that I think are particularly relevant to the interdisciplinary minor. Getting that minor for “free” must something we have to explicitly be okay with. What does SAACS say about such double stacking? How does it compare to peer-institutions?
- xii. *Toni*- SAACs is less concerned with minor programs than with major programs. With regards to substantive changes, SAACs has just rewritten the policy but what you are asking is essentially repackaging and they aren't really concerned about that as long as there is a grounded faculty approval. Cluster of courses with depth and breadth of knowledge. And then integrating whatever that that goes along with it. And that there is adequate prudential faculty supervision for that course of study. I have not personally gone out and looked at what other institutions are doing.
- xiii. *Jana*- Since all the concern comes from interdisciplinary programs I wonder if there's a place for allowing these kinds of a double, triple counting but with the caveat that those classes and majors maybe come from different disciplines or departments.
- xiv. *Gloria*- I had the pleasure to serve on the AAC during 2013, and I have suggested to the board members that we should look at other schools like Davidson who created the interdisciplinary centers where all the interdisciplinary majors, and minors can be created and under one set of rules. It think this is where we will be looking at, as we create more of these minors that are really wonderful for the students. Claire, can you explain and clarify what you meant by “No class can be counted for more than 2 programs?”
- xv. *Claire*- Let's say, you were doing History and IR majors and LACs minor. If you took Modern Latin America, you could count it for History and IR or you could count it for History and LACs but it wouldn't count for all 3. So, you would have to make a choice of where you wanted that. The idea was to try and allow the students to get the credentials that they're earning, because they're taking these classes. It's not like they're getting free stuff.
- xvi. *Kyle*- I think there's some interesting ideas around here and, I think it is worth pursuing an interdisciplinary center but in the short term we need to

resolve this language issue because we have students who are graduating who need the credentials and all faculty need to interpret the rule equally.

- xvii. *Ashley*- I remember when this issue came up before with LACs. After I reflected I totally agree that I think if the student does the coursework, they should be allowed to get the major or minor if another student can get the major and minor from having done that course work.
- xviii. *Gloria*-Maybe we just need to clear out the language and not interpretation.
- xix. *Claire*- Robert and I will provide an example for the next meeting to clarify how the policy would work.
- xx. **Tabled until the next meeting.**

5. Announcements

6. Adjourn

Minutes taken by B. *Santiago- Narvaez* and *Martina Vidovic*

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