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Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, October 22, 2013

Arts & Sciences Academic Affairs Committee

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Academic Affairs Committee

Meeting Minutes

October 22, 2013

Opening:

Claire Strom called to order the regular meeting of the Academic Affairs Committee at 12:34 pm on October 22, 2013 in CSS 167.

Present:

Claire Strom, Vidhu Aggarwal, Gloria Cook, Philip Deaver, Martina Vidovic, Pedro Bernal, Katia Chadaideh (student), Gabrielle Massé (student)

Visitors: Jennifer Cavanaugh, Denise Cummings, Jim Norris, Susan Libby, Holly Pohling, Robin Mateo

A. CMC curriculum revisions – Denise Cummings

Denise Cummings pointed out that the CMC curriculum requires its students to choose from one of the following activities toward degree completion: an international study abroad experience, a CMC-congruent internship or service to campus media. Denise explained that CMC now wishes to revise their curriculum by eliminating the wording “service to campus media” and adding CE courses to the self-selected component of the curriculum. This revision will reflect CMC’s central value that is affirmed by the service-learning movement. The CE courses will be a 4 credit semester course.

Jenny Cavanaugh asked if the students can double count a CE credit if they have already taken a CE course. Denise answered that CMC will not allow students to double dip within the major.

By vote, AAC unanimously approved the proposed revision of the CMC curriculum.

Upon the approval of AAC, the major map in CMC will now read as follows:

“Semester-long International Academic Experience, CMC Internship, or Rollins Community Engagement (CE) Course (Note: a CE course can count as a CMC concentration elective OR it can fulfill the semester-long requirement, but a single CE course cannot fulfill both requirements.) “

The change will be effective this fall

B. History major curriculum revisions – Jim Norris

Jim Norris introduced a major change to the History Department curriculum. Jim explained that this significant revision reflects a major pedagogical shift that has been taking place in the discipline for the past decade. This was due to the fact that technological innovation in information acquisition has reduced the importance of content presentation in the classroom. History is now more about teaching skills and what it takes to be a historian. The 100-level courses will introduce the students to interpret primary sources, to read secondary historical literature critically and to communicate their findings in both oral and written formats. The 200-level courses will teach the students skills to conduct research, to interpret and synthesize the information they uncover and to organize their findings into a logical, coherent written format. The 300-level courses are structured to allow students to take the skills learned in the 100 & 200 levels and apply them in historical research. The 400-level will be the senior capstone that provides the opportunity to display these refined skills in a variety of assignments. With this change, courses to be eliminated are HIS 113, 114, 142 and 143. HIS 120 will remain. There will be four new courses in the 200 level. The faculty of the History Department believed that this new history curriculum will allow greater flexibility for them to participate in the new rFla curriculum.

Claire stated that she had consulted with the Education Department before the change. She furthered added that the new gen ed courses will fit into the 100-level history courses.

Holly questioned the number of courses counted for the major. Claire said she will check with the Department to see if it is 11 or 12.

Gabrielle questioned if there will be enough courses offered at the 300-level. Jim said that a search for a European historian will take place soon in order to cover these 300-level courses.

Jenny recommended that the History Department also consult with International Relations and LACS to see if they need some of the 300-level courses.

By vote, AAC unanimously approved the history major curriculum revisions.

This change will be effective starting fall of 2014.

C. Changes to Art History Programs – Susan Libby

The Art History Department initiated the changes to the Art History curriculum because of the addition of a new faculty member, who is now teaching non-western art. The Department added RH 204 and ARH 205 (non-Western art courses) to the major map and changed the studio art requirement from ART 110 or ART 221 to any ART course. In area specializations, the Department added “Art Beyond the West” and changed Modern Art (1800 – Present) to Modern Art (1700 - Present). In the elective area, the Department reduced the number from 5 to 4, omitting the previous 200-level option. There are also some name changes to the list of courses offered.

Susan Libby also pointed out that, on the catalog copy, the Department has further clarified their policies on internships, Honors in the Major Field, AP score, transfer courses in the major, and current trends in language requirements for art history graduate programs.

By vote, AAC unanimously approved the changes to the Art History programs

D. Permission to participate in graduation – Jenny Cavanaugh

Rollins policy stated that students who are 8 credits or less short of the required credit for graduation can walk at graduation. The problem that the college now faces is that there are a number of “hanging grads.”

Holly asked for the average number of students who actually walked at graduation without completing all their credit requirements. In checking the data for last year, Jenny found that there were about 48 students who marched. All but five fulfilled the requirement to graduate by August. Five are now “hanging grads.”

Since the meeting ran over the designed hour, Claire decided to table this discussion until the next meeting

The meeting was adjourned at 1:29 PM

Respectively submitted by

Gloria Cook

Approved by
