

11-29-2011

Minutes, Arts and Sciences Academic Affairs Committee Meeting, Tuesday, November 29, 2011

Arts and Sciences Academic Affairs Committee

Follow this and additional works at: http://scholarship.rollins.edu/as_aa

Recommended Citation

Arts and Sciences Academic Affairs Committee, "Minutes, Arts and Sciences Academic Affairs Committee Meeting, Tuesday, November 29, 2011" (2011). *Academic Affairs Committee Minutes*. Paper 16.
http://scholarship.rollins.edu/as_aa/16

This Minutes is brought to you for free and open access by the College of Arts and Sciences Minutes at Rollins Scholarship Online. It has been accepted for inclusion in Academic Affairs Committee Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact wzhang@rollins.edu.



Academic Affairs Committee

Meeting Minutes
November 29, 2011

Opening:

The regular meeting of the Academic Affairs Committee was called to order at 12:37 pm on November 29, 2011 in the Chapel-Room Classroom #1 by Gloria Cook.

Present:

Mark Anderson, Sara Bishop, Gloria Cook, Nancy Decker, Fiona Harper, Jana Matthews, Sebastian Novak, Samuel Sanabria, Wenxian Zhang

Visitors:

Barry Allen - Associate Professor and Department Chair of Environmental Studies
Scott Hewitt - Associate Professor of Education and Director of Teacher Education and Department Chair of Education
Giovanni Valiante - Associate Professor of Education
Debra Wellman – Interim Dean of Hamilton Holt and Associate Professor of Education
Michael Young - Visiting Assistant Professor of Education

A. Approval of Minutes

The minutes of the 11/8 and 11/15 meeting will be approved by e-mail then uploaded to the governance website.

B. Review of Agenda

C. New Business (2 items)

(Item 1) Changes in Sustainable Development Minor

Barry Allen, Associate Professor and Department Chair of Environmental Studies brought proposed changes to the core of the Sustainable Development minor. There are no proposed changes to the elective segment of the program.

INB 200 (Introduction to International Business) **replaces** INB 100 (Introduction to International Business) with the rationale that INB 200 provides a comprehensive overview of strategies corporations use to compete globally. INB 100 is no longer taught.

POL 323 (Global Environmental Affairs) added as **alternative** to ENV 292 (Political Economy of Environmental Issues) because both explore the political and economic context in which environmental problems are created and addressed.

POL 333 (Case Studies in Sustainable Development) added as **alternative** to ENV 348 (Sustainable Development) being that both evaluate alternative approaches to economic development that are regenerative and sustainable.

INB 225 (Sustainable Business Practices) **replaces** INB 355 (Transnational Corporations) since INB 225 examines strategies that corporations are now implementing in an effort to meet the challenge of sustainability. INB 355 is no longer taught. INB 225 is precisely the formative course the minor has anticipated since its inception and now is in place.

These proposed changes improve the Sustainable Development minor by adding sustainable business practices. Both the International Business and Political Science Department have vetted these proposed changes to the minor.

There are currently 9 students who have declared this minor.

It was noted that some of the substitution course had prerequisites required. It was brought up that Banner might restrict registration with this in place. Barry explained that consent from the professor is available in those cases. We should formalize the process of this for registration.

Jana Matthews inquired if there might be a potential problem with other faculty not feeling comfortable with waiving prerequisites. Others asked about removing the prerequisites.

There was also concern with students jumping into 300-level Political Science courses without any background or experience in that course of study.

Nancy Decker asked if students in both the INB major and the Sustainable Development major have the ability to get the courses they need, since INB 225 is an elective in the INB major.

Deb Wellman spoke to the staffing issue and shared that they plan to have the staff in place soon to take care of any backlog with regards to these 200-level classes.

Barry stated that the important issue at hand was to get the INB course in. He will speak with the Political Science Department about the other pre-requisites. Barry asked the AAC to approve the two INB course changes now and will meet with the Political Science Department to discuss the pre-requisites for the two courses in question.

A vote was taken, 9 members (unanimous) approved the changes below.

INB 200 (Introduction to International Business) replaces INB 100 (Introduction to International Business) with the rationale that INB 200 provides a comprehensive overview of strategies corporations use to compete globally. INB 100 is no longer taught.

INB 225 (Sustainable Business Practices) replaces INB 355 (Transnational Corporations) since INB 225 examines strategies that corporations are now implementing in an effort to meet the challenge of sustainability. INB 355 is no longer taught. INB 225 is precisely the formative course the minor has anticipated since its inception and now is in place.

Gloria will send the decision to the Dean's Office and the Registrar to formally notify them of the changes.

Barry concluded his presentation to the committee with the point that this will be the first program that will span the Arts & Sciences program and the new College of Professional Studies.

(Item 2) New Minor Proposal from Education Department

Scott shared that the proposed minor in Global Studies in Education is in draft format and the department was looking for direction and feedback. The Education Department has conducted extensive research and correspondence internally and externally on this Global Studies minor and received very positive responses thus far.

The proposed minor in Global Studies in Education aims to prepare Rollins students from a variety of majors who plan to live abroad. Students who declare this minor will complete a core of courses focusing on global studies in education, and then, with advisement, select one of three strands: Modern Languages, Subject Area and then Regional Area for the remaining three courses. The final course in the minor is a capstone Field Study in Global Education. Scott has prepared a rationale, a draft of a minor map and a description of the two new courses that will be included in the minor.

Mark Anderson asked if the Education & Secondary Education majors will take this minor? Students are not allowed to do this in Math. If they could major in Education and minor in Global Studies, there is concern that Education major students would lose the liberal arts component of their education here.

Scott replied that it would be three courses that include a field study. A Math major for example, might take: Mathematics in Asia.

Fiona Harper asked what was the rationale for including the subject area? If you are requiring three courses for a minor, wouldn't the student have the subject area covered already in their major area of study? Scott said that it would not be wise to have a Biology student take Biology as their subject strand.

Sara Bishop asked about Theatre or Music...students shouldn't be able to take just any course.

Scott said that it would be up to each department to decide if they wanted to be a part of this minor as well as the courses that would be appropriate.

Mark inquired if this meant creating courses for non-majors? If it is a course in Biology, would it be a watered-down version of a course versus a course in the major study?

Nancy Decker is looking at it with the perspective that students want to explore how learning happens in other countries. Would be easy for Modern Languages to create these types of courses that lend to this strand.

Michael Young added that Environmental Studies, Political Science and Economics are domains that are most conciliate with this minor. We have students who want to get involved in international education.

Fiona surmised that proposed strands (A). Modern Languages and (C). Regional Study makes sense. She has concerns with (B). Subject Area.

Jana Matthews added that the most common job for students internationally was teaching English and she is surprised at not seeing English listed in the Subject Area strand.

Michael Young responded that student teaching is the next step. There are opportunities for teaching at the international school.

Wenxian Zhang supports the proposal. But wonders if you have enough faculty to teach these courses?

Scott shared that this would come down to a collaborative effort. He greatly appreciates the feedback, didn't mean to exclude any departments.

Sebastian Novak asked if it would be impractical for some students to require a field study?

Nancy said that there seems to be a natural opportunity for students to spend a semester abroad and work directly with local schools. She recently spoke with the Defense Department Director and there is a great need for teachers. German and Finnish schools really want students there, not for 10 days, but for a semester. We have the China Center in Shanghai. There is an opportunity to make students part of the community. This would entirely change the dynamic.

Michael responded that core courses were the plan; take advantage of the good international opportunities.

Mark asked if the Education Department was viewing this as a training ground? Nancy said she would feel better with students, if we could create some mechanism for students to get exposure to education training.

Jana inquired, with respect to the global opportunities...can we do what we do in another locale? We do have local populations that could be serviced as well.

Gio Valiante agreed and mentioned the International Comparative Education programs in place at North Carolina State and University of Illinois that approve options for local field study.

Fiona inquired what is the purpose of the minor?

Gio answered that it is a pathway for students to international opportunities, Department of Defense education, and a foundation for being local teachers to immigrant populations.

Fiona understands that we are providing a taste of teaching experience, but what will the non-major get out of this? Gloria added that you have to acquire a certification for Music Education.

Gio acknowledged that there is a growing contingency that don't want to be teachers but do want to work in diplomacy and administration. Want to offer a minor where you have exposure.

Jana is seeing this minor serving two different contingents. The first are students who want to be teachers globally and the second, students who want to enter politics, law or defense.

Gloria inquired, what about adding an international component to your current Education major?

Nancy added that she has sat on several Fulbright committees in consideration of students who want to go into the Peace Corps. We struggle in that most of them are majoring in Environmental Studies, Political Science, Pre-Law and what background do they have in

Education? Feels positively about the minor, even on a mid-level basis. This is extremely important for us to do.

Jana continued, that with regards to Fulbright Scholars, they have their hand in many pots. She sees the benefits in this, but the problem with the other programs is that they are funded by grants. There is lots of investment from Fulbright in Korea teaching opportunity.

Gloria asked what is your next step?

Scott queried if they needed to narrow their scope? Think of a Math, Chemistry or Biology major developing a post-graduation project. Are you saying we should narrow our scope? Should we continue to design a minor?

Mark advised that it would be helpful to him to see the pockets of people you are targeting. This would make it easier to understand and why this is a minor that would work. Why this is a good thing. It has good potential, but students could take too many education courses. Double dipping could occur. Could Math be included in the subject area strand?

Gio said that they are meeting with other departments now. Can you give us three action items to focus on?

- 1) Exploration of target students for the minor...students are interested in many other things than policy issues... why couldn't this be dealt with in their major area of study? Gio responded that they would go far more in depth in the minor.
- 2) Consider the field study component carefully with Giselda. How would students pay for it? Will International Programs be able to sustain this with their current personnel and resources?
- 3) Perhaps add a methods course in the strand or consider it for the core?

Scott responded to action item #2 stating that it was not always going to be an international experience, i.e. student athletes would be restricted from long periods of travel, etc.

Fiona asked for consideration of how non-Education minors would schedule around required afternoon labs for a potential Biology major interested in this minor.

Lot to think about. Good discussion.

Deb Wellman would like to invite everyone on the Academic Affairs Committee to sit in on her Rollins Plan Course 360 Revolutions in Learning final exam on Friday, December 9th from 2:00-4:00 in Bush 362. Students' will be assessing and evaluating The Rollins Plan.

D. Agenda Topics for Future Meetings

January 24?, 2011 → Next meeting date

- Gen Ed Form
- Mark Anderson
 - Rollins Plan

Adjournment:

Meeting was adjourned at 1:48 pm by Gloria Cook. The next general meeting will be at 12:30 pm on January 24? in Chapel-Room Classroom #2.

Minutes submitted by:

Mark Anderson

Approved by:
