

2-17-2015

Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, February 17, 2015

Arts & Sciences Academic Affairs Committee

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Arts & Sciences Academic Affairs Committee, "Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, February 17, 2015" (2015). *Academic Affairs Committee Minutes*. Paper 180.
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Academic Affairs Committee

Feb 17

Attending: Jenny Cavanaugh, Greg Cavanaugh, Holly Pohlig, Jonathan Walz, Robin Matteo, Laura Pfister, Anca Voicu, Jill Jones, Chris McManus, Phil Deaver, Rachel Kesler, Emmanuel Kodzi, Phil Kozel

- I Approve the Minutes from Feb 10, 2015
Motion: Jonathan; 2nd Greg (Unanimous approval)

- II Sub-Committee Announcements or reports:
 - 1. New Course Subcomm: Jonathan reports that we are meeting up and moving through large numbers of courses efficiently.

- III Old Business:
 - 1. Student Gov't (SGA) report inaccuracies

Kasandra: Noted that SGA minutes included mistakes: QUOTE from Jan. 28 minutes:

- a. "Academic Affairs
 - i. International Business Major will be moving to CPS
 - 1. Anticipating the phasing out of the INB major in the next 5-10 years
 - ii. Credits hours will not be reduced from 140 to 128"

Kasandra: Both of these statements are false and were not part of any formalized discussion (nor the minutes) of the preceding AAC meeting, so they need to be addressed with the SGA to prevent rumors.

Chris: another student on SGA indicated that the first point was a worry/rumor reported during the meeting, and students would simply like clarification. Could AAC clarify it for the SGA?

Greg: The two departments have merged (this happened); long-term decision-making about which majors will be continued will be up to that department.

Emmanuel: expressed concern regarding uncertainty and its effects on students, as exemplified by the present confusion

Chris: How can I update the students? Jill: All business majors will be housed in CPS. Questions beyond that should be directed only to the president.

Kasandra: The credit hour change was an informal conversation and not an official topic of business (plus it's incorrect, as per last meeting's minutes).

Please check our minutes before reporting to the student government in the future.

Chris: both issues will be addressed/corrected with SGA at an upcoming meeting.

IV. New Business:

1. Change in the Holt Economics major/minor (Phil Koziel):
Proposing a minor change to the sequence (see attachment for all details).

Greg: How does it work when a student transfers in with EITHER micro or macro? Phil: they take the new sequence.

Greg: would this make it exactly in step with the day program? Phil: not quite; Holt doesn't have a mechanism for a capstone course yet, which requires logistical consideration being that they must be taught both semesters. Given that major numbers are in flux, they are waiting to make additional possible changes.

Laura: would this be effective in Fall 2015? Phil: yes

Motion to approve the changes as proposed: Emmanuel; 2nd: Jonathan
Unanimous approval

2. Master of Fine Arts in English proposal (Phil Deaver):
Proposing to vote to approve a low-residency MFA (no handout)

Proposal summary from presentation by Phil:

U of Tampa and Stetson both have competing programs; goal is 45 students the first year (90 within two years). Two 10-day residencies, six months apart, are taken on by the students on campus. In between, students work on creative writing projects advised by faculty at a 1:5 faculty:student ratio via online/snail mail interactions.

This is thought to be a good way to teach creative writing given the low student:faculty ratio and the large quantity of required writing, which is conveniently undertaken while students are at home/working (during the residency breaks). Phil listed several classes that would be required during the course of the Masters. The final outcome is a book. Cost: \$8000/year (not inclusive of room/board); likely to be housed in Holt/Rollins English Dept.

Jenny: What subjects are included? Phil: Fiction, poetry, nonfiction, screenwriting

Greg: how do courses differ? Phil: they each go deeper into the discipline.

Jill: requests a formal paper proposal

Laura: how long is the program? Phil: four semesters/two years

Phil: Students may be housed in hotels or around campus, given the timing of the residencies.

Jenny: do you have the faculty to cover this? Are students eligible for financial aid? Phil: yes; mostly non-Rollins faculty however; some courses WILL use Rollins faculty; yes, likely students will want to apply (not sure if they qualify)

Anca: is this an online or blended course? Phil: most work is done remotely via snail mail in both directions.

Kasandra: given the proximity of competing programs, is there demand? Phil: is confident that there will be interest, most likely from Orlando area

Greg: how many graduate credit hours are required for graduation? Phil: 48

Holly: how does the cost align with other Holt Masters' programs? Phil: not certain; expects it's less than our MLS program; hoping the program will pay for itself, including the faculty

Jill: can you address the effect on the reputation of the institution to have such a program? Phil: this is the next step for a school that already has a reputation as a good writing program; hopes that growth from the MFA program/reputation to enhance our undergraduate writing program (which only has two tenured faculty)

Jenny: concerned about passing a program without a formal document; still requires new course approvals

Jill proposed to table the approval vote for the low-residency MFA in creative writing until a future meeting when we have documents (March 10).

V. Announcements

Chris: encouraged attendance at Friday rFLA launch.

Jill: poetry slam 3:30-5 on Friday.

VI. Adjourn

To whom it may concern:

The Department of Economics is proposing some changes in the Holt Economics Major/Minor, namely, the substitution of ECO 202 Economics in Historical Perspectives and ECO 203 Principles of Economics for ECO 212 (Micro) and ECO 213 (Macro). This would apply for both majors and minors. The existing major/minor map is listed below.

Requirements for the Major (12)

Six core courses; the first four must be taken before admission to major/minor.

ECO 108 Quantitative Methods for Economics

ECO 212 Principles of Economics I (Micro)

ECO 213 Principles of Economics II (Macro)

INT 221 Statistics for the Social Sciences

For majors, two additional core courses:

ECO 303 Intermediate Microeconomics

ECO 304 Intermediate Macroeconomics

Six additional courses in economics, four of which must be taken at the 300/400 level. (All 300 level courses have ECO 108, 212, and 213 as prerequisites.)

Requirements for the Minor (6)

Admission to the Economics minor (need the first four core courses).

Two electives in economics at the 200, 300, or 400 level.

The changes would make the new core map as follows:

ECO 108 Quantitative Methods for Economics

ECO 202 Economics in Historical Perspectives

ECO 203 Principles of Economics (Micro/Macro).

INT 221 Statistics for the Social Sciences

Rationale:

1. Pedagogy. The revised Holt Economics Major would be closer to the day school's major. The Department of Economics has introduced major curricular changes in the day program over the last ten years, making it unique among American Liberal Arts colleges, but has not brought these changes into the evening program. We have found that ECO 202 is a better entryway into the discipline than the more abstract principles courses (ECO 212 and 213) and provides a broader economics background for future electives which are often cross-listed with the day program.

2. Logistics:

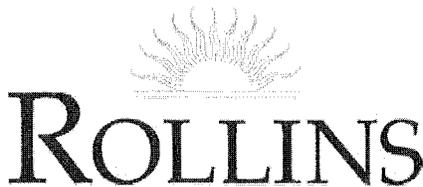
Many if not most Holt students transfer into the program from other colleges and have already taken either introduction to micro or macro. While we need currently to offer both ECO 212 and 213 for students that have not taken these courses from other institutions, the enrollment for each of these courses is very low. As per the proposed revision of the major, students that have had both introduction to macro and micro economics will not need to take ECO 203, but students that have had only one will need to take ECO 203. We plan on offering ECO 203 and ECO 202 once a year in different semesters just as we offer ECO 212 and 213 currently. We believe the enrollments will be much better for each course.

Staffing impact:

The department of economics is currently obligated to staff 10 courses per year in the night program; the proposed changes will not impact staffing as we are simply substituting two courses for two courses.

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: Alternative Economic Perspectives

Instructor: Taylor Department: Economics

Number of credits: 4 Requested course number: ECO 309

Catalog Description (30 words or less):

Considers and applies alternative economic perspectives to economic policy issues and problems.
Compares the values, theories, methods, analysis, and policies of these different economic approaches.

Transcript title (30 chars): Alternative Eco Perspectives

Course prerequisites: ECO 303 and ECO 304

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.

This course will replace ECO 204, a core course that has been offered for over ten years. Experience teaching the course indicates it is too challenging for many students, most of whom do not have an adequate background in economics from taking only ECO 202 and ECO 203, the current prerequisites. By requiring the course for the major after taking ECO 303 and ECO 304 students will have a richer background to address alternative economic perspectives and will benefit from this course more fully. Another implication is that students no longer must take this course to minor in economics, an improvement over the current minor in that reasons for taking a minor are often more practical than a commitment to major in economics.

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.

This course will be a required course for an economics major and an elective course for an economics minor.

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? Spring 2016

Which other Rollins faculty may teach this course (or, none)? Kypraios, Rock, Vidovic, et. al.

Which course does this replace (or, none)? ECO 204

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

No

How many electives does your department offer per year? 6-12

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?

Taylor first offered a version of this course during in the mid-1970s as a Winter Term course in the old 3-1-3 program Rollins had and refined it further, along with Rock, as senior major capstone course before we adopted a new major over ten years ago. Like many courses Taylor has offered over the years, it does not relate to the his graduate program specializations, but it has been his major research interest for over 8 years and he has given a professional paper or the material.

What are the learning outcomes for this class?

• Students will gain a deeper understanding of standard economics, the scientific and disciplinary values implied and the implications for economic and social policy. Students will then relate this to the critiques of standard economics at least 3 alternative economic perspectives, comparing and contrasting their values and economic policy prescriptions. Students will address a different social policy issue from at least two alternative economic perspectives, comparing and contrasting them with standard economics and each other while developing and justifying their own policy prescriptions for their chosen issue. +

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

traditional tests; course involvement, including assessed out-of-class assignments; and papers

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: General Education Requirements

Instructors who wish their course to meet a general education requirement must fill out a separate General Education Designation Request form and submit it along with this form to the Associate Dean for Academic Affairs. Failure to do so will prevent even an approved new course from carrying a General Education Designation. In addition, in most cases this form must be submitted by any new instructor proposing to teach the approved course.

Is a General Education Designation being requested for this course and this instructor? Yes No

If Yes, which?

SKILLS: Foreign Language Quantitative Methods Decision Making and Valuation

COGNITIVE: Other Cultures N, Laboratory Course Development of Western Society
 Organic Science Physical Science Contemporary Society

AFFECTIVE: Expressive Arts Literature

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: Kenna Taylor _____

Department Chair: Phil Kozel _____

Interdisciplinary Department Chair: _____

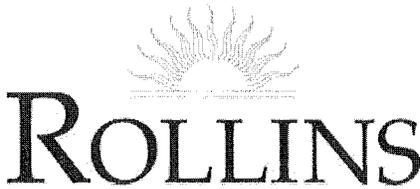
Interdisciplinary Department Chair: _____

AAC New Course Subcommittee Chair: _____

Dean of Faculty: _____

**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: Mindful Economics: Economic Decision-Making and the Brain

Instructor: Kenna Taylor Department: Economics

Number of credits: 4 Requested course number: 350

Catalog Description (30 words or less):

This course examines economic decision-making from both a behavioral economic perspective and a neuroeconomic perspective, contrasting it with the approach used in standard economics.

Transcript title (30 chars): Mindful Econ: Decisions, Brain

Course prerequisites: three previous economics courses incl

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

Main Meetings (Lecture/Discussion)

Days/Week	Duration
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 50 min
<input type="checkbox"/> 2	<input type="checkbox"/> 75 min
<input type="checkbox"/> 3	<input type="checkbox"/> 110 min
<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 150-180 min
<input type="checkbox"/> 5	<input type="checkbox"/> 240 min

Additional meetings (Lab/Studio)

Days/Week	Duration
<input type="checkbox"/> 1	<input type="checkbox"/> 50 min
<input type="checkbox"/> 2	<input type="checkbox"/> 75 min
<input type="checkbox"/> 3	<input type="checkbox"/> 110 min
<input type="checkbox"/> 4	<input type="checkbox"/> 150-180 min
<input type="checkbox"/> 5	<input type="checkbox"/> 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.

Behavioral economics and neuroeconomics are new areas of economics that are altering standard economics and our understanding of economic decision-making significantly. As yet there is little behavioral economics in standard undergraduate courses and only recently have texts been created for it. Neuroeconomics is not addressed at all at the undergraduate level in most colleges. This course combines them, adding an interesting offering to the economics curriculum. More importantly, the application of behavioral economic and neuro-economic ideas by businesses and policy-makers to consumer and investor decision-making are increasingly affecting the decisions consumers and investors are making. Liberal arts students should become cognizant of these ideas and the way they can be and are used to manipulate their decision-making.

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.

This will be an elective course for the economics major or minor.

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? Spring 2016

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

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

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

This course does not overlap with any existing course in economics though it is an enriched extension of an existing course only I have taught, Games and Economic Behavior (ECO 330), which is not likely to be offered in the future.

How many electives does your department offer per year? 6-12

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?

Like many courses I have taught and some I have developed over the past 40 years, this course does not directly relate to my specializations in graduate school, but it is an interest I have pursued intently and enthusiastically and have given a paper on over for the last 8 years. My last sabbatical was devoted to gaining a basic understanding of the neuroeconomic literature, and my research has led to a manuscript (over half completed) about the nexus between economic theories and brain/mind functioning along with the implications for alternative economic perspectives.

What are the learning outcomes for this class?

- Students will gain a deeper understanding of standard economics (mostly microeconomics), especially the nature of agent rationality, utility maximization and reference dependent decision-making; they will understand scientific methodology as applied in economics and its relation to the structures and functioning of the human brain/mind.**
- Students will learn how behavioral economics and neuroeconomics are used by business in the form of marketing and by policy makers in the form of nudging, and can be used by themselves to**

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

traditional tests; course involvement, including numerous in-class games, assessed out-of-class assignments; and papers

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.

As noted earlier this is an enriched and extended version of a course I have taught twice previously as ECO 305. In both cases it was a cross-listed course (Day/Holt) and was well received by students.

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Instructors who wish their course to meet a general education requirement must fill out a separate General Education Designation Request form and submit it along with this form to the Associate Dean for Academic Affairs. Failure to do so will prevent even an approved new course from carrying a General Education Designation. In addition, in most cases this form must be submitted by any new instructor proposing to teach the approved course.

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Include signature and date:

Faculty Sponsor: Kenna Taylor Feb. 2, 2015

Department Chair: Philip Kozel Feb. 2, 2015

Interdisciplinary
Department Chair: _____

Interdisciplinary
Department Chair: _____

AAC New Course
Subcommittee Chair: _____

Dean of Faculty: _____