

12-3-2015

## Minutes, Arts & Sciences Executive Committee Meeting, Thursday, December 3, 2015

Arts & Sciences Executive Committee

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**ROLLINS**  
EXECUTIVE COMMITTEE MEETING  
December 3, 2015  
Agenda

**12:30 in CSS 167**  
**Lunch will be served**

- I. Call to order**  
Dexter Boniface
- II. Approval of Minutes from 11-5-15**  
Dexter Boniface
- III. Old Business**
  - a. Policy KI 1003: "Creation and Revision of Academic, Non-Credit, and Collaborative Programs" (c/o Provost)  
(Attachment #1)
- IV. New Business**
  - a. Policy AC 2007: "Course Auditing" (c/o Provost)  
(Attachment #2)
  - b. Policy AC 2000: "Academic Credit Hours" (c/o 128 Comm. And AAC)  
(Attachment #3)
  - c. Associates Degree Policy (c/o rFLA and AAC)  
(Attachment #4)
- V. Committee Reports** (time permitting)  
(Attachment #5)
  - a. Any committee business that requires deliberation by EC
  - b. Reports: SLC, AAC, F&S, PSC, SGA
- VI. Adjournment**



**ROLLINS**  
EXECUTIVE COMMITTEE MEETING  
December 3, 2015  
Approved Minutes

**PRESENT**

Dexter Boniface, Craig McAllaster, CJ Dunn, Derrick Paladino, Ashley Kistler, Anne Murdaugh (for Eric Smaw), Jennifer Cavanaugh, Anca Voicu. Guests: Toni Holbrook and Claire Strom. Excused: Emily Russell.

**CALL TO ORDER**

Dexter Boniface called the meeting to order at 12:31 PM.

**APPROVAL OF MINUTES FROM 11/5/15**

EC unanimously approved the minutes from the 11/5/15 meeting. Boniface reminded committee chairs to submit one-page reports to Knight for inclusion with the EC minutes.

**OLD BUSINESS**

**Policy KI 1003: “Creation and Revision of Academic, Non-Credit, and Collaborative Programs”**

Toni Holbrook

Holbrook said this policy was originally approved in 2014, and is being looked at again for revisions only. The policy is one of thirty required policies related to regional accreditation. The program approval process ensures that there is curricular oversight with faculty as required when budgetary implications are involved and includes a notification function for trustees. Boniface is concerned that these procedures may usurp faculty control of the curriculum because it is administrator-heavy at each stage of the process. This is inconsistent with historical practice at Rollins. McAllaster said the policy is not intended to be heavy-handed, but rather to ensure curricular changes are not being made without consideration for the extra cost that might come with them. McAllaster said they will work to simplify the policy to make it more clear. Boniface will send a suggested sequence of approvals for the policy.

**NEW BUSINESS**

**Policy AC 2007: “Course Auditing”**

Toni Holbrook

Currently there is not an existing formal policy for auditing courses in A&S and CPS. Holt and Crummer have existing policies. It has always been a very informal process which could bring liability issues for the College. Also, we need to make sure that degree-seeking students receive

priority in getting seats. Holbrook said that day students who are not currently billed on a per term basis, will be charged a fee to audit courses. Kistler expressed concerns because she has a regular community member who audits her courses and now she will be billed at half of the Holt course rate. It seems like a disservice to the community. Perhaps there could be exceptions where the tuition would be waived. EC will take the policy to the full faculty and say the tuition charge is up for negotiation.

#### **Policy AC 2000: "Academic Credit Hours"**

Claire Strom

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McAllaster asked the 128 Hour Committee to look at the issue brought up by SACS of how we justify 4-hour courses. We attempted to justify this over the summer by providing an elaborate audit form where faculty stated how many hours outside of class students spend working on their courses. Currently we state that students should spend 3 hours outside of class for every hour in class. The 128 Hour Committee found that students aren't spending that much time and we don't want them to. This policy changes that rule to 2 ½ hours of work outside of class and the justification for the fourth credit hour is that our classes are more productive in class than courses offered elsewhere. AAC approved the attached Academic Credit Hours Policy. Kistler moved to approve the policy and Paladino seconded the motion. EC unanimously passed the motion.

#### **Associates Degree Policy**

Claire Strom

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EC discussed the academic credit hour policy that states Rollins will accept AA degrees from accredited institutions outside of Florida. EC unanimously approved the policy.

#### **ADJOURNMENT**

Dexter Boniface

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Boniface adjourned the meeting at 1:41 PM.



Title:	Creation and Revision of Academic, Non-Credit, and Collaborative Programs	Type:	Key Institutional
No: KI 1003		Approval Date:	Rev. 1 11-X-2015; May 15, 2014
Responsible Office: VPAA/Provost		Approved By:	Rev. 1 appvd by A&S and CPS Exec Committees. Fac Exec Cncl; P&BC; Pres Staff, President
Next Review: 2019/2020		Revision No:	1

### I. Purpose/Introduction/Rationale

This policy provides guidelines for the review and approval of new academic, non-credit, dual, or joint collaborative programs, or substantive program modifications to any of the above.

The creation of academic degree, major, minor, or certificate programs (credit or non-credit); substantive changes to existing programs;<sup>1</sup> the establishment of joint, dual-degree, or cooperative degree programs with other institutions; or the initiation of community or public service programs must align with the College's mission, institutional plans and priorities, available resources, and the needs of students. Faculty of the Arts & Sciences (A&S), the College of Professional Studies (CPS), and the Crummer Graduate School of Business (CRU), respectively, have primary responsibility for curricular content, quality, and effectiveness of credit-bearing programs and courses at Rollins College that culminate in the awarding of academic degrees, diplomas, or certificates. Non-credit programs of study that culminate in certification document are reviewed administratively in consultation with the appropriate faculty governance entities.

New degree, major, minor, or certificate program; substantive changes to an existing program; or the establishment of joint, dual, or cooperative degree programs *may not* be advertised or implemented until final approval is granted from the appropriate College entities outlined in this policy, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and other appropriate external accrediting organizations of the College, if required. Non-credit programs require only the approval of appropriate College entities prior to advertisement and implementation.

### II. Definitions

Baccalaureate degrees are defined as those programs requiring a minimum of 140 semester hours beyond the high school diploma, a minimum of 30 semester hours of which shall be comprised of general education coursework. In the residential undergraduate programs of A&S/CPS, at least 50% of the semester hours required for undergraduate degrees shall be earned through coursework completed at Rollins. In part-time evening undergraduate programs of the Hamilton Holt School at least 25% of the semester hours required for the degree shall be earned through coursework completed at Rollins.

Master's degrees are defined as those programs requiring a minimum of 30 semester hours beyond the baccalaureate degree. At least 33% of the semester hours required for master's degrees shall be earned through instruction at Rollins.

Doctoral degrees are defined as those programs requiring a minimum of 50 graduate semester credit hours beyond the baccalaureate degree with at least 30 graduate semester hours beyond the master's degree, including a maximum of 12 hours of dissertation hours and a maximum of 23 dissertation preparation hours.

Undergraduate majors are defined as coherent programs of study in an academic discipline leading to a baccalaureate degree in the given academic area of specialty.

Undergraduate and graduate minors, concentrations, or certificates are defined as coherent clusters of academic courses comprising a distinct curricular pattern in a single discipline. Minor, concentration, and certificate programs normally require a minimum of 15-18 semester credit hours of prescribed coursework.

Credit certificate programs are defined as coherent clusters of credit coursework culminating in a certificate or other credential offered by one of the College's schools.

Non-credit certificate programs are defined as coherent clusters of non-credit coursework culminating in a certificate or other credential offered by one of the College's schools. When appropriate and available, certificate programs of the College are typically recognized by relevant professional organizations.

Dual academic degree programs are defined as those between Rollins and one (or more) institutions in which "students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature."

Joint academic degree programs are those between Rollins and one (or more) institutions in which "students study at two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures of each of the participating institutions."<sup>2</sup>

Dual and joint academic degree programs are typically governed by Memorandums of Understanding (MOUs) between the College and other participating institutions. These MOUs articulate agreed-upon academic completion requirements and the awarding of degrees, diplomas, or certificates.

### III. Procedure or Application

#### **A. General Guidelines**

As delegated by the College's Board of Trustees,<sup>3</sup> development and oversight of credit-bearing programs culminating in the awarding of academic diplomas or certificates from Rollins College are governed by appropriate Faculty Bylaws. Once formally approved by appropriate faculty governance entities, new degree, major, minor, certificate programs; substantive changes to an existing program; or the establishment of joint, dual, or cooperative degree programs are implemented by the College's administration in consultation with those faculty. Non-credit programs may be initiated by faculty or administrators of the College and the recommendations of the faculty are reviewed in consultation with the appropriate faculty governance entity or entities.

In the case of new degree programs or program revisions with resource implications, administrative review is also required by the College's Planning and Budget Committee (P&BC), President's Cabinet, President, and, in the case of new degree programs, the Board of Trustees. Proposals for all new programs must include justification and rationale based on the College's mission, institutional plan, available resources, and the needs of students. Faculty governance review and approval processes follow the steps noted in Part B. (below).

No new academic degree, major, minor, certificate program, or substantive change to any existing credit-bearing program, may be advertised or implemented until final approval is granted from the appropriate College entities outlined in this policy, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and other appropriate external accrediting organizations of the College as required. Non-credit certificate programs require only the approval of appropriate College entities outlined in this policy prior to advertisement and implementation.

#### **B. Review and Approval Process**

Departments, programs, faculty, staff, or administrators considering new [credit-bearing academic programs](#) (or revision of existing programs) ~~are strongly encouraged to be required to~~ meet with the appropriate ~~faculty governance body (if required),~~ Dean(s) ~~and the Faculty Executive Council, including the~~ and Vice President for Academic Affairs and Provost (VPAA/Provost) ~~and President, as early as possible in the development process prior to developing full program proposals for approval~~ to discuss program changes, resource needs, and substantive change documentation, as required.

##### **1. Approval Process for Credit Programs (including Credit Certificate programs)**

A. [Sponsoring department, program, and/or faculty committees develop prepare a Cover Sheet for New Program Proposal or Substantive Change of an Existing Program.](#) This summary concept document is reviewed with the appropriate [Dean\(s\) and the Faculty Executive Council, including the Vice President for Academic Affairs and Provost \(VPAA/Provost\) and President.](#) The VPAA/Provost shares the results of this review with the program proposers and the Education Committee of the Board of Trustees. [See the Academic Approval Process Pathway document included with this policy for additional information.](#)

B. [Once preliminary concepts are reviewed and approved, the Ssponsoring department, program, and/or faculty committees](#) ~~revise the Cover Sheet and~~ develop a [full program](#) proposal describing:

- rationale and need for new program or modification of an existing program,
- intended student learning outcomes,
- budget and resource requirements,
- a curricular plan (Catalog copy) articulating program requirements, and
- a Demonstration of Learning (DoL, assessment of student learning outcomes) plan.

~~B.C.~~ [Full program](#) proposals bearing appropriate approvals from department, program, or committee chairs are then passed [back to the appropriate Dean\(s\), VPAA/Provost and are then forwarded](#) to either the Academic Affairs Committee of A&S (A&S-AAC), Curriculum Review Committee of CPS (CPS-CRC), or the Faculty of the

Crummer Graduate School of Business, respectively, for review and approval.<sup>4, 5, 6</sup> Proposals for programs in the Hamilton Holt School are first approved by the Hamilton Holt School Dean and then follow the same curricular approval processes described above for A&S or CPS, depending on the academic discipline involved.\*

~~C.D.~~ Once approved by faculty governance, ~~meeting minutes recording approval are forwarded to the appropriate Dean(s) and VPAA/Provost for either administrative review, recommendation, or approval, as applicable, by the Planning and Budget Committee, President's Staff, President, and Trustees, if required, or~~ implementation in consultation with the appropriate faculty is completed by the VPAA/Provost. Once all internal reviews are complete, an appropriate proposal, if required, for substantive change is prepared by the sponsoring program and Dean(s) and submitted to Southern Association of Colleges and Schools (SACSCOC) or other external accrediting organizations.

No new academic degree, major, minor, certificate program, or substantive change to any existing credit-bearing program, may be advertised or implemented until final approval is granted from the appropriate College entities outlined in this policy, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and other appropriate external accrediting organizations of the College as required.

## 2. Non-Credit Programs

- A. Crummer Graduate School of Business  
Non-credit programs of the Crummer School's Philanthropy and Nonprofit Leadership Center and Management and Executive Education programs are approved by program directors in consultation with the Dean of Crummer, or designate of the Dean. Program effectiveness and participant outcomes are assessed by each unit and is reported annually through the College's Administrative Effectiveness System (AES).
- B. Hamilton Holt School  
Non-credit programs of the Holt School or its Center for Lifelong Learning follow the process below.
  1. Sponsoring department, program, committee, staff member, or administrator develops a proposal describing:
    - rationale and need for new program or modification of an existing program,
    - intended participant outcomes, and
    - budget and resource requirements,
    - a curricular plan articulating program requirements, and
    - an AES plan for evaluating participant outcomes and program effectiveness.

\*All significant actions of the A&S-AAC are subsequently reported to and approved by the Executive Committee of the A&S faculty and if changes or new programs are considered to be of great significance, such cases are taken to the full A&S faculty at a monthly meeting for review and approval.

2. The proposal is forwarded by the developer to the Dean of the Hamilton Holt School. The Dean then notifies the appropriate faculty leadership of the proposal and provides a copy of the proposal for review. The proposal is then submitted to the VPAA/Provost, along with comments from the faculty leadership, for approval. The VPAA/Provost will consider alignment to mission and budgetary implications, and may consult with other constituencies, if needed. Approval is communicated to the developer by the VPAA/Provost.

#### IV. Related Policies or Applicable Publications

- <sup>1</sup> Rollins College. (2013). *Key Institutional (KI) 1002 Substantive Change Policy*.
- <sup>2</sup> Southern Association of College and Schools Commission on College (SACSCOC). *Agreements involving joint and dual academic awards: Policy and procedures*.  
<http://www.sacscoc.org/pdf/AgreementsInvolvingDualandJointAwards.pdf>Substantive Change Policy.
- <sup>3</sup> Rollins College. (2002, amended). *Bylaws of Rollins College, Article IV, Faculty, Section 1. Appointment, Powers and Duties*.
- <sup>4</sup> Rollins College. (2014.) *Faculty Handbook, Faculty of the College of Arts & Sciences, Section IV Policies and Procedures; Section V Bylaws, Article V Governance Structure, Section 1; Article VI, Section 1-2; and Article VII, Section 1*.
- <sup>5</sup> Rollins College. (2014.) *Bylaws of the College of Professional Studies, Article IV Standing Committees, Sections 1 and 3 and Article V, Meetings of the Faculty, Section 1*.
- <sup>6</sup> Rollins College. (2014.) *Bylaws of the Faculty of the Crummer Graduate School of Business, Section VI Bylaws, Article III, Faculty Responsibilities, Rights and Duties, Part 1 Academic Programs*.

#### V. Appendices/Supplemental Materials

[Academic Approval Process Pathway](#)  
[Cover Sheet for New Program Proposal or Substantive Change of an Existing Program](#)  
[Demonstration of Learning Template Link](#)  
[Administrative Effectiveness Template Link](#)

#### VI. Rationale for Revision

[Not applicable.]



OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

**Academic Program Approval Process Pathway**

The academic program approval process, for both credit and non-credit programs, provides a prescribed series of steps designed to assure that all new programs are aligned with strategic priorities of the College, support the mission of both the institution and sponsoring academic unit, and that necessary resources are available to sustain programs. While the process is based on and built around the steps required to develop and offer a new degree program, there are many other types of academic changes included in this process. The Office of the Vice President for Academic Affairs (VPAA)/Provost is responsible for administration of this process at Rollins College.

As detailed in College policies KI 1003 *Creation and Revision of Academic, Non-Credit, and Collaborative Programs* and KI 1002 *Substantive Change*, some academic changes may not require approvals at all levels, or may be advanced through some levels of the process as information items. The general approval sequences, for new credit, non-credit, and collaborative programs with other institutions, or significant changes to existing programs appear below. To identify proposals with promise and eliminate those with concerns before time is invested in proposal development, for new credit programs the process entails two steps – pre-proposal review and full proposal approval.

Credit Programs <small>(including credit certificate programs and joint, dual, or collaborative programs with other institutions)</small>	Non-Credit Programs	
	Holt	Crummer
<b>PRE-PROPOSAL REVIEW</b>		
Sponsoring department, program, and/or faculty committee(s)		
Appropriate Dean		
Faculty Executive Council, including President and Provost		
Board of Trustees Notification (Provost's Report to Education Committee)		
<b>FULL PROPOSAL APPROVAL</b>		
Appropriate Dean	Sponsoring department, program, committee, staff member, or administrator	Program Director
VPAA/Provost	Holt Dean	Crummer Dean or Designee
Appropriate Faculty Governance Committee	Faculty Governance (notification and comment)	
Planning and Budget Committee (P&BC)	VPAA/Provost	
President's Cabinet		
President		
Board of Trustees (new degree programs)		
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) or other external accrediting organizations		

New degree, major, minor, or certificate program; substantive changes to an existing program; or the establishment of joint, dual, or cooperative degree programs may not be advertised or implemented until final approval is granted from the appropriate College entities, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and other external accrediting organizations of the College, if required. Non-credit programs require only the approval of appropriate College entities prior to advertisement and implementation.

### **Overview of the Approval Process**

As a basic overview, listed below are types of proposals considered in the academic program approval process, as well as general approval process details. Campus administrators should consult College Policy KI 1002 Substantive Change for a complete list of changes requiring notification, review, or approval by SACSCOC.

#### **Types of Changes in Academic Programs and Structures**

- New campus branches or extension centers
- New schools or name changes of schools
- New departments, including name changes and transfers to other divisions
- New centers or institutes, including name changes
- New joint, dual, or collaborative programs with other institutions
- All new academic credentials, including:
  - Certificates
  - Degrees
  - Majors/tracks/concentrations
  - Minors
  - Name changes
  - Terminations/program closures

#### **Steps in Proposal Development, Review, and Approval: New Academic Programs**

##### **Pre-Proposal Review**

- 1) Review College Policies for Required Approval Process (including VPAA/Provost Cover Sheet for New Program Proposal or Substantive Change of an Existing Program).
- 2) Prepare preliminary VPAA/Provost Cover Sheet, including estimated enrollments, projected revenue, and costs.
- 3) Review proposed program plans with Dean for preliminary approval.
- 4) If approved, Dean forwards VPAA/Provost Cover Sheet to Provost for review by Faculty Executive Council (including President and Provost).
- 5) VPAA/Provost informs sponsoring department and Education Committee of Board of Trustees of Executive Council outcome and/or concerns.

##### **Full Proposal Approval**

- 1) Prepare full proposal and update VPAA/Provost Cover Sheet (as needed)
- 2) Review and approval of appropriate Dean
- 3) Review and approval by VPAA/Provost
- 4) Review and approval of appropriate faculty governance committee, including approval by the appropriate full faculty, if required
- 5) Review and recommendation by Planning and Budget Committee (P&BC)
- 6) Review and recommendation by President's Cabinet
- 7) Review and approval by President

- 8) Review and approval by Board of Trustees (for new degree programs only)
- 9) Submission to Southern Association of Colleges and Schools (SACSCOC) or other external accrediting organizations, as required

### Approval Process Details for New Degree Programs

New academic degrees comprise those for which a new degree credential, e.g., Executive Doctorate in Business Administration (E.D.B.A.), not previously offered or awarded by the College is proposed. Appropriate departments, deans, and faculty governance committees first consider all proposals for new academic degree programs. No outside notifications or advertising of proposed changes can be made until approved through the full process. The sponsoring dean assures that proposals are appropriately formatted and complete. The purpose of this review is to assure conformity with College policy and quality standards, as well as presentation of approved programs in a manner that will ease passage through subsequent governance bodies, the Board of Trustees, and accrediting agencies.

Once approved by appropriate faculty governance bodies, proposals for new degree programs are forwarded by the VPAA/Provost to the Planning and Budget Committee (P&BC) for review and recommendation. Academic administrators from the VPAA/Provost's Office then forward most proposals to the VPAA, President's Cabinet, and the President for review, changes, and/or approval. If approved by the President, the VPAA/Provost forwards new degree program proposals to the chair of the Education Committee of the College's Board of Trustees for inclusion on its agenda and subsequent presentation, review, and approval by the full Board or inclusion on the Administrative Action Report, as appropriate.

**NOTE:** Academic changes not requiring Trustee action may be implemented with appropriate internal approvals from the VPAA/Provost and/or President, with the Education Committee of the Board of Trustees being updated on all changes not requiring acceptance by the full Board (as either an action or report item).

Following Trustee approval, the appropriate Deans, program directors/department chairs, and Assistant Provost, and Provost prepare required accrediting agency notifications or substantive change proposals, if required, for transmission by the College President.

Once the appropriate accrediting agencies make approval decisions, program proposers may move forward with implementing and advertising the new program.



Office of the Vice President for Academic Affairs and Provost

**Cover Sheet for New Program Proposal or Substantive Change of an Existing Program**

<b>Program Name</b>	
<b>College</b>	
<b>Department or Program</b>	
<b>Contact(s), E-mail, Phone</b>	
<b>Type of Program</b>	Degree, Major, Minor, Certificate, Dual or Joint Degree Program
<b>Level</b>	Undergraduate, past-baccalaureate, graduate, doctoral, professional
<b>Credit or Non-Credit</b>	
<b>Total Credit Hours</b>	
<b>Effective Date</b>	
<b>Program Need and Fit to Mission</b>	
<b>Intended Audience</b>	
<b>Projected Enrollment</b>	
<b>Location(s) of Instruction</b>	Physical location of instruction (e.g. Main Campus, new location, etc.) and means of delivery (e.g. traditional face-to-face, on-line, blended, etc.). Indicate plans or potential plans for expansion to additional physical locations or additional means of delivery.
<b>Admission Requirements</b>	
<b>Faculty Required and Credentials</b>	If existing faculty will staff the program, please explain how teaching in the new program will affect offerings of the department, e.g., existing majors, minors, general education, etc.
<b>Coursework Required</b>	
<b>Student Learning Outcomes</b>	What will students or participants know or be able to do upon completion of the program?
<b>Evaluation &amp; Assessment</b>	How will student learning outcomes be assessed and how will program efficacy be evaluated?
<b>Resource Requirements &amp; Project Budget</b>	Will the program require additional resources, from any source, such as faculty, courses, library materials, equipment, and/or facilities? If such resources are required, indicate the source of funding to support needs.
<b>PRE-PROPOSAL REVIEW</b>	
<b>Sponsoring Department</b>	Signature and Date
<b>Appropriate Dean</b>	Signature and Date
<b>Faculty Executive Council</b>	Signature and Date
<b>Trustee Notification</b>	(Date; Completed by Office of the VPAA/Provost)
<b>FULL PROPOSAL APPROVAL</b>	
<b>Appropriate Dean</b>	Signature and Date
<b>VPAA/Provost</b>	Signature and Date
<b>Faculty Governance</b>	Required only for credit-bearing programs. Note all governance bodies and approval signature(s).
<b>P&amp;BC Approval</b>	(If required; Date; Completed by Office of the VPAA/Provost)
<b>President's Cabinet</b>	(If required; Date; Completed by Office of the VPAA/Provost)
<b>President</b>	(If required; Date; Completed by Office of the VPAA/Provost)
<b>Board of Trustees</b>	(If required; Date; Completed by Office of the VPAA/Provost)



**ROLLINS**  
POLICY

<b>Title: Course Auditing</b>	<b>Type: Academic</b>
No: AC 2007	Approval Date:
Responsible Office: VPAA/Provost; Deans; Registrars	Approved By: Deans/Registrars, 10-27-15; P&BC Policy Subcommittee, 10-14-15; A&S-AAC, 11-24-15; CPS-CC, X-XX-XX; P&BC, X-XX-XX; President's Cabinet, X-XX-XX; President, X-XX-XX
Next Review:	Revision No:

### I. Purpose/Introduction/Rationale

This policy articulates guidelines for Arts and Sciences (A&S), College of Professional Studies (CPS), Hamilton Holt School (Holt), and Crummer Graduate Business School students (Crummer), alumni, or others, who wish to audit courses at Rollins College.

### II. Definition

An audit is “an educational term for the completion of a course of study for which no grade or assessment is made” and no academic credit is earned. Auditors may be Rollins undergraduate degree-seeking or non-degree seeking (special) students or graduate students (except for Crummer alumni wishing to audit a Crummer course; such alumni are covered by Crummer policy) interested in the subject of a course. Auditors do not need to complete assignments or exams.

### III. Procedure or Application

ALL auditors must contact the appropriate registrar’s office prior to auditing a course to be informed of specific audit requirements and be accepted as an auditing student. ALL course audits at Rollins are permitted only with the instructor’s permission. Rollins’ various schools and colleges have differing processes for audits. These processes are discussed below. Auditors may attend classes, but will not be guaranteed a seat until the week following the close of the schedule change (add-drop) period for degree-seeking students.

**General Requirements.** ALL auditors must communicate with appropriate admissions offices and program registrars to initiate enrollment in courses on an audit basis. Once admission is made, registrars will determine space availability and contact instructors to obtain consent to enroll an auditor. Once enrolled, auditors must contact the instructor before the course begins to determine the instructor’s expectations for classroom participation and whether the instructor is able to

Toni Holbrook 11/30/2015 10:07 AM

**Comment [1]:** Added at the request of A&S AAC, 11-24-15.

provide feedback to auditors on their performance. Instructors have the right to refuse an individual the permission to audit a course, even if space is available.

In no case may auditors displace a particular program's matriculated students taking the class for credit. Auditors should remember that the instructor's prime responsibility is teaching matriculated students, and that auditors are guests in the classroom.

In no case may students or others, including alumni, on bursar hold or otherwise not in good standing with the College, be allowed to audit a course until holds and other issues are resolved.

**A&S|CPS.** A&S|CPS courses may be audited by full-time A&S|CPS students and those with special student status (part-time students), based on space availability and instructor approval. All students requesting to audit a course are responsible for any class fees or books. Full-time A&S|CPS students are not charged extra tuition; those with special student status (part-time students) are charged 50% of the Holt undergraduate course rate. Degree-seeking students from other programs of the College (e.g., Holt or Crummer) may audit courses on a space-available basis under the guidelines for cross-enrollment articulated in the College catalog and/or handbook of the auditor. Audited courses will be noted on the academic transcript with the grade "AU." Full-time students not originally enrolled as auditors who wish to change their status to that of auditor must do so in writing before the end of the published schedule change (add-drop) period; they will not receive a tuition discount.

Non-student auditors must seek admission to A&S|CPS as special students and must submit a completed Special Student Application for Admission, official transcripts from all high school and college-level study, scores from all standardized tests (SAT or ACT) if the tests have been taken, and an essay explaining their reasons for study in the special student category to the College's Office of Admissions. Special Students may audit a maximum of two courses per term on a space-available basis and must make a formal request for readmission for each consecutive term. Once admitted to Special Student status, candidates must consult the Office of Student Records to complete official enrollment(s) and the course instructor to determine classroom expectations.

**Holt.** Students who wish to audit a course may register once the degree-seeking student registration period is complete, provided there are available seats. Audited courses are noted on the academic transcript with the grade of "AU" for "audit" that is assigned during the registration process. Students who register as auditors in Holt will be charged 50% of the usual tuition for the course and are also responsible for any class fees or books. Degree-seeking students from other programs of the College (e.g., A&S|CPS or Crummer) may audit courses on a space-available basis at no cost under the guidelines for cross-enrollment articulated College catalog and/or handbook or the auditor. Students not originally enrolled as auditors who wish to change their status to that of auditor must do so in writing before the last published date to withdraw without penalty; they will not receive a tuition discount.

Toni Holbrook 11/30/2015 10:08 AM

**Comment [2]:** Revised at the request of A&S AAC, 11-24-2015.

**Crummer:** Crummer classes are open to alumni of the School of Business based on seating availability and prior instructor approval. There is no charge for tuition if alumni choose not to receive credit, but there may be costs associated with books and fees.

#### IV. Related Policies or Applicable Publications

Extract from *Hamilton Holt School Catalog 2014-2015*, "AUDITORS: Audit registrations are accepted on a space-available basis. At the discretion of the instructor, some courses may be closed to auditors. Students who register as auditors will be charged 50 percent of the tuition for the course. Although regular attendance is expected of auditors, they are not liable for quizzes, examinations, and other assigned work, and they receive no credit for the course. Students not originally enrolled as auditors who wish to change their status to that of auditor must do so in writing before the last published date to withdraw without penalty. They will not receive a tuition discount."

*Crummer Graduate School of Business Courses for Life Policy:*  
<http://www.rollins.edu/business/why-rollins/courses-for-life.html>.

#### V. Appendices/Supplemental Materials

*Not Applicable.*

#### VI. Rationale for Revision

*Not Applicable.*



**ROLLINS**  
POLICY

<b>Title:</b>	<b>Academic Credit Hours and Levels of Courses</b>	<b>Type:</b>	<b>Academic</b>
No: AC 2000			Approval Date: 10-17-2013; 12-X-2015
Responsible Office: VP for Academic Affairs & Provost			Approved By: A&S AAC; CPS Curriculum Committee; Exec Comm, CPS Exec Comm, Crummer Faculty Pres
Next Review: 2020			Revision No: 1

### I. Purpose/Introduction/Rationale

Academic credit provides a means of measuring and valuing the amount of engaged learning time expected of students enrolled not only in traditional classroom settings, but also in laboratories, studios, internships/practica, independent study, thesis or dissertation research and writing, experiential learning, and blended or hybrid learning environments. Academic credit may also help to quantify the level and academic rigor of student learning.

### II. Definition

In accordance with Federal regulations and for the purposes of this policy, at Rollins the semester hour is the basis for measuring, calculating, recording, and interpreting the number of credit hours accumulated by students in completing degree requirements. Factors for determining semester hours awarded in the Rollins definition include student time on task, subject competency, and achievement of learning outcomes attained by a typical student engaged in focused study for a designated period of time. Factors contributing to student time on task for purposes of awarding academic credit at Rollins may be comprised of direct and indirect instructional time (see below); course-related independent preparation, study, or additional out-of-class activities; and/or related educational experience(s).

The 1906 Carnegie Classification Unit is commonly accepted as the historical standard for determination of academic credit in higher education and informs the Rollins policy for determining and awarding academic credit.<sup>1</sup> This policy is also grounded in the fundamental notion that Rollins College students receive intensive direct instruction from professors in the form of: substantial individual in-class

<sup>1</sup> For additional information about the Carnegie Unit please see The Carnegie Foundation for the Advancement of Teaching (<http://www.carnegiefoundation.org/faqs>).

attention; extensive feedback on written work and assignments; comprehensive academic warnings that involve advisors, instructors, and the director of academic advising; and frequent one-on-one meetings with faculty instructors and advisors.

As substantiation, the median student-to-faculty ratio at Florida's state universities is 24:1, while at Rollins this ratio is 10:1. Thus, students at Rollins receive 2.4 times more attention from Rollins faculty than the average state student does from state university school faculty. Further, similar to a group of 23 peer and aspirant liberal arts colleges, Rollins delivers 73% of all undergraduate instruction via classes of 20 or fewer students; in Florida universities, typically 29% of instruction was delivered in courses with fewer than 20 students enrolled.<sup>2</sup> Using these data, 150 minutes per week of instruction at Rollins equates to at least double the same number of minutes per week at a state university, given that our student-to-faculty ratio is less than half that of a state university, and given that more than double the percentage of our undergraduate instruction is delivered via classes of 20 or fewer students.

In practice and for the purposes of this policy, at Rollins College a direct or indirect instructional hour is defined as a 50-minute period and a course-related out-of-class activity hour is defined as a 60-minute period.

### III. Procedure or Application

This policy applies to all courses that award academic credit as described in the sections that follow (e.g., any course that appears on an official transcript issued by the College) regardless of the mode of delivery including, but not limited to, traditional lecture-discussion, independent study, hybrid/online, seminar, laboratory, or other formats. Academic units and appropriate faculty governance bodies of the College are responsible for ensuring that academic credit is awarded at appropriate levels for work that meets the requirements outlined in this policy.

#### Undergraduate Course Credit

Undergraduate course credit is typically determined on the basis of direct and indirect instructional time; course-related independent preparation, study, or additional out-of-class activities; related educational experience(s); and/or equivalent factors, as outlined previously. Rollins faculty expect undergraduate students to spend a minimum of two and one-half (2.5) hours (60-minute periods) per week working on course-related activities for every hour (50-minute period) of engaged learning time, an increased expectation from the commonly accepted higher education practice that students spend approximately two hours (60-minute periods) outside of direct/indirect instructional time for every hour (50-minutes) of direct/indirect instructional time.

#### Examples:

- For a typical four-semester-hour undergraduate course, the College schedules three (50-minute) hours of direct or indirect instructional time or the equivalent per week across a 14-week semester, a total of 42 (50-minute) hours per semester. Course learning outcomes and assignments are designed to

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<sup>2</sup> These comparisons were made using *U.S. News & World Report Best Colleges* reports, which draws its data from the Common Data Set (CDS) Initiative. The Florida state universities sample consisted of the nine Florida institutions classified as "national universities" by *U.S. News & World Report/CDS*.

require a typical student to spend an additional 7.5 (60-minute) hours per week, or 105 (60-minute) hours per semester, on outside preparation or course-related activities. The total engaged learning time for the semester is 147 hours. Non-laboratory courses that provide students with an additional fourth or a fifth (50-minute) hour of direct instructional time per week earn a maximum of five semester hours. Laboratory courses earn up to five or six semester hours depending on the length of the laboratories (two or four 50-minute hours). Studio and performance courses generally earn two to three semester hours.

- Academic credit awarded for short-term courses of variable length is determined proportionally based on the following calculation: each semester hour of academic credit requires a minimum of 9 (50-minute) hours of direct instructional time combined with 22.5 (60-minute) of additional preparation or course-related activities, for a total of 31.5 hours of engaged learning time.

**Assurance of Standards.** In each syllabus, faculty members must specify activities seen as justifying the fourth credit hour. Outside-of-class work may include additional reading and/or writing, fieldwork, research, experiential education, small group projects, etc. Course syllabi will be sampled and reviewed on a regular basis to assure compliance.

All syllabi must include the following statement and identification of additional outside-of class expectations for the fourth semester hour.

**Credit Hour Statement.**

Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., additional reading and/or writing, fieldwork, research, experiential education, small group projects, etc.]:

New faculty will be informed during their Orientation that Rollins offers four-credit-hour courses and that faculty expectations should be commensurate with this expectation. The relevant committees (Academic Affairs for Arts and Sciences and the Curriculum Committee for the College of Professional Studies) will include review of this expectation before all new courses can be approved.

**Holt Evening Graduate Program Course Credit**

Holt Evening graduate course credit is typically determined on the basis of direct instructional time; course-related independent preparation, study, or additional activities; related educational experience(s); and/or equivalent factors, as outlined previously. Holt Evening graduate students are expected to spend a minimum of three to four hours (60-minute) hours per week working on course-related activities for every 50 minute hour of direct or indirect instructional time. Course credit in Holt

Evening graduate courses may be set at three or four semester hours of per course dependent upon the level of course-related activities expected outside of direct instructional time. In programs where a typical course earns four semester hours of credit, longer, deeper, or experiential learning is required through additional projects, reading of the literature of the discipline, writing, training, or professional publications (*see Appendix I: MHR Credit Hour Justification, MLS Credit Hour Justification*).

Examples:

- For a typical three-semester-hour graduate level course, the College schedules three (50-minute) hours of direct instructional time per week or the equivalent across a 14-week semester, a total of 42 (50-minute) hours per semester. Course learning outcomes and assignments are designed to require a typical student to spend an additional nine (60-minute) hours per week, or 126 (60-minute) hours, per semester, in course-related activities and/or preparation. The total engaged learning time for the semester is 168 hours.
- For a typical four-semester-hour graduate course, the College schedules three (50-minute) hours of direct or indirect instructional time or the equivalent per week across a 14-week semester, a total of 42 (50-minute) hours per semester. Course learning outcomes and assignments are designed to require a typical student to spend an additional 12 (60-minute) hours per week, or 168 (60-minute) hours per semester, in course-related activities and/or preparation. The total engaged learning time for the semester is 200 hours.
- Academic credit awarded for short-term courses of variable length at the graduate level is determined proportionally based on the following calculation: each semester hour of academic credit requires a minimum of 9 (50-minute) hours of direct or indirect instructional time combined with 27 (60-minute) hours of course-related activities and/or preparation, for a total of 36 hours of engaged learning time per hour.

Validation of factors contributing to and calculation of academic credit (semester hours) awarded and levels of courses are determined by academic departments. Proposals are then reviewed and approved by the appropriate faculty governance bodies.

**Crummer Graduate Business Program Course Credit**

Crummer graduate course credit is typically determined on the basis of direct instructional time; course-related independent preparation, study, or additional activities; related educational experience(s); and/or equivalent factors, as outlined previously. Crummer graduate students are expected to spend a minimum of three hours per week working on course-related activities for every hour of direct instructional time. Course credit in Crummer's graduate courses is typically set at three semester hours of per course.

Examples:

- Early Advantage and Professional MBA students are scheduled for 180 minutes of direct instructional time, or the equivalent, per week across a 12-week semester, a total of 36 hours per semester. Course learning outcomes and assignments are designed to require a typical student to spend an additional 9 hours per week, or 108 hours, per semester, in course-related activities and/or preparation. The total engaged learning time for a typical 12-week offering is 144 hours.

- Executive MBA students are scheduled for 240 minutes of direct instructional time, or the equivalent, per week across an 8-week session, a total of 32 hours per session. Course learning outcomes, on-line sessions and assignments are designed to require a typical student to spend an additional 12 hours per week, or 96 hours, per semester, in course-related activities and/or preparation. The total engaged learning time for a typical 8 week offering is 128 hours.
- Executive Doctorate in Business Administration students are scheduled for 160 minutes of direct instructional time, or the equivalent, per week across an 12-week session, a total of 32 hours per semester. Course learning outcomes, on-line sessions, meetings with advisors, and assignments are designed to require a typical student to spend an additional 12 hours per week, or 144 hours, per semester, in course-related activities and/or preparation. The total engaged learning time for a 12-week offering is 176 hours.

Validation of factors contributing to and calculation of academic credit (semester hours) awarded and levels of courses are determined by academic departments. Proposals are then reviewed and approved by the appropriate faculty governance bodies.

#### **IV. Related Policies or Applicable Publications**

*Faculty Handbook*, **All Faculty of Rollins College, Section II Policies and Procedures**, Policy on Academic Credit Hours and Levels of Courses

#### **V. Appendices/Supplemental Materials**

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**From:** Don Rogers  
**Sent:** Tuesday, October 01, 2013 10:42 AM  
**To:** Toni Holbrook  
**Subject:** MLS Clarification re: Credit Hours

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When Holt graduate programs were asked to go to 4 credit hours from 3, we agreed. We did not initiate the change.

At the time we agreed to increase the time spent out-of-class to justify the additional credit hour. We did so by adding projects and additional material. Strategic HRM requires students to write & submit an article for publication. Recruiting, Selection, & Retention and Employment & Labor Law require significantly more outside reading of original documents (and legal cases). Training & Development required students to actually conduct a training program for their organization. Organization Change & Development required a large scale OD project. Etc.

We have continued the policy of longer, deeper engagement in HR content material & experiential learning. We use this in advertising, promotion, and external reviews as a differentiating factor.

The move to 4 credit hours also provides a financial benefit to our students. Many of our students from large companies receive tuition remission based on the number of credit hours. A four credit hour course provides remission of a larger percentage of the total per course tuition (a fact noted by some of our students from Disney, Florida Health, and OIA).

Donald P. Rogers, PhD, SPHR, GPHR  
Professor, Business & Social Entrepreneurship  
Director, Master of Human Resources (MHR)  
Rollins College  
1000 Holt Avenue #2723  
Winter Park, FL 32789-4499  
407-646-2348

**From:** Patricia Lancaster  
**Sent:** Monday, October 28, 2013 2:32 PM  
**To:** Toni Holbrook  
**Subject:** MLS Clarification re: Credit Hours

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The MLS program adopted the 4-credit course standard when the undergraduate program moved to a system that awarded 4 credits for a regular course. I believe that it was, at the time, designated a Rollins Unit (RU). The expectation was that courses would require students to do a significant amount of independent work each week in addition to the 150 minutes that they spent in class.

Prior to the change, the credit for an MLS course was 3.3 semester hours. The MLS faculty reviewed course requirements, especially in the six core courses to make certain that the amount of work required outside of class was sufficient to justify awarding 4 credits.

Because most courses are taught as seminars, it is virtually impossible for a student to succeed without spending three or more hours outside of class for every hour in class. In contrast to courses taught in lecture style with learning evaluated through tests, the learning experience in MLS courses is based on the students' ability to contribute meaningfully to the discussion of the assigned readings. Both the reading and writing assignments in MLS courses require significant time outside of class. In most courses students read at least one book a week as well as supplementary critical and analytical texts, usually made available by the professor using Blackboard courseware.

Students in the first core course, *Human Order*, write one paper each week and a longer paper at the end of the term. In the second core course, *Religion and Western Culture*, they write several short papers and one long research paper. The research project is monitored from note-taking, through outline and draft form, to final draft. The emphasis on writing and research in these first two courses prepares students for the work they will do in subsequent courses and in the thesis project.

Often students are required to present written and oral reports to the class two or three times each semester. Thus, a student in the third core course, *Origins of Modernity*, will read at least one book each week, make at least two presentations in class, write two or three short papers on subjects other than their presentation topics, and write one longer paper.

Patricia Lancaster, Ph.D.  
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Rollins College  
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Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

## CREDIT HOURS

### Policy Statement

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission's expectations regarding credits and to set forth the federal regulations regarding the award of credit.

**Federal Definition of the Credit Hour.** For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Guidelines for Flexibility in Interpretation.** An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes. The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

- The institution determines the amount of credit for student work.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.
- The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

The intent of the above flexibility as provided by Federal guidance is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.

**Commission Obligations in the Review of the Credit Hour.** The Commission reviews the institution's (1) policies and procedures for determining credit hours, including clock to credit hour conversions, that the institution awards for coursework and (2) the application of its policies and procedures to its programs and coursework. Following the evaluation, the Commission is obligated to make a reasonable determination regarding the institution's assignment of credit hours and whether it conforms to commonly accepted practice in higher education. In doing so, the Commission may use sampling or other methods in its evaluation. As with the identification of non-compliance with other standards, the Commission is obligated to take action in accord with that used in relation to other standards of non-compliance. If the Commission finds systemic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, the Commission is required to notify the U.S. Secretary of Education.

#### Procedures

1. **Institutions preparing Compliance Certifications in anticipation of reaffirmation of accreditation (accredited institutions) or initial membership (candidate institutions).**  
The institution will be required to document compliance with Federal Requirement 4.9 (Definition of Credit Hours) as relates to credit hours. If the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.
2. **Institutions undergoing substantive change review related to an academic program review in anticipation of continuing accreditation.**  
The institution will be required to address Federal Requirement 4.9 (Definition of Credit Hours) as part of its prospectus (program expansion) or application (degree level change). Following review of the prospectus, Commission staff will refer the substantive change case to the Commission's Board of Trustees if there is evidence of non-compliance with FR 4.9. For substantive change cases involving level change, the application will automatically be forwarded to the Commission's Board of Trustees.  
  
As a result of Board review that may include a site visit, if the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.
3. The Commission is not responsible for reviewing every course and related documentation of learning outcomes; rather, the Commission will review the policies and procedures that the institution uses to assign credit hours, with the application verified by a sampling of the institution's degrees and nondegree programs to include a variety of academic activities, disciplines, and delivery modes. The review process for sampling encompasses a varied sample of the institution's degree and nondegree programs in terms of academic discipline, level, delivery modes, and types of academic activities. In reviewing academic activities other than classroom or direct faculty instruction accompanied by out-of-class work, the Commission will determine whether an institution's processes and procedures result in the establishment of reasonable equivalencies for

the amount of academic work described in paragraph one of the credit hour definition within the framework of acceptable institutional practices at comparable institutions of higher education for similar programs.

4. The Commission will notify the U.S. Secretary of Education of its findings of systemic non-compliance with this policy or FR 4.9 or of significant non-compliance regarding one or more programs at the institution only after the Commission follows its review process that includes notification to the institution of non-compliance and a reasonable time period for the institution to respond to the citations and provide documentation of compliance.
5. Comprehensive Standard 3.4.8 reads as follows: "The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery." It is to be reviewed in conjunction with FR 4.9.

Document History

Approved: Board of Trustees, June 2011  
Edited: January 2012

## **VI. Rationale for Revision**

10-17-2013: Alignment with 2012 revisions to Federal and regional accreditation requirements.

11-17-2015: General revisions to philosophy and assurance of standards systems for the fourth semester hour.

**Associate Degrees  
AAC  
November 17<sup>th</sup>, 2015**

**Motion:**

That Rollins College accepts all AA degrees from accredited institutions in the same way that it accepts AA degrees from an accredited Florida institution.

**Rationale:**

Currently, Rollins College AA degrees from an accredited Florida school as a waiver for the rFLA program entirely, except RCC 200. Students with AAs from other schools have to complete the transfer rFLA, which includes the competencies, rFLA 100, and 3 other neighborhood classes.

I would argue that a student with an AA should not have to complete a second general education curriculum. This affects only a few students (3-5 per year), but we might be more attractive to potential transfers if we changed the rule. There is also an issue of equity.

**Report to the Executive Committee from the Student Life Committee  
December 3, 2015**

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Below are some highlights of our meetings and work

**1. Joining the Honor and Social codes in one document**

- a. After discussions with the Dean of students' office the SLC is beginning to explore how we might combine the social and honor codes into one home in the spirit of 1-Rollins. The idea is that honor is honor. The SLC is looking to create a guiding statement and/or principles that covers all honor that will cover both academic and social expectations. Nothing will change regarding where violations of the code are adjudicated, but both codes will be housed in one document. The SLC is currently exploring the associated colleges of the south to see what other institutions are doing in this area.
- b. The SLC is currently crafting a preamble to speak for both codes.

**2. The SLC discussed issues surrounding the close of and limitation of suitable foodservice the Tuesday of Thanksgiving as well as finals week and the day before classes begin. The SLC believed that this does not communicate a positive message for the college both regarding the view of academic importance as well as taking into account the needs of our current student body. The SLC will connect with F&S on this matter.**

**3. Our meetings will be held on Tuesdays from 12:30-1:45 throughout this next academic year.**

- 12/8 - Warden Dining Room

**4. SLC Members**

Derrick Paladino (chair), Nathan Arrowsmith (Staff), Missy Barnes (A&S), Hannah Ewing (A&S), Alexa Gordon (Staff), Andrew Luchner (A&S), Matthew Nichter (A&S), Ellane Park (A&S), & Adriana Talbot (SGA Representative), Mackenzie Cooper (SGA Representative), Davin Laskin (SGA Representative), Filipa-Alidreia Belito (SGA Representative), Stephanie Chewning (SGA Representative)