

10-20-2015

Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, October 20, 2015

Arts & Sciences Academic Affairs Committee

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Agenda AAC
October 20, 2015

- I Approve the Minutes from the October 6th meeting
- II Sub-Committee announcements or reports
- III Old Business
 - Question for discussion: Should students be formally permitted to declare a major before beginning to take classes at Rollins (Mario D'Amato)
 - Discuss current "Course Preference" forms (Gabriel Barreneche)
 - Update on Exploration Coaches and the question of academic advising (Mario d'Amato)
- IV. New Business:
 - a. Proposed change to the rFla new course application (Kasandra Riley)
 - b. Question for discussion: Should the Faculty Advisory Committee to International Programs (FACIP) be a subcommittee of AAC? (Eric Smaw, Anca Voicu)
- V. Announcements
- VI. Adjourn

Academic Affairs Committee Meeting Minutes 20 October 2015

In Attendance: Kasandra Riley, Jay Pieczynski, Amy Armenia, Casye Taranella, Caleb Archuleta, Laura Pfister, MacKenzie Moon Ryan, Jill Jones, Anca Voicu, Gabriel Barreneche, Benjamin Balak, Mario D'Amato

I. Approval of the minutes from 6 October 2015 – move to approve – M. D'Amato, 2nd M. Ryan – voted with 1 abstention, minutes approved

II. Subcommittee Reports

a. New Courses (K. Riley): nothing to report

b. Academic Appeals (G. Barreneche): Met regarding one appeal. Academic appeal was time sensitive and was resolved over email.

c. CPS Curriculum (J. Jones): Committee met with J. Jones and C. Archuleta in attendance. J. Jones will forward the minutes.

III. Old Business

A. Update on Exploration Coaches and the question of academic advising (M. D'Amato, from 6 Oct 2015): The question remains as to the role of Explorations Coaches (formerly Student Success) play in academic advising. This issue has arisen that Exploration Coaches are performing tasks that fall under academic advising and therefore fall under AAC purview. The question for discussion is to whether AAC should make a recommendation to Student Affairs that Explorations coaches report to the faculty.

G. Barreneche: Having Explorations report to the faculty would involve an architectural change to the college.

J. Jones: How so?

G. Barreneche: Explorations is currently housed under Student Affairs, changing reporting would change how the college is organized.

M. D'Amato: What are thoughts concerning the role of Explorations Coaches and academic advising?

G. Barreneche: Explorations Coaches are trained to default to faculty advisors for advising issues.

J. Jones: Can we have a discussion about the role of Explorations within the College governance with the President, Provost, and Student Affairs?

M. D'Amato: This issue comes down to the role of AAC in the college governance and AAC's role in advising since advising falls under AAC purview.

G. Barreneche: Coaches report to Explorations, but consult with Tiffany Griffin who reports to the Dean's Office. This issue could be fixed by training coaches through the Dean's Office or identify which parts of the Coaches job description are controversial.

M. D'Amato: Couldn't we solve this issue making the recommendation that coaches report to the faculty?

A. Armenia: We should stress that since we are in a period of change in college governance, we as AAC recommend that Explorations coaches:

1. Coaches receive training from Tiffany Griffin.
2. A designee of Explorations report to an academic office within the scope of the faculty (AAC) concerning these items which are tied to academic advising:
 - a. Brainstorming about course planning, developing multiple options for course scheduling, and developing questions for faculty advising appointments
 - b. Assistance in considering options with add/drop during registration prior to faculty advising
 - c. Reviewing and exploring major map and minor maps

A. Voicu: I will make this recommendation to the executive committee in my report if AAC is in approval.

J. Jones: I would like to note advising and building rapport with students is a unique component of a school like ours and we should strive to maintain this instead of having professional advising centers.

C. Archuleta: From a student, sometimes advisors are not available, so where do students turn when this happens?

M. D'Amato: This is where the Explorations Coaches come in. Making it imperative that they be connected in some form to AAC instead of just Student Affairs.

Amy: Also, as a practical issue, faculty work on the curriculum and scheduling and are better prepared to advise on these issues such as class availability

Gabriel: I'm not sure we in the Dean's Office are qualified to perform the tasks that Explorations Coaches provide and making this recommendation might result in a change of reporting lines and structure of governance. I don't want to prevent Explorations from performing tasks that are vital to the institution. In the past, coaches were used in many ways, however now they have scaled back, and I don't want to undermine their work. I agree with the recommendation that Tiffany Griffin should train Explorations Coaches. I cannot agree with the recommendation that Explorations should have to report to AAC.

A. Voicu: Can we move to take this the recommendation with its current wording to the Executive Committee? Moved – Jill 2nd Amy. Motion was voted on and approved

B. Question for discussion: Should students be formally permitted to declare a major before beginning to take classes at Rollins (Mario D'Amato, from 6 Oct 2015)

Discussion was continued from 6 October 2015 in regards to how information on student majors from first year students is used and implemented across campus. G. Barreneche verified that the Common App that Rollins uses asks students declared a major, while the Rollins specific application does not require a formal declaration.

M. Ryan: Can we just simplify major declarations by having a date associated with picking a major? Doing so we can refer to the date and have a meaningful conversation about intended major when a student arrives on campus.

--It was pointed out that some financial aid packages are contingent on a student being in a specific major and without populating Banner with this information, there could be financial implications for student aid

M. D'Amato: Can we restrict declaring a major to only those whose financial aid is tied?

G. Barreneche: Unfortunately, we cannot answer these questions without Holly Pohlig or Robin Mateo (both absent). Can we table until next meeting?

A. Voicu: Agreed, tabled until next meeting (27 October). AAC approves, discussion tabled.

C. Discussion on current course preference forms (G. Barreneche) see attached forms

Item tabled until next AAC meeting 27 Oct.

IV. New Business

A. Proposed changes to the rFLA new course proposal form (K. Riley) The New Course Subcommittee discovered numerous issues with proposals for new courses considering that many of these new courses are for the new rFLA curriculum and will need to reside within the new rFLA matrix. The New Course Subcommittee is proposing changes to the rFLA new course proposal form (see attached old version and proposed new version). The proposed changes have been vetted and approved by the New Course Subcommittee, Robin Mateo, and Claire Strom (director the General Education Program). The proposed rFLA new course form include (but not limited to) information on what is being assessed in each rFLA course level, URLs to important information, and revisions of language to streamline the process and to make the rFLA new course proposal form similar to the standard new course proposal form. The new rFLA course proposal form will give the New Course Subcommittee more information to assess each course before approval.

M. D'Amato moves to approve the proposed changes to the rFLA new course proposal form, 2nd Casey – voted and approved. Proposed changes approved.

K. Riley: We will start using this new form for new proposed Fall 2016 rFLA courses.

B. Question for discussion: Should the Faculty Advisory Committee to International Programs (FACIP) be a subcommittee of AAC? (Anca Voicu) Discussion on whether International Programs should be reporting to AAC. Eric Smaw will present the Professional Standards Committee viewpoints. Giselda Beaudin (Director of International Programs) should also be present for these discussions.

G. Barreneche: Currently International Programs reports to Student Affairs.

A. Voicu: Open question - should we get Giselda Beaudin, Claire Strom, and Eric Smaw to discuss the reporting and role of International Programs?

AAC agrees. Anca will make this announcement to EC and the next meeting. AAC will invite G. Beaudin, C. Strom, and E. Smaw to a future meeting for further discussion on this topic.

V. Announcements:

a. 128 Credit Hour Committee Update (M. D'Amato) We have met and will continue to meet regularly. The pressing question was raised on 3 vs. 4 credit hour courses, which SACS commented on. Interim Provost McAllister communicated that it is highly unlikely that SACS will force us to move to 3 credits. Likely SACS will monitor us to make sure we explicitly justify the reasons and expectations for 4 credit hour classes.

VI. Adjournment



[Rollins Explorations](#)

Course Preference Form

Course Preference Form

Page 1 of 2

There will be two parts to submitting your course preferences. First, read all the information provided on the Student Success webpage to familiarize yourself with the types of classes that will make up your fall schedule. Then, you will complete the actual Course Preference Form through your Foxlink by May 29th. Please complete this form in one sitting and do not bookmark the page in order to resubmit the form. This will cause a delay in processing your CPF.

Step 1

Review the course schedule information available in the [Course Registration Guide](#)

Step 2

If you are ready to submit your fall course preferences, fill out the Course Preference Form below. Please note the following:

- We must receive your CPF by May 29th in order to have a custom-built schedule created by a trained group of faculty members.
- Courses will be assigned on a first-come, first-served basis, so your prompt response is important.

- The form can be submitted only one time.
- If you deposit after May 29th, please submit your CPF as soon as possible.
- If you have any questions please contact the Hotline at 407-646-2354 or by e-mail at studentsuccess@rollins.edu

Your Personal Information

First Name

Ian

Middle Name

Richard

Last Name

Walters

Phone

407-8770466

Email

IWALTERS@ROLLINS.edu

RCC (Rollins College Conferences)

Select eight (8) Rollins College Conferences that interest you. Do not leave any choices unselected or choose an RCC course more than once. (Honors and 3/2 AMP students, please skip this section.)

- 1: Please Select a Rollins Conference Course (RCC) ▼
- 2: Please Select a Rollins Conference Course (RCC) ▼
- 3: Please Select a Rollins Conference Course (RCC) ▼
- 4: Please Select a Rollins Conference Course (RCC) ▼
- 5: Please Select a Rollins Conference Course (RCC) ▼
- 6: Please Select a Rollins Conference Course (RCC) ▼
- 7: Please Select a Rollins Conference Course (RCC) ▼
- 8: Please Select a Rollins Conference Course (RCC) ▼

If you have been invited and intend to enroll in the Honors Program at Rollins, you will be placed in 1 of 2 designated Honors RCCs. The following lists contain the two Honors RCC classes that you will choose from. Please

select your first preference then your second:

1:

2:

If you have been invited and intend to enroll in the Accelerated Management Program (AMP) at Rollins, you will be placed in 1 of 2 designated AMP RCCs. The following lists contain the two Accelerated Management Program (AMP) RCC classes that you will choose from. Please select your first preference then your second:

1:

2:

COMPETENCIES

The general education curriculum is designed to satisfy competency in four areas. The four competency areas are as follows: Foreign Language, Health & Wellness, Mathematical Thinking, and Writing. Please fill out the following section so that we can place you in the appropriate competency courses.

a. a.

b. b.

c. Language spoken in the home:

d. Have you lived abroad? ☐ Yes ☐ No

Number of years:

Country:

e.

If you selected Chinese, French, German, Russian, or Spanish above you will be directed to an online language exam upon completion of this CPF. Please submit your exam results to gbarreneche@rollins.edu. Take only one exam.

*****Please note the Language Exam password: tars1 (ends with 1)*****

4: Have you taken any courses in high school for which you expect to receive credit?

☐ Advanced Placement (AP)

☐ International Baccalaureate (IB)

☐ Dual Enrollment

List Courses:(Maximum 600 characters)

Reset

Submit and Continue

Page 1 of 2

Rollins College IT

1000 Holt Ave, Winter Park, FL 32789

407-628-6363

[Rollins Explorations](#)

Course Preference Form

Page 2 of 2

MAJOR

If you have a strong interest in one major, please select it from the drop down box.

My Major is:

Please Select a Major to Explore ▼

I am undecided about my major:

No ▼

If you do not think that you definitely know your major, indicate 1-2 majors that you want to explore.

Major to Explore 1:

Please Select a Major to Explore ▼

Major to Explore 2:

Please Select a Major to Explore ▼

ELECTIVES

**Part of your general education curriculum will consist of electives from a wide variety of interest areas.
Please select your top four interest areas below.**

1: Please Select an Elective ▼

2: Please Select an Elective ▼

3: Please Select an Elective ▼

4: Please Select an Elective ▼

INFORMATION TECHNOLOGY COURSES

These one-semester hour courses meet for three weeks and provide students with hands-on experience with computer software. Students are expected to be familiar with basic Windows functions, including the use of a mouse, scrollbars, and menus, before beginning any of these courses. Course areas focus on Excel, Web Page design, Photoshop, PowerPoint, and Digital Video.

If you are interested in enrolling in an Information Technology course, select the course from the pull down menu.

Check ALL the courses that interest you.

IFT Choice 1

IFT Choice 2

PHYSICAL EDUCATION

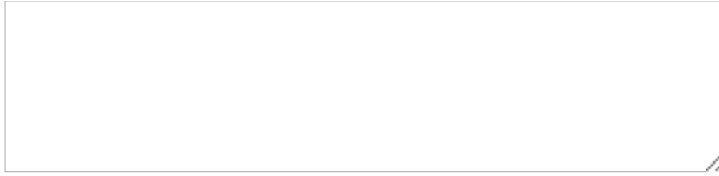
If you do not plan to participate in intercollegiate athletics at Rollins, select two (2) physical education activity courses that interest you.

Please keep in mind some physical education courses have additional fees (instructor fee, equipment fee).

PE Choice 1

PE Choice 2

Should we be aware of any special considerations prior to constructing your class schedule? Special Considerations for Class Schedule:(Max 300 characters)



Reset

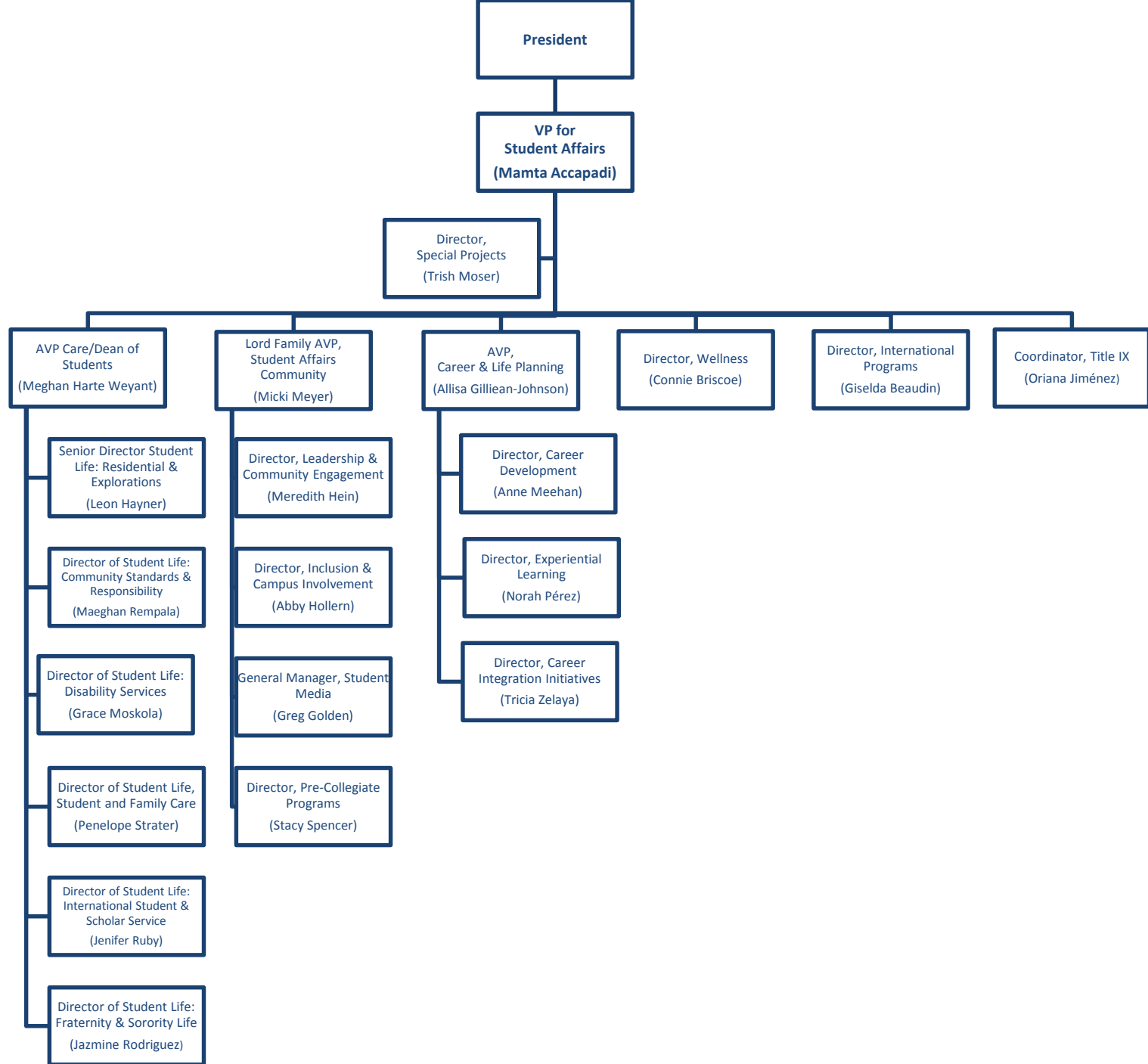
Submit and Finish

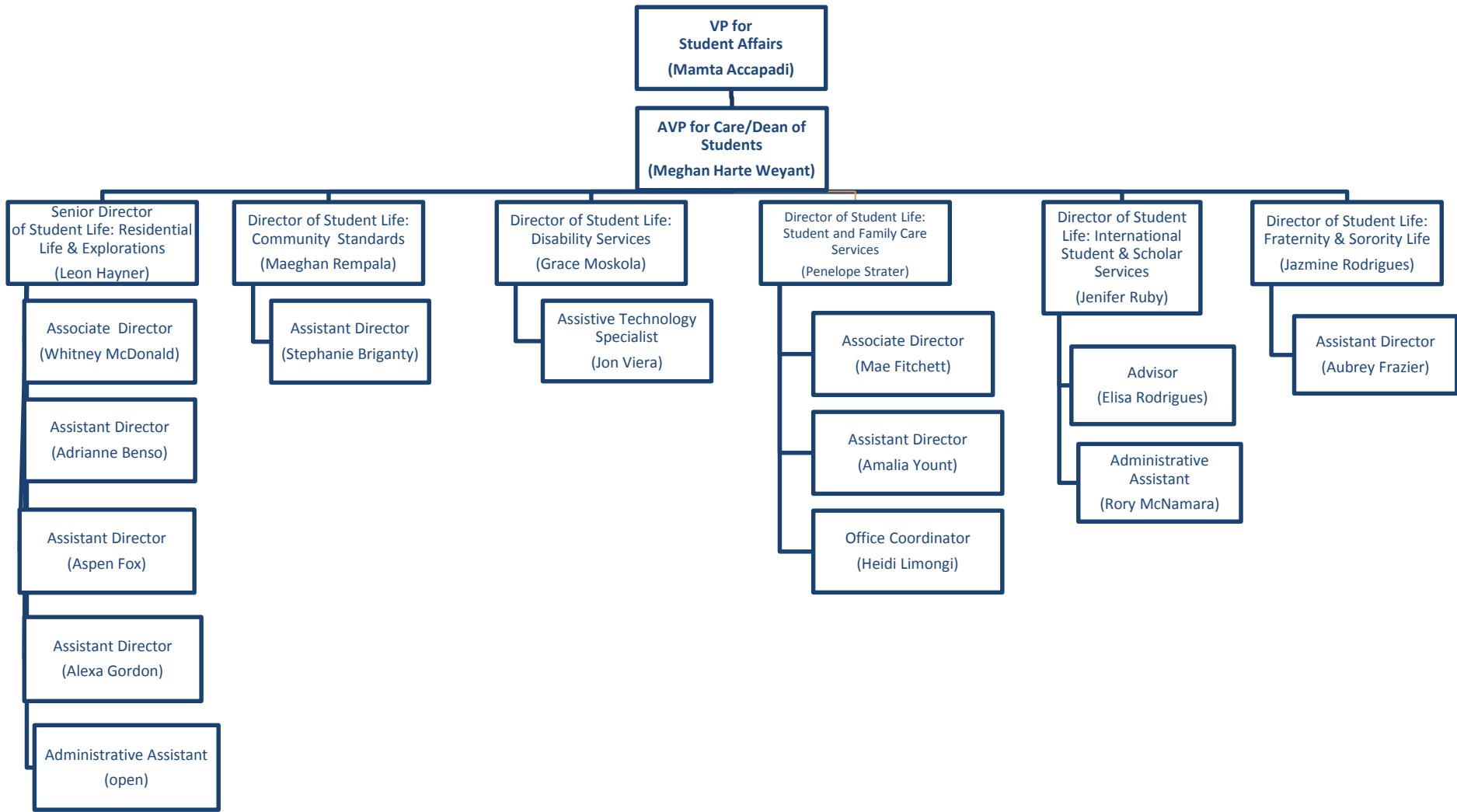
Page 2 of 2

Rollins College IT

1000 Holt Ave, Winter Park, FL 32789

407-628-6363





Rollins College
New General Education Course Proposal Form
Mac users: To save your data, please use Acrobat Reader XI. You must save
the form first, then open in Reader.

Section 1: Catalog Information

Course Title

Neighborhood

Instructor

Department

Division

Requested Level

Catalog Description

Transcript Title

Meeting Times:

100 Level

150, 200, or 300 Level

☐ MWF @ 9 am

Days

☐ TTh @ 9:30 am

Times

Lab Time, if Science Course

Section 2: How does this course fit the chosen neighborhood?

Section 3: Developmental Outcomes and Assessment: For Reference Only

Faculty members are responsible for designing at least one assignment that will address the two or three LEAP learning outcomes associated with the level of their course.

Written Communication : 100 and 300 levels

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Click [HERE](#) for more information.

Critical Thinking: 150, 200, and 300 levels

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Click [HERE](#) for more information.

Ethical Reasoning: 200 and 300 levels

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Click [HERE](#) for more information.

Information Literacy: 100 and 300 levels

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy. Click [HERE](#) for more information.

Integrative Learning: 150 and 300 levels

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. Click [HERE](#) for more information.

Civic Engagement: Any CE designated course

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. Click [HERE](#) for more information.

Section **4:** Cross-listing Course **with** Major

Please complete this section **ONLY** if you wish your course to be cross-listed as a course within your department.

Seats **CANNOT** be reserved for majors. Courses may only be cross-listed with major electives **NOT** with required major courses.

☒ Yes ☐ No

Departmental Course Number Assigned or Requested

Section 4: Teaching in a Different Division

Please complete this section **ONLY** if you wish your course to count in a division different from the one in which you are housed. All CPS faculty members must complete this section. Please complete the questions for the division in which you would like to teach.

Expressive Arts

1. Please explain, with appropriate documentation, how your course teaches an understanding of the creative process, including the technique, processes, and concepts of artistic creation, whether from hands-on experience or from the study of the art's history, theory, and/or cultural context.

2. Normally, for a course to qualify for inclusion in the Expressive Arts Division, the faculty member must possess a terminal degree in the practice and/or scholarship of the visual or performing arts. Please explain how you meet this requirement.

3: Faculty must obtain the signature of the Expressive Arts divisional chair. The divisional chair will consult with all the division's department chairs prior to signing this form.

Humanities

1 Please explain, with appropriate documentation, how your course teaches an understanding of the humanities/human condition, including sustained attention to:

Significant primary texts of the humanities

Enduring questions of humanity

A wide diversity of historical perspectives, genre perspectives, or other interpretive lenses

Substantial analytical/critical writing components

2. Normally, for a course to qualify for inclusion in the Humanities, the faculty member must be qualified to teach as a humanist, with a terminal degree in a traditional humanities field. Please explain how you meet this requirement.

3: Faculty applications will be reviewed in a meeting of all divisional chairs (called by the humanities divisional chair). If the application is approved as a consensus of that meeting, the humanities divisional chair will sign off for approval..

Social Sciences

1 Please explain why your course should be listed as a social science. This should include: a) a selection of proposed reading assignments for the students b) key texts that inform you as you prepare the course and c) the main conceptual questions underpinning the course.

2. Neighborhood social science courses may not be career focused.

3: Normally, for a course to qualify for the social science division the faculty member must be qualified to teach as a social scientist, with a terminal degree in a traditional social science.

Please explain how you meet this requirement.

4. Faculty must obtain the signature of the Social Science divisional chair. The divisional chair will call a meeting of all the division's department chairs prior to signing this form.

Science

1. Please explain how your course teaches an understanding of the scientific process, including hypothesis development, empirical observation, experimentation, sources of error and bias, and the cultural context of science.

2. Please explain how your course incorporates a weekly laboratory component.

3) Normally, for a course to qualify for inclusion in the Science Division, the faculty member should possess a terminal degree in a scientific field of study. Please explain how you meet this requirement.

4: Faculty must obtain the signature of the Science divisional chair. The divisional chair will consult with all the division's department chairs prior to signing this form.

Section 6: Approvals

Faculty	
Department Chair	
Interdisciplinary Chair (if appropriate)	
Interdisciplinary Chair (if appropriate)	
Divisional Chair (if appropriate)	
Director of General Education	
AAC NCSC Chair	
Dean of A&S	



**ROLLINS FOUNDATIONS IN THE LIBERAL ARTS
rFLA NEW COURSE PROPOSAL FORM**

A variety of courses are sought for the new general education curriculum. Desired courses are those that emphasize use the neighborhood themes to teach divisional courses and which reflect the Arts & Sciences mission: rigorous liberal arts education, pedagogical innovation, and works that foster in students the intellectual curiosity that underlies a desire for life-long education and the practice of making principled, ethical decisions required to function as a responsible citizen in a global society.

Faculty should note that:

- all neighborhood classes require faculty attendance and participation at neighborhood meetings in the semester the course is taught **and** the semester immediately prior
- all neighborhood classes will be offered in specific matrix blocks, unless special circumstances apply
- all proposals will be peer reviewed by an appropriate faculty committee.

All rFLA new course proposals should be sent electronically to Karla Knight (kknight@rollins.edu).

PLEASE COMPLETE ALL SECTIONS OF THIS PROPOSAL FORM, including signatures at the end.

Instructor		Department	
Full Title			
Transcript Title			

Transcript title is a maximum of 30 spaces, including spaces & punctuation

Course Description written as to appear in the class schedule – limited to 50 words

Neighborhood

- ☐ **ICE** *Innovate, Create, Elevate*
- ☐ **IMW** *Identities: Mirrors and Windows*
- ☐ **MM** *Mysteries and Marvels*
- ☐ **WCC** *When Cultures Collide*

Division

- ☐ **A** Expressive Arts
- ☐ **H** Humanities
- ☐ **C** Social Sciences
- ☐ **S** Natural Science

Level *Learning Outcomes*

- ☐ **100** *written communication, information literacy*
- ☐ **150** *critical thinking, integrative learning*
- ☐ **200** *critical thinking, ethical reasoning*
- ☐ **300** *written communication, critical thinking, ethical reasoning, information literacy, integrative learning*

Desired Course Times

- ☐ MWF 9-9:50 *spring only*
- ☐ MWF 12-12:50 *fall only*
- ☐ Tues/Thurs 8-9:15
- ☐ Tues/Thurs 9:30-10:45

☐ **CE** *civic engagement (optional for any course)*

☐ lab time _____ *optional*

☐ **Course Fee** \$ _____ **Detail Code** _____

Classroom Preference _____

Course Cap _____

RECORDS OFFICE USE ONLY

SUBJ _____ **NUM** _____ **TRANSCRIPT TITLE:** _____

Section 1: General Information (course justification and academic standards required for all applicants)

How does this course fit the theme of the chosen neighborhood? (200 words)

What are the course-specific goals and objectives? (150 words)

What means of evaluation will be used to assess student achievement of these goals? (150 words)

How does this course relate to the area of specialization of sponsoring faculty member? (50 words)

Note: if this course is outside faculty member's division, Section 4 must also be filled out below

rFLA Learning Outcomes

Review the general education learning outcomes associated with this class level (full explanations are below).

How does this course meet each of these outcomes? Give an example of course content and methods of evaluation.
(100 words each)

Please add any other pertinent information that helps further clarify the need for the addition of this course to the Rollins Foundations in the Liberal Arts curriculum.

Section 2: Credit Hour Statement (if this is a four-credit-hour course that meets for 150 minutes/week)

The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time.

State the nature of additional outside-of-class expectations are [e.g. neighborhood events, fieldwork, research, experiential education, small-group projects, etc.] and discuss the expected time commitment outside of class.

Section 3: Cross-listing Course with Major

Please complete this section ONLY if you wish your course to be cross-listed as a course within your department. Seats CANNOT be reserved for majors. Courses may only be cross-listed with major electives NOT with required major courses.

1. Does this course overlap with any existing courses in the department?
2. How will this course fit into the major/minor for which it qualifies?
3. Departmental course number assigned (must be an existing course, or level at which it can count , i.e. 100-, 200-level, etc.):

Section 4: Teaching in a Different Division

Please complete this section ONLY if you wish your course to count in a division different from the one in which you are housed. All CPS faculty members must complete this section. Please complete only the questions for the division in which you would like to teach.

Expressive Arts

Faculty must obtain the signature of the Expressive Arts divisional chair. The divisional chair will consult with all the division's department chairs prior to signing this form.

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2. Normally, for a course to qualify for inclusion in the Expressive Arts Division, the faculty member must possess a terminal degree in the practice and/or scholarship of the visual or performing arts. Please explain how you meet this requirement.

Humanities

Faculty applications will be reviewed in a meeting of all divisional chairs (called by the humanities divisional chair). If the application is approved as a consensus of that meeting, the humanities divisional chair will sign off for approval.

1. Please explain, with appropriate documentation, how your course teaches an understanding of the humanities/human condition, including sustained attention to:
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Science

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1. Please explain how your course teaches an understanding of the scientific process, including hypothesis development, empirical observation, experimentation, sources of error and bias, and the cultural context of science.

2. Please explain how your course incorporates a weekly laboratory component.

3. Normally, for a course to qualify for inclusion in the Science Division, the faculty member should possess a terminal degree in a scientific field of study. Please explain how you meet this requirement.

Section 5: Approvals (electronic signatures are acceptable):

_____ Faculty Member	_____ Date	_____ Director of General Education	_____ Date
_____ Department Chair	_____ Date	_____ Divisional Chair (required for Sect. 4 only)	_____ Date
_____ Dean of Arts & Sciences	_____ Date		

Appendix: Developmental Outcomes and Assessment (For Reference Only)

Faculty members are responsible for designing at least one assignment that will address the two or three LEAP learning outcomes associated with the level of their course.

Written Communication: 100 and 300 levels

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NEW COURSE PROPOSAL FORM

Form Approved February, 2009
Academic Affairs Committee



ARTS & SCIENCES

RECORDS OFFICE USE ONLY

SUBJ _____ NUM _____ GER _____ CAT TITLE: _____ CR RANGE: _____

☐ CORE * ☐ MELC * ☐ MINR * ☐ MREC * ☐ CREC * ☐ CONC * ☐ ELEC * ☐ BPE * ☐ PEA INITIALS: _____

Section I: Catalog Information

This section serves to identify the course with all relevant information required for a catalog listing.

Course Title: _____

Instructor: _____ Department: _____

Number of credits: _____  Requested course number: _____

Catalog Description (30 words or less):

Transcript title (30 chars): _____

Course prerequisites: _____

Preferred scheduling mode (check one from each that applies) or attach description in Section VI.



Main Meetings (Lecture/Discussion)

Days/Week

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

Duration

- ☐ 50 min
☐ 75 min
☐ 110 min
☐ 150-180 min
☐ 240 min

Additional meetings (Lab/Studio)

Days/Week

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

Duration

- ☐ 50 min
☐ 75 min
☐ 110 min
☐ 150-180 min
☐ 240 min

Grading: ☐ standard letter grades ☐ credit/no credit

Section II: Course Justification

Briefly (one paragraph) describe the advantages in adding this course to the Rollins College offerings.

Section III: Curricular/Staffing Impact

Information in this section will aid the New Course Subcommittee in evaluating the enrollment and staffing implications of the new course proposed.

Typical enrollees (check all that apply):

☐ Majors

☐ Minors

☐ Non-majors

☐ Evening program

☐ Freshmen

☐ Sophomores

☐ Juniors

☐ Seniors

☐ Graduate

Majors and Minors: Describe below whether this course counts as a major and/or minor requirement and whether it serves as a required course or elective course within the major.

In general, how often will this course be offered?

☐ Rarely

☐ Every 2yr

☐ Every yr

☐ Every semester

☐ More than 1/semester

During which semester are you hoping to first offer the course? _____

Which other Rollins faculty may teach this course (or, none)? _____

Which course does this replace (or, none)? _____

Does this course overlap with other courses now being offered? If so, which course(s), and what impact do you anticipate?

How many electives does your department offer per year? _____

Section IV: Academic Standards

Information in this section will aid the New Course Subcommittee to verify that the new course meets the norms of academic rigor expected at Rollins College.

How does this course relate to the area of specialization of the sponsoring faculty?

What are the learning outcomes for this class?

What methods will you use to evaluate whether the learning outcomes have been met?

Section V: Additional Information (Optional)

Use this section to provide any other pertinent information or explication. You may also use this section to describe non-standard scheduling or credits (Section I). Normally, this section will be left blank.

**Section VI: Credit Hour Statement for Courses Meeting 150 Minutes Weekly for
Four Credit Hours during 15-Week Semesters**

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc.]:

Section VII: Approvals

Electronic signatures permitted. Faculty sponsor should submit the form with the Department Chair and any interdisciplinary program chair signatures required. AAC will provide the remaining two signatures.

Include signature and date:

Faculty Sponsor:	<hr/>	<hr/>
Department Chair:	<hr/>	<hr/>
Interdisciplinary Department Chair:	<hr/>	<hr/>
Interdisciplinary Department Chair:	<hr/>	<hr/>
AAC New Course Subcommittee Chair:	<hr/>	<hr/>
Dean of A&S:	<hr/>	<hr/>