

Rollins College

## Rollins Scholarship Online

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Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

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4-6-2021

### Minutes, Curriculum Committee Meeting, Tuesday, April 6, 2021

Curriculum Committee

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## Curriculum Committee Meeting Agenda

**Date: April 6, 2021**

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

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### **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
- ☒ Derrick Paladino
- ☒ Kathryn Norsworthy
- ☒ Chris Fuse
- ☐ Whitney Coyle

## **Agenda**

- 1. Approve minutes from the March 30, 2021 meeting**
  - a. Approval of minutes-** Motion- *Jana*; Second- *Gloria*- **In favor approved by raising of hands.**
- 2. Sub-committee reports**
  - a. New course- *Brian*- Nothing to report.
  - b. Academic Appeals- *Valerie*- Revised catalogue language of what we discussed last week. Nothing else to report.
  - c. EC report – *Martina*- Nothing to report.
  - d. Registration- *Gloria*- Nothing to report.
  - e. SGA – *Kyle*- Nothing to report.
- 3. Old business**
  - a. Double Counting Courses
    - i. *Martina*- I send you the chart, with the proposed changes in red. Any major concerns?
    - ii. *Kyle*- I have a minor comment. The graphics really helped me. Just a minor change in the column colors.
    - iii. *Martina*- Yes, this graphic was just for us.
    - iv. *Martina*- For me the big thing is are we trying to create a rule to accommodate exceptions?
    - v. *Jana*- Yeah, my concerns still stands in strong ways. I think there are broader and bigger implications that can be adjusted and dealt with later. I feel like this discussion should be had within a broader context of majors. That being said there is not clear directive from EC or president. I don't

want to make it more difficult than it has to be. If we pass it I hope we are open to reconsider.

- vi. *Martina*- I am with you.
- vii. *Mae(chat)*- When would the change be effective, should you approve? Also, students can always appeal for now.
- viii. *Jana*- I would love to see an assessment of majors to see when are people taking elective courses. I'm having a hard time in getting students wanting to take courses considering liberal arts education. I worry double and triple counting facilitates the "in house".
- ix. *Martina*- I know programs have specific rules for adjacent majors and minors. I think that would require rewriting of policy and additions. I don't know if we want to go there and work on that?
- x. *Rochelle*- I don't know how that would work or where it will go. I do think that as Curriculum Committee it needs to be addressed at some level. We can start the conversations. The first is what do we mean by a minor? Are we "using credentials" – you deserve the minor. When you have majors where the purpose of knowledge intersect, getting a minor is basically restating the obvious. The menu picking of minors is a problem. I can talk about the sciences, and we have a body of knowledge that is distinct but in the sciences if you want a minor it should be outside of your discipline. We need to re-examine the whole concept of what the minors are.
- xi. *Gloria*- I love Rochelle. I support what Jana said. We are diluting our majors. I know Martina we might just be starting a conversation. It is also overcrowded. We don't charge extra for overload and other schools do. In a way they make them focus.
- xii. *Brian*- I think what everyone is saying, is aligned with what Joan and what everyone said, the intention is to have scope outside their area. What I propose is we should go talk to the departments.
- xiii. *Jana*- I echo Gloria's and everyone's point. This is where we stand on this issue. I want to acknowledge that.
- xiv. *Martina*- We are not in favor of the change (we do not agree with their interpretation of the policy- *Joan et. al*) . We want to have a broader conversation with entire faculty.
- xv. *Gloria*- I think it was their interpretation the issue, they are not proposing a policy change.
- xvi. *Jana*- Maybe we can recommend the next CC or EC to hold a colloquia in the fall to have broader conversation departments and campus.
- xvii. *Senal*- I wanted to express my opinion about minors. I understand that often it is important to have a breadth of knowledge. Coming from a student perspective, a lot of us are focused on the current job industry which is focused on degrees and is very competitive. In the US it is super qualifications based . It is extremely competitive. I think yes, there is an importance in liberal arts education to have a breadth of knowledge. I do not think it is the Colleges' job to define and determine the value of the education to the student and what the student wants to get out of it. I

don't see why this has to be frowned upon... to get a minor. Keeping in mind we are paying \$280,000 for this education. If by coincidence we have completed all these courses and get out of it a minor, the fact that I completed the course means I am capable to do that. With what we pay, Rollins should endorse what I am able to do. I think it needs to be less arbitrary, maybe making it more difficult to get a minor, majors can set restrictions. Needs to be more quantitative of a decision, and not just "this is not what a liberal art education is about". Especially for us in STEM where liberal arts school STEM courses are seen as less competitive. With whom we are competing against it seems like we don't measure up.

- xxviii. *Sarah*- Maybe it comes down to the Majors. Maybe minors are seen more as concentrations? I think we are conflating these two terms. This is why some are in favor and some are not.
- xix. *Kyle (chat)*- Particularly as more and more resume evaluation is becoming automated and done by computers looking for key terms. I'm talking about workforce, not graduate schools.
- xx. *Martina*- Where do we stand now?
- xxi. *Jana*- My position stays the same. I value the students point of view and value this in our conversation. As CC we are not market driven. I would make a compelling argument that it is less about the majors and minors a more related to a degree with experiences.
- xxii. *Martina*- I think it comes down to the interpretation of the policy ... I've read the minutes of those meetings. I do not think the minutes reflect the interpretation they are making of the policy.
- xxiii. *Ashley*- I also carefully read those minutes. They sent them to me as evidence to what the committees interpretation was at the time. I don't think the minutes made it very clear. I support your interpretation Martina. I don't think the minutes provided the interpretation or support of what they were advocating for.
- xxiv. *Martina*- Seems like most people are not against this but a broader conversation is needed. For now as Mae suggested, we can just do an appeal. We can have a conversation with faculty before it can be approved.
- xxv. *Stephanie*- What would the student appeal if we have different interpretations of the policy?
- xxvi. *Mae(chat)*- I thought the original policy came about b/c of concerns about students trying to have triple majors and minors.
- xxvii. *Ashley*- Seems like the student wants to appeal a class counting for multiple programs. The student believes the policy has been erroneously applied in his case.
- xxviii. *Mae (chat)*- No one has submitted an appeal. I think they are waiting on CC's decision.
- xxix. *Mae*- I was doing appeals before we had degree audits. I have interpreted the policy as it is written. You cannot count more of the courses from the smaller program. The policy is black and white and that is how I take it. I

believe the double counting policy had concerns over triple majoring and minoring.

- xxx. *Martina*- What should I report back? We stand by our interpretation in the way that it is written? We want to have a conversation with the rest of the faculty.
- xxxi. *Kyle*- We stand by interpretation we had before.
- xxxii. *Martina*- We can vote on that? Anyone want to make a motion to approve.
- xxxiii. *Kyle*- I make the motion to approve the change as proposed.
- xxxiv. *Gloria*- I don't think they proposed any changes.
- xxxv. *Martina*- Can we come back and talk about it more? Kyle made a motion, anyone wants to second that?
- xxxvi. *No one seconded Kyle's motion.*
- xxxvii. *Martina*- The motion failed. I will report on what our concerns are.
- xxxviii. *Jana*- Motion to vote Mae's interpretation. Second- *Gloria*- second- In favor- all voting members, only one against.

### **New business**

#### **b. GSC Grading Change – Derrick Paladino, Kathryn Norsworthy**

- i. *Martina*- Derrick and Katherine are proposing a change in the grading system
- ii. *Derrick*- Basically we are changing our grading policy where before students were allowed to have no more than 2 C-s. But the caveat is that they were allowed to get as many C+ as they wanted. We don't think this was good for graduate school. We thought this was a 1 C program but we didn't notice it was written differently. We will only allow 1 C in the program if they get 2 Cs it is automatic termination. Some specific classes they are required to retake if they get a C-. If they go below they have an opportunity to retake it. We spent a long time considering how we wanted to word this and how we wanted to have our program represented in our community. We don't want anyone to go through a loophole.
- iii. *Martina*- If they earn a C in 525 and 545, they are still dismissed even though they get to repeat those courses?
- iv. *Derrick*- Yes any 2 Cs results in a dismissal.
- v. *Kathryn*- They would not repeat the class if they get a second C. Its only for the one they wish to retake.
- vi. *Rochelle*- The explanation and what I understood from the text is different. From what Kathryn said it says they can repeat and improve a grade. If they take another class and get a C , they would still be dismissed?
- vii. *Derrick*- Yes.
- viii. *Toni(chat)*- Kathryn and Derrick, how many times may students repeat? Do you need to be specific?
- ix. *Rochelle*- It seems unnecessarily punitive, why give me a chance to repeat if you negate my repetition after the fact. It makes more sense to say they can repeat a class after getting a C, but only once. If a student has improved to me they have acquired the knowledge and demonstrated they have the proficiency needed. They have gone above and beyond to

demonstrate that and it is punitive to still get them out of the program after the second C.

- x. *Kathryn*- Can you repeat that?
- xi. *Rochelle*- To me it is fair to allow a repeat for one C. That is your one shot, so you do not get another opportunity.
- xii. *Derrick*- One thing we should say is that it is a cohort model. If they get a C they have to retake it but will hold it for another year because it is a prerequisite for the next course. They cannot take the class immediately.
- xiii. *Kyle*- I think I share the same concerns with Dr. Elva. I think the policy is incredibly strict and restrictive. If a student gets a C they do not have the proficiency, then when you retake it you do? I think once you retake a course, it should no longer count against you.
- xiv. *Derrick*- There is that lag we have from taking another course, if they take a C in an important course.
- xv. *Kathryn*- These are things we discussed. Thank you for bringing it up Kyle. One thing that was in the forefront of our minds is that if you get 2 Cs in a counseling program, we are not just looking at proficiency, it shows a pattern. You have to really go out of your way to get a C+ or C- in the sense that if you are taking care of business, and doing what you do then you are going to show a pattern. This is required in terms of professional evaluation, in terms of fitness in counseling as a profession. This has led us to this point. You cannot get anything less than a C in graduate programs. We are under legal and ethical rules that put us under these strict boundaries.
- xvi. *Rochelle* - Now that you have explained what a C means in your program, I rescind everything I said. I take it all back and the original rule holds for me.
- xvii. *Derrick*- It is something that happens in other programs.
- xviii. *Rob(chat)*- My recommendation to the program was to consider the language: Students must earn a B- or better in the following classes: CPY 525, CPY 545, or CPY 538. Students earning more than ONE C (+/-) at any time in the program, regardless of retaking courses, will result in academic dismissal.
- xix. *Stephanie (chat)*- I support this proposal. An exception can always be considered should the situation occur.
- xx. *Rob* -I wonder about retaking the class if they retake it and go from a C and get an A to me they get an A, what does the transcript look like, do they see the course twice or one grade replaces the other?
- xxi. *Stephanie*- Both grades stay on transcript but GPA is calculated not using the original grade.
- xxii. *Kathryn*- Can I ask a quick question Rob. Don't we need to specify that those 3 classes are the only ones they can retake if they earn a C- or C+?
- xxiii. *Stephanie*- I support this policy and we develop policies in how we want the program to work. Because this is Rollins we always have the opportunity to make an exception. I like policies that are put together that fit the norm.

- xxiv. *Kyle*- If these are the only 3 classes that could be retaken, I didn't get that interpretation, I thought you still had the option for only these. I don't think it is coming through in the existing language.
  - xxv. *Kathryn*- We need to be clear that these are the only 3 they can repeat.
  - xxvi. *Valerie*- It seems like we have 2 policies. Policy # 1 – you can't have more than 1 C , Policy # 2 you must achieve a B - or better in these other three courses. And then add something like only these courses you can retake one time .
  - xxvii. *Derrick*- Thanks for that , this makes a lot of sense. We will do wordsmithing. One thing I'm thinking about is asking them to not have more than 2 Cs. Maybe we can clarify the language, as 2 Cs that work towards the GPA.
  - xxviii. *Rochelle*- I wanted to ask what was the definition of having 2 Cs. It may be an ethical issue.... they improve their grades, then they repay for the class and still it cannot benefit the student. It should be clarified, what does it mean to have a C. If I retake a class and get an A, does that count as a C still? Clarifying which C is it, the GPA one or transcript total. I can see students having an issue with that. If they pay for the class and still get kicked out, what does it matter then?
  - xxix. *Kathryn*- The way in which matters is that you get to continue in the program. Second way it matters you are developing professionally. Another thing we can consider is if a student is doing poorly, they can drop a class, if this happened after we could also make the arrangement of taking an incomplete. This is not an all or nothing. We do everything we can to support the students, but we also want them to stop the program in the first year if things are not working out.
  - xxx. *Rob(chat)*- Is it as simple as this... Students must earn a B- or better in all program courses. Students may retake ONE course for a better grade.
  - xxxi. *Martina*- Did you get enough feedback? I would table this until you clean up the language, and when you are ready you can return?
  - xxxii. *Derrick*- Yes.
- c. Pre-engineering Program – Chris Fuse, Whitney Coyle
- i. *Chris*- 3 years ago Columbia ended their pre- engineering program. We found out Auburn is doing the same. We are down to Washington in St. Louis and Case Western Reserve. University of Miami reached out to us. We have lost student in the past because we do not have a FL affiliated school. It is different from CW and Washington. Right now they are only interested in working in data sciences program. In this one you get a bachelors from Rollins and Masters from University of Miami. We don't want to grow anything from where we are at. Just building it on the structure where it already exists. This will only work for Majors in Physics, Math and Comp Sci – Pre Engineering. The only major change we will make is instead of taking CHM 120/121, they would take intro course for fundamentals of data science, and probability and statistics course.
  - ii. *Valerie*- DTA 250 and Stats, are you talking about 219 in math?

- iii. *Chris*- Yes.
- iv. *Valerie*- That has a Calculus II prerequisite for it. Even though it is the masters they still follow 3 years at Rollins and onwards to Miami for another 2. Their Rollins degree will not be conferred until they complete the 1<sup>st</sup> year in Miami? Correct?
- v. *Chris*- Yes. Until they complete 30 credits in Miami.
- vi. *Martina*- How many credits is that per semester?
- vii. *Chris*- We've had 6 students. It depends on the concentration, they carry 17 credits in a light semester, 22- 24 on a heavier semester. It depends on what else they are doing. Average 20- 22 credit semester. Heavy but not impossible.
- viii. *Kyle*- I'm worried about the burden were placing on DTA 250. I know the course is at maximum capacity for the fall and there is a 17 person waitlist.
- ix. *Chris*- I do not think this will be 12 additional students, we have about 4. It is difficult to convince a student to leave Rollins after 3 years. I share your concerns, at most 2- 3 students. I don't think it is a difficult.
- x. *Rochelle*- Students change their mind all the time, if a student switches programs, how easy will that be? I notice they are dropping a basic chemistry requirement.
- xi. *Chris*- The good news is if a student decides 2 years in they didn't want pre- engineering , they already have courses towards existing majors.
- xii. *Kyle*- Do students have to still apply to UM? Or is it direct track?
- xiii. *Chris*- Same as Washington University and Case Western, if you meet the requirements of admission it is automatic.
- xiv. *Martina*- Voting- *Valerie*- , *Brian*- Second- In favor- Raising of hands- **Approved.**

d. List of classes as a substitute for MCMP- *We did not get to this item of business*

#### **4. Announcements**

#### **5. Adjourn**

*Notes taken by: Brendaliz Santiago-Narvaez*