3-28-2019

Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, March 28, 2019

College of Liberal Arts Executive Committee

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EXECUTIVE COMMITTEE MEETING  
March 28, 2019  
Agenda

12:30 p.m. in CSS 167  
Lunch will be served

I. Approval of Minutes from 3/7/19 EC Meeting

II. Business
    a. Ethics Minor
    b. Tenure and Promotion Review Recommendations
    c. Endowed Chair Policy
    d. Language Competency FCMP changes
    e. Changes to WF
    f. Set Faculty Meeting Agenda

III. Reports
    a. Curriculum Committee
    b. Faculty Affairs Committee
    c. Student Government Association
EXECUTIVE COMMITTEE MEETING
March 28, 2019
Minutes

PRESENT
Ashley Kistler, Christopher Fuse, Amy Armenia, Dawn Roe, Jana Mathews, Grant Cornwell, Jennifer Cavenaugh, Laurel Habgood, Wenxian Zhang, Gloria Cook, Nagina Chaudhry, Pat Brown, Emily Russell.

Excused: Susan Singer, Richard Lewin

Guests: Margaret McLaren, Ryan Musgrave, Eric Smaw, Stephanie Henning

CALL TO ORDER
Ashley Kistler called the meeting to order at 12:35 PM.

APPROVAL OF MINUTES FROM 3/7/19
Habgood made a motion to approve the minutes from the 3/7/19 EC meeting. Zhang seconded the motion. Motion passed unanimously.

BUSINESS

Ethics Minor
Attachment #1
Ryan Musgrave
As background information, Musgrave said Philosophy faculty noticed that our peer and aspirant schools offer programs in Ethics. More and more, employers and schools are asking for programs like this. ECMP helped us see how we could offer a minor with mechanisms already in place on campus. McLaren noted that ethics is an important subfield of Philosophy. Having a minor would benefit students across the college in many departments and in their daily lives.

Armenia: How are we doing in terms of supply and demand on ECMPs?

Russell: We have trained 40+ faculty and are confident we can staff this program.

Zhang: Is there a projection for numbers of students who would choose this minor?

McLaren: We don’t know how many students would choose the minor, but many students are
interested in ethics in general and it fits very well with many different programs on campus. Ethics ramifies into every field and discipline. Students are attracted to discussing controversial issues.

Habgood: Is having only two of the six courses at the 300- or 400-level consistent with other minors? McLaren said it is consistent.

Smaw: Business, medical, and law schools are already adding ethics to their curriculum.

Brown: Would the minor be available to Holt students? Holt has critical areas where an ethics minor would be beneficial.

McLaren: We are open to offering it to Holt students and are keeping that option on our radar for the future.

Kistler: The program does not require any new resources because we are staffing it with existing faculty? Correct.

Lewin: If a course has an ECMP designation does it count as an elective? Yes.

Lewin: I’m surprised there is not a capstone experience included. Kistler said that is not a trend in social sciences.

Brown: Does it have to be approved separately for the Holt School? Yes.

Russell: The program is on the table as a CLA minor and has only been approved by CC for CLA.

Habgood: Can we cross-list a couple of courses with Holt before submitting it as a Holt minor?

McLaren: Before we would offer the program in Holt we would need to be sure we could staff it and that students would take it. If there is a next phase we would test the program in Holt.

Zhang made a motion to approve the Ethics minor. Mathews seconded the motion. Motion passed unanimously.

Tenure and Promotion Review Recommendations

Attachment #2
Ashley Kistler

Kistler presented the options for including associate professors on FEC.

Roe: What does it mean to have a preference for full professors?

Armenia: Can we say, “with a majority of full professors?”

Mathews: Recommends removing the statement about a preference for full professors.
Zhang: Believes option 3 has a better chance of passing. Suggested another option is to say the chair of FEC should be a full professor.

McLaren: Recommends taking Zhang’s suggestion to the faculty for discussion.

Cavenaugh: Was it ever suggested to say, “full and associate professors who have been at their rank for a minimum of ____ years?”

Kistler/Fuse: It did come up and seemed to have broad support.

Cornwell: Hopes EC will choose to fully enfranchise associate professors by allowing them to serve. Rollins is the outlier on this issue.

Kistler: Do we want to squeeze this onto the agenda this semester?

Fuse: We should pause and have a deeper conversation in the fall.

Kistler: Will put this on as a pending business item for the next EC.

Endowed Chair Policy
Ashley Kistler
Kistler proposed adding the Endowed Chair Policy to the next faculty meeting agenda along with the survey questions we were not able to get to at the last meeting. EC members were comfortable with that idea.

Language Competency FCMP changes
Attachment #3
Gloria Cook
Cook said these changes have been a long time in coming. The changes have been through CC five times. They have reviewed all options and attempted to soften the language.

Armenia: When a transcript comes from a transfer institution it doesn’t always indicate when a course was taught online and the form for permission to study outside of CLA does not ask this question.

Mathews: What is the reasoning for allowing a 4 or 5 for AP Spanish for French but only a 5 for AP Greek or Latin?

Habgood: Believes it’s unfair to make heritage speakers take another course. If I come to Rollins with a math comp I don’t have to take another one here.

Cook: Modern Languages and Literatures (MLL) is concerned about incoming students receiving the culture piece of language courses.
Lewin: MLL made the point that just because someone is a heritage speaker does not mean their written proficiency is on point.

Mathews: There’s not a clear definition of what they are looking for because they are not required to take grammar and syntax.

Cavenaugh: Suggested it might be best to invite MLL members to EC to continue this discussion.

Russell: Doesn’t want us to lose sight of the student-friendly changes included in the proposal.

Habgood: Can we decouple the student-friendly changes?

A motion was made to approve the student-friendly issues and leave the contentious issues for further discussion. Motion failed 4:5.

Habgood made a motion to approve sections 1 and 2. Fuse seconded the motion. Motion passed unanimously.

**Changes to WF**

**Attachment #4**

Stephanie Henning said, since the 90’s a lot of schools have been eliminating the WF grade. We use it to flag Financial Aid that a student has stopped attending class. A grade of “F” should be an option for faculty rather than giving a “WF” for administrative reasons.

Due to packed faculty meeting agendas for the rest of this semester, Kistler asked if this change could wait until fall for a vote. Mathews said starting the new policy mid-semester could be confusing to students.

Habgood made a motion to approve the changes to the “WF.” Mathews seconded the motion. Motion passed unanimously and will be brought to the full faculty for vote at the April 18th Faculty Meeting.

**Set Faculty Meeting Agenda**

Ashley Kistler

The April 4th Faculty Meeting agenda will include governance at-large elections, approval of the FEC slate and All Faculty Appeals Committee; Tenure and Promotion Review proposed Bylaw changes; cumulative GPA discussion and vote; continued discussion of the Endowed Chair Policy and survey questions.
SGA
Nagina Chaudhry
SGA announced their new president and vice president – Matthew Weiner and Sydney Brown.

ADJOURNMENT
Ashley Kistler
The meeting adjourned at 1:45 PM.
ETHICS MINOR Proposal

Rationale and need for new program.
In part, our mission is to educate students to be responsible leaders. Since responsibility falls within the domain of ethical reasoning and action, this requires us to provide them with training in normative and practical ethics. Of course, all students will get some education in ethics in the general education curriculum. However, currently, students who are interested in having more advanced education in ethics or specializing in ethics have no options for doing so. Thus, at best, we are only achieving our mission at the most basic level.
Additionally, J.D., MBA, and M.D. programs are increasing their course requirements in ethics. As a result, legal ethicists, medical ethicists, and ethicists addressing corporate responsibility, are increasingly in demand in the workplace. Providing our students with a minor in ethics will position them well to continue their education in ethics at the graduate level, which will enhance their candidacy for jobs in the future.

Intended student learning outcomes.
The intended student learning outcomes are: (1) students will learn about society and the individual (self) and what it means to be an ethical/responsible member of a community, (2) they will learn how to identify ethical situations and various ethical ways of engaging in ethical decisions making (deontology, utility, virtue), (3) they will learn to think about how their decisions affect others, and (4) they will learn to reflect upon and re-evaluate their decisions. These outcomes are consistent with the LEAP learning outcomes that we use to assess student learning.

Budget and Resource Requirements
No new resources are required for this minor, and no new budget is necessary.
I. Department Overview

The disciplines of philosophy and religion examine our lives by investigating the most basic concepts and categories of our self-understanding: true and false, right and wrong, real and imaginary, sacred and profane.

Courses in the history of philosophy introduce students to the ideas of great thinkers such as Plato, Aristotle, Descartes, Hume, Kant, and Nietzsche. Undergraduates learn by doing—by engaging in argumentative dialogue with these philosophers. Non-majors acquire valuable skills of analysis and argumentation while learning to ask fundamental questions about identity, meaning, and value. Thematic courses range from ethics and social philosophy to the mind-body problem. Advisors encourage students to acquire background in a special interest by taking courses in other disciplines. A philosopher of science, for example, needs to study biology, just as a student interested in aesthetics must learn about art, music, and literature.

Religious Studies examines the history, beliefs, practices, and role of religion in creating and shaping the world’s cultures and societies. The department offers courses in Western and Asian religions, courses in scriptures such as the Hebrew Bible and the New Testament, as well as more advanced and thematic courses such as Religion and Film, Women and Religion, and Buddhist Philosophy. The objectives of the Religious Studies major are to explore the history of religions, to comprehend religious beliefs along with their philosophical and psychological underpinnings, to appreciate the varieties of religious experience, and to assess the role that religions have historically played in shaping society’s values.

II. Department Mission

One of our key aims is to lead students to internalize the habits of mind that enable them to become lifelong learners, through encouraging them in the practices of exploring, examining, and engaging. And we believe that internalizing the habits of mind focused on in our curriculum will enable students to craft a meaningful and productive future, and develop the skills to craft a directed future with meaning and purpose. While we endeavor to see students internalize the habits of mind of critical thinking, analytical reasoning, careful interpretation, reflecting on values, questioning assumptions, etc., we also hope that they will externally apply these habits of mind through their actions in the world and in the broader community, through their future careers and in their lives. As faculty members, we endeavor to promote student learning and to model civic engagement.

Global Citizenship

The curriculum of our department’s programs furthers the aim of educating our students for global citizenship in terms of both theory and practice. To begin with some of the broader activities of our department, we would
highlight here the great number of Field Studies our department’s faculty members have led to more than a
dozen countries, including Japan, India, Indonesia, Israel, Ghana, Morocco, Turkey, Greece, the Netherlands,
Ecuador, Mexico, Peru, Guatemala, the Dominican Republic, etc. We would also highlight the role of the Rollins
College Debate Team, founded and led by Dr. Smaw, which for more than a decade has enlivened French House
with large numbers of students conducting regular debate practice-sessions. The Debate Team facilitates
cultural exchange through debate, and the team travels abroad regularly, recently assisting Chinese and South
Korean universities in developing their debate programs, and hosting lively and vigorous debates on the Rollins
campus with international teams from Cambridge University, Beijing Foreign Studies University, Fudan
University, and other institutions.

Considering specific courses that directly pertain to global citizenship, we would highlight such courses as
Gandhi and Social Justice, Gender Rights and Relativism, Gender and Globalization, Argumentation and Media
Manipulation, Human Rights and Education, International Law, Politics and Poverty, Ethics in Ecuador, Liberal
Education in the United States and in the Global Context, and Sacred Food and Social Justice. And in the context
of these courses, a few specific assignments that are directly relevant to global citizenship are developing video
projects that examine the difficulties and discrimination experienced by Muslims in the United States, planning
and conducting a fundraiser to purchase a desalinator for a community in need of water in Morocco, and
investigating American consumption practices as a cause of poverty in other countries.

**Responsible Leadership**

In terms of broader activities, here we would again highlight the Debate Team: an important dimension of
membership in the Debate Team is regular participation in the practice of leadership, whether among the
members of the Rollins team in assisting newer members into the rigors of debate, or through assisting
members of newly-formed debate teams at international universities or at local high schools, or as a training
ground for Rollins students who go on to take up important positions in SGA. Many of our majors have further
honored their capacities for responsible leadership learned in our classrooms through serving in important
leadership roles through internships with non-profit organizations, such as the American Civil Liberties Union,
Jewish Family Services, the League of Women Voters, and other notable organizations. We would also
emphasize that through our own mentoring of students we have endeavored to further cultivate our students’
capacities for responsible leadership—the extended conversations and sharing of experience that occurs
through mentoring relationships is perhaps unsurpassed as a means of cultivating responsible leadership,
insofar as reflective conversation on experience is a crucial dimension of learning. Such mentoring in dimensions
of responsible leadership also occurs through our quite regular participation in the Student-Faculty
Collaborative Scholarship Program (in the past summer two of our eight faculty members participated in the
program, with another few of us having participated in recent years).

Considering our teaching, we would emphasize the importance of moral and intellectual responsibility through
critical thinking, as a crucial element in furthering the “responsible” dimension of “responsible leadership.”
While the focus on critical thinking is common to all of our courses, we would highlight the wide range of
courses in ethics we offer—courses directed to both majors and non-majors — including Business Ethics,
Medical Ethics, Environmental Ethics, Greeks and the Good Life, Buddhist Ethics, Gender Rights and Relativism,
etc. And we would add that courses in social and political philosophy address the complexity of leadership in
direct and indirect ways (e.g., Malcolm and Martin and the American Dream); here we would point out that non-Western perspectives on leadership are also addressed in a couple of our courses (e.g., Confucian and Taoist
perspectives in Asian Religions, and Buddhist perspectives in Buddhist Ethics). Community Engagement courses
in our department are another important part of our department’s curriculum which is directly relevant to
responsible leadership, e.g., Food, Poverty, and Social Justice, Feminist Theory, and Philosophy for Kids. And Dr.
Musgrave’s incorporation of activities at the Genius Preserve in many of her courses also represents a
significant aspect of responsible leadership, especially in terms of the important concerns of environmentalism.

Initial Dol Plan Ethics Minor – Page 2
Meaningful lives

As noted above, the disciplines of Philosophy and Religious Studies are unique in explicitly articulating questions regarding meaningful lives and values. It is no exaggeration to say that all of our courses deal with questions pertaining to cultivating a meaningful life in some way in explicit terms, in accordance with the Socratic imperative regarding the examined life. We endeavor to teach our students to value pursuits in terms of their intrinsic worth, rather than just in terms of their extrinsic value; and our disciplines are distinctive in teaching students to balance intrinsic and extrinsic rewards. We would also add that many of our courses center on the study of philosophical and religious traditions that represent an extended engagement with the question of what makes life meaningful (e.g., Stoicism, Judaism, Christianity, Buddhism, etc.). Our hope is that engaging with such traditions will contribute directly to building character, and furthering students’ capacity for empathy.

Productive Careers

In our courses, we teach our students to interrogate what “productive” means. For example, should the term “productive” be understood in only—or even, primarily—economic terms? We teach our students to develop for themselves a sense of what “productive” means, hopefully allowing this sense to contribute to their ability to connect “productive careers” to “meaningful lives.” In more conventional terms, considering the shifting exigencies of a constantly changing marketplace, the most valuable skills our graduates can come away with are the abilities to think critically, creatively, and ethically. Our current and future graduates will need to have the ability to consider diverse vantage points, and find solutions to complex problems, including problems that have yet to emerge. We would also point out that our somewhat more “philosophical” approach to the goal of preparing our graduates for productive careers has yielded great successes even in more conventional terms, and we have had some of our majors go on to graduate studies at Cambridge, Harvard, Yale, Princeton, the University of Pennsylvania, the University of Chicago, and various other institutions; and other graduates go on to work for AmeriCorps, UN Women, and NPR, or take administrative positions in higher education, work in finance in Dubai, serve as a public defender, run a private school, or work as an environmental consultant, to offer a few examples.

III. Results of Actions Planned in Last Assessment Cycle (Closing the Loop)

<table>
<thead>
<tr>
<th>A.</th>
<th>What actions planned to improve learning reported in the last assessment cycle were implemented?</th>
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<tbody>
<tr>
<td>B.</td>
<td>What were the results of those actions? Examples include curriculum or course revision, faculty development, pedagogical adjustments, student services, resource allocations, or other factors contributing to student achievement.</td>
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<td>C.</td>
<td>What adjustments to the department’s assessment plans reported in the last assessment cycle were implemented and what impact did those changes have on the results reported in this cycle?</td>
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Not applicable at this time; initial plan for assessment of new minor. First assessments expected during 2019-2020 assessment cycle.

A.

B.

C.
### IV. Demonstration of Learning Plan

At least two learning outcomes for each department/program must connect to American Association of Colleges and Universities (AAC&U) Liberal Education for America's Promise (LEAP) learning outcomes available at [http://www.aacu.org/leap/vision.cfm](http://www.aacu.org/leap/vision.cfm). Suggested assessment rubrics for LEAP outcomes may be found at AAC&U's Valid Assessment of Learning in Undergraduate Education (VALUE) project website [http://www.aacu.org/value/rubrics](http://www.aacu.org/value/rubrics).

<table>
<thead>
<tr>
<th>LEAP Outcome</th>
<th>Learning Outcome</th>
<th>Ways of Demonstrating Learning</th>
<th>Outcome Benchmark</th>
<th>Results</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>Select from the drop-down menu.</td>
<td>Specific and measurable statement of what students will know and be able to do at degree completion.</td>
<td>In what courses, assignments, or projects will the department/program provide students with opportunities to demonstrate what they are learning? How will faculty members assess student learning? At least one direct and one indirect measure * must be included in the overall demonstration of learning plan.</td>
<td>How will the department know students have met expectations? Ex: 90% of students will demonstrate mastery of the ability to synthesize material from multiple viewpoints based on a departmental rubric.</td>
<td>Based on evidence collected, summarize how students performed and compare results to expectations.</td>
<td>Upload summary data reports or artifacts supporting results, and minutes of departmental assessment meetings.</td>
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<tr>
<td>Ethical Reasoning</td>
<td>Annual Measure: Students will be able to identify ethical situations and various ethical ways of engaging in ethical decision making (deontology, virtue, utilitarian, virtue).</td>
<td>Faculty members will evaluate student essays from PH-108 that apply normative ethical theories to concrete examples.</td>
<td>75% of students will demonstrate mastery over content and application of normative ethical reasoning theories by achieving a score of 3 or higher on the Ethical Reasoning rubric. Assessment will be based on a sampling of 30% of the position papers submitted for the course, and will be scored by 3-5 faculty members of the Ethics minor.</td>
<td>Not applicable at this time; assessment plan for new minor. Baseline data expected in 2019-2020 assessment cycle.</td>
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<tr>
<td>Civic Engagement</td>
<td>Alternating Years: Students will learn about society and the individual (self) and demonstrate what it means to be an ethical/responsible member of a community.</td>
<td>In any of our applied ethics or values courses (or those listed on the minor map, like medical ethics, social/political ethics, philosophy of the arts, philosophy of education, environmental ethics), faculty members will assess student learning through exams and essays.</td>
<td>80% of students will demonstrate mastery over what it means to be an ethical/responsible community member based on scoring a 3 or 4</td>
<td>Not applicable at this time; assessment plan for new minor. Baseline data expected in 2019-2020 assessment cycle; then every other year.</td>
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<tr>
<td>Critical Thinking</td>
<td>Alternating Years: Students will demonstrate an ability to reflect upon and re-evaluate their decisions.</td>
<td>Faculty members will assess upper-level courses in the minor (from 300+ level courses listed on minor sheet: feminist theory, gender rights and relativism, topics, senior seminar, etc.) to examine student level of engaging with ethical reasoning at higher level applications.</td>
<td>80% of students will demonstrate mastery over an ability to reflect on the ethicality of their decisions by achieving based on scoring a 3 or higher on the Critical thinking rubric. Assessment will be based on a sampling of 30% of the artifacts for the course (final papers) scored by 2-3 faculty members of the Ethics minor.</td>
<td>Not applicable at this time; assessment plan for new minor. Baseline data expected in 2020-2021 assessment cycle; then every other year.</td>
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**HYPOTHETICAL EXAMPLE:**

| Inquiry and Analysis | Anthropology majors will demonstrate research and writing competency using appropriate disciplinary methods and form. | Senior seminar research papers or honors theses will be assessed using a departmentally-developed rubric (uploaded). | 70% of majors will meet or exceed expectations for research and writing mastery based on a departmental rubric that includes VALUE standards. | In 2011-2012, 88% of majors met or exceeded expectations in five of six evaluation criteria; an increase of 10% from 2010-2011. | Scoring rubric
- Student scores '12-'13
- Graph of scores over time |
V. OPTIONAL Curriculum Map: Courses Where Demonstration of Learning Occurs

For more information on and examples of curricular mapping please see the National Institute for Learning Outcomes Assessment (NILOA) Curriculum Mapping Tool Kit at http://www.learningoutcomesassessment.org/mapping.htm.

**Key:** I = Introduced, R = Reinforced or opportunity to practice, M = Mastery expected, D = Demonstration of learning evidence collected

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<thead>
<tr>
<th>Learning Outcome</th>
<th>Courses/Projects</th>
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<td>Course/Project 1</td>
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**HYPOTHETICAL EXAMPLE:**

**Key:** I = Introduced, R = Reinforced or opportunity to practice, M = Mastery expected, D = Demonstration of learning evidence collected

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<td>Demonstrate mastery of the four principle chemistry disciplines:</td>
<td>CHM 101</td>
<td>CHM 201</td>
<td>CHM 301</td>
<td>CHM 450</td>
<td>Senior Exit Survey</td>
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<td>analytical, organic, physical, and inorganic</td>
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<td>R</td>
<td>M,D</td>
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<td>Demonstrate proficiency in laboratory techniques</td>
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<td>Demonstrate research skills and experience</td>
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<td>Demonstrate preparation for entry into graduate or professional schools, or the</td>
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Initial DoI Plan Ethics Minor – Page 6
### VI. Action(s) Planned to Improve Learning Based on Results

1. What was learned as a result of your analysis this year that has implications for teaching and learning?
2. What issue, action item, or change will the department/program undertake based on what was learned? These changes could include curriculum or course revision, faculty development, pedagogical adjustments, student services, resources, or other factors contributing to student achievement.
3. What adjustments to the Demonstration of Learning Plan will be made based on what was learned? Describe your plan to implement the changes.

*Not applicable at this time; initial plan for assessment of new minor. First assessments expected during 2019-2020 assessment cycle.*
# Minor Map: Ethics

The Ethics minor reflects the key role that values and moral commitments hold within disciplines, professions, cultures, and societies. Designed for students majoring in any discipline, the minor in Ethics focuses on the study of core values that underlie theories and practices, from personal to local to larger global contexts. An interdisciplinary minor, it hones the trademark skills of ethical inquiry—critical thinking, examination of pressing moral issues, and socio-cultural engagement—to equip students to address 21st century ethical challenges.

Six (6) courses, including three (3) Core courses from the designated list (one of which must be PHI 108 Ethics), and three (3) ECMP Elective courses from any department (including PHI). One of the Core courses must be at the 300 or 400 level; one of the ECMP Elective courses must be at the 300 or 400 level.

Six courses are required.

## Core

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Prerequisite</th>
<th>Grade</th>
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<tbody>
<tr>
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<td>PHI 108 Ethics</td>
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<td>(300- or 400-level)</td>
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### Clinical and Social Sciences

- **CLP 103** Greeks and the Good Life
- **PHI 212** Philosophy of the Arts
- **PHI 215** Social and Political Philosophy
- **PHI 226** Philosophy of Education
- **PHI 240** Topics in Philosophy

### Ethics, Legal, and Political Sciences

- **PHI 242** Zombies, Serial Killers, and Madmen
- **PHI 280** Medical Ethics
- **PHI 302** American Philosophy
- **PHI 308** Topics in Ethics
- **PHI 309** Environmental Ethics
- **PHI 312** Feminist Theory
- **PHI 315** Gender, Rights, and Relativism
- **PHI 325** Philosophy of Law
- **PHI 490** Senior Seminar

Any 200- or 300-level PHI course that counts as ECMP.

## Electives

Three (3) ECMP Elective courses from any department (including PHI) are required.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Designation</th>
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See the Rollins College Catalogue for a comprehensive listing of all requirements.
Option 1

Section 2. Faculty Evaluation Committee Structure and Evaluation

a. Membership

This committee is constituted of six members and one alternate, all of whom must hold the rank of full professor. All members except the alternate are voting members. When the number of faculty to be reviewed by Faculty Evaluation Committee in a given year exceeds eighteen faculty, the alternate becomes a full voting member of the committee for that year. No more than five committee members will participate in the evaluation of any given candidate. Members of the Faculty Evaluation Committee are nominated by the Executive Committee of the Faculty and ratified by the Faculty by simple majority vote. Membership will normally include one tenured professor from each division of the College of Liberal Arts with consideration given to issues of diversity. Members will serve staggered three-year terms and may not serve consecutive terms. Members of the FEC receive one course-released time every year they serve on the Committee.

Option 2

Section 2. Faculty Evaluation Committee Structure and Evaluation

a. Membership

This committee is constituted of six members and one alternate. Members must hold the rank of Associate or full professor, with a preference for full professors. All members except the alternate are voting members. When the number of faculty to be reviewed by Faculty Evaluation Committee in a given year exceeds eighteen faculty, the alternate becomes a full voting member of the committee for that year. No more than five committee members will participate in the evaluation of any given candidate. Members of the Faculty Evaluation Committee are nominated by the Executive Committee of the Faculty and ratified by the Faculty by simple majority vote. Membership will normally include one tenured professor from each division of the College of Liberal Arts with consideration given to issues of diversity. Members will serve staggered three-year terms and may not serve consecutive terms. Members of the FEC receive one course-released time every year they serve on the Committee.

Option 3

Section 2. Faculty Evaluation Committee Structure and Evaluation

a. Membership

This committee is constituted of six members and one alternate. Members must hold the rank of Associate or full professor, with a preference for full professors. Associate professors may only
participate in midcourse and tenure evaluations. All members except the alternate are voting members. When the number of faculty to be reviewed by Faculty Evaluation Committee in a given year exceeds eighteen faculty, the alternate becomes a full voting member of the committee for that year. No more than five committee members will participate in the evaluation of any given candidate. Members of the Faculty Evaluation Committee are nominated by the Executive Committee of the Faculty and ratified by the Faculty by simple majority vote. Membership will normally include one tenured professor from each division of the College of Liberal Arts with consideration given to issues of diversity. Members will serve staggered three-year terms and may not serve consecutive terms. Members of the FEC receive one course-released time every year they serve on the Committee.
LANGUAGE COMPETENCY

Only the following students can be exempted from the Foreign Language Competency upon admission to Rollins College:

1. International students who have been admitted to the College based on their TOEFL (Test of English as a Foreign Language) score.
2. Students who have been admitted to the College based on an overall band score of 6.5 or higher on the International English Language Testing System (IELTS). This test cannot be taken after admission to serve as a means of exemption.
3. Students who transfer to Rollins with an AA degree from a regionally accredited community college or state college.
4. Students who have scored a 4 or 5 on the AP exam in the respective modern language, or a 5 on the AP exam in the respective ancient language.
5. Students who have scored a 6 or 7 on the IB exam in the respective language.

Ways to fulfill the Foreign Language Competency. NO student is waived out of this requirement.

Online courses from a regionally-accredited institution of higher learning may be accepted to fulfill the “F” competency. However, the Department reserves to right to examine each request individually to ensure the online course meets the Department’s learning standards and expectations and provides that same level and quality of language instruction as an in-seat class.

1. Successfully complete a course at the 200-level or above in the languages taught in the Modern Languages Department or Classical Studies Program, which are: Arabic, Chinese, French, German, Latin, Spanish, Greek and Japanese.¹ While students may pass the class with a grade below C-, they will need a C- or above to obtain the FCMP. They will either start the language sequence at the elementary level (101, 102) or self-place themselves through the placement exam.

2. Complete a course at the 200-level or above in the languages taught at Rollins or in other languages taught at a regionally-accredited institution of higher learning.

Example: a student completes a 200-level course in Portuguese or French at the University of Florida and transfers those credits to Rollins.

3. Native speakers or heritage speakers* of any language other than English who have NOT taken the TOEFL or CBT before entering Rollins can to fulfill the "F" competency

¹ Students should be forewarned that we cannot guarantee Japanese or Greek will be offered every year. Students who begin instruction in these languages at the 100 level might not be able to fulfill their FCMP at Rollins.
with the adequate 200-level course (a one-semester course designed for heritage speakers) or complete **ONE course** in international culture at any level.

**Example:** Native speaker of Farsi (no TOEFL) - can take one internationally focused culture course (such as LAC 200: Foundations of Latin American Culture and Society) to satisfy the "F" competency.

* In order to determine who has the level of linguistic proficiency of a native speaker in the languages regularly taught at Rollins College (**Arabic, Chinese, French, German, and Spanish**), students will have to consult the Department of Modern Languages and Literatures.

4. Students with a **documented learning disability** in foreign language study who have registered with the Office of Accessibility Services may qualify for an accommodation: taking two international culture courses in lieu of language study. See the Office of Accessibility Services for more details.

**Language Placement Exams**

Online WebCape placement tests are available for **SPANISH, GERMAN, CHINESE, AND FRENCH**. WebCape is only a self-placement tool designed to help students to register for the appropriate level of the target language. **No WebCape score, no matter how high, exempts any student from the outlined ways to meet or be exempted from the “F” competency.**

**ARABIC.** All students who have not previously taken Arabic classes at Rollins but who have some prior knowledge of Arabic must take a placement test. The test includes listening, reading, writing, and an oral interview with the test proctor. The test is given during the week before classes begin. For information about the Arabic assessment test, please contact Prof. Abeer Aloush at aaloush@rollins.edu.

**LATIN.** Students should contact the Classical Studies Program in order to take the placement exam for Latin.

**JAPANESE.** Students with prior knowledge of Japanese should contact Prof. Harue Patterson for proper placement. hpatterson@rollins.edu

**PLEASE NOTE:** any additional language requirements in a student’s major beyond the “F” Competency **may or may not** be fulfilled by the above exemption methods. Students need to consult with their academic advisors or their major departments to be sure they are fulfilling all major requirements related to language study in their particular majors.
Proposed (CLA)
Registration

A registration advisement period is set aside during the fall and spring terms of each year to allow students to consult with academic advisors and prepare registration materials. Students are expected to complete their registration online during their assigned registration period and will have opportunity to make schedule changes through the subsequent semester’s add and drop deadlines. Students can find their assigned registration day and time in Foxlink approximately two weeks prior to the start of the registration period. To be eligible for registration, students must clear all registration holds in advance of their assigned registration time. These holds may include: outstanding account, past due account balance, past due monthly payment plan, missing final or college transcripts, judicial hold or failure to complete Title IX training.

Students are responsible for the accuracy of their schedule. Class attendance or access to a course via Canvas/Blackboard does not constitute formal registration in a class. Students should refer official their schedule located on Foxlink under the Self-Service Profile.

To be considered fulltime and eligible for financial aid and athletics, students must be registered for a minimum of 12 credits, and students enrolled in fewer than 12 may have their financial aid reduced according to state and federal regulations. It is the student’s responsibility to when they have dropped below fulltime status and the financial consequences they may incur.

REGISTRATION CHANGES

Students are expected to make schedule changes online through Foxlink. In certain circumstances a registration change cannot be made online and a paper registration change form is needed.

Adding Courses

Students may add courses to their schedule during the first week (five class days) of the semester. Under exceptional circumstances, students may add courses, internships, or independent studies to their class schedules after the end of the official add period, provided that the permission of both the instructor and the academic advisor is obtained. Students who receive any form of federal financial aid are reminded that they must be registered for a minimum of twelve (12) semester hours by the tenth (10th) class day each term or their federal financial aid awards will be compromised.

Dropping or Withdrawing from Courses

Students may drop courses up until the 10th day of class (first two weeks). Verbal or electronic notification from the instructor or failure to attend class does not constitute withdrawal. Students who abandon a course without filing the proper withdrawal form automatically receive a failing grade.

A course dropped after the first two weeks of classes, but before Friday of the 10th week of classes is recorded on the student’s permanent record as a ‘W.’ Withdrawal from a course after this deadline is possible only if approved by the Academic Appeals Committee or under extenuating medical circumstances as determined by the Office of Student and
Family care. Students are responsible for consulting with the instructor regarding academic standing prior to the final date for withdrawal from courses. Instructors are responsible for providing students with a timely graded report concerning academic standing before the final date for withdrawal from courses. Students who withdraw from a course after Friday of the 10th week of classes may receive a grade of 'F' or NC (no credit) as determined by the grading mode for the course.

Students who drop short courses which do not meet the full semester, Intersession or Maymester courses must do so prior to the second class meeting and will have no notation placed on their transcripts. Students who drop short courses after the second class meeting, but prior to the 75% point of the course (as determined by the registrar) will receive a 'W' notation. Students dropping after the 75% point will receive a notation F or NC (no credit) as determined by the grading mode for the course.

All international students in F-1 or J-1 status must receive permission from the International Student Services Coordinator PRIOR to dropping any courses that would bring them below the twelve (12) semester hour minimum. Failure to receive PRIOR permission may result in a termination of the student’s immigration status.
CLA and Hamilton Holt UG
Add/Drop/Registration/Withdrawal Policy Edits
Eliminate WF (withdraw failing) Grade

Hamilton Holt School Undergraduate Registration (current)
A period is set aside each term for students to consult with academic advisors and prepare registration materials. The class schedule provides details concerning registration procedures, withdrawal and payment deadlines, and refund periods. Students are expected to register by the published deadlines in accordance with published policies and procedures.

**Registration (Proposed - will align with CLA)**

Registration occurs in April for summer and fall terms and in November for the spring term. Students are expected to complete their registration online during their assigned registration period and will have opportunity to make schedule changes through the subsequent semester’s add and drop deadlines. Prior to registration, students are assigned a registration time ticket which is required in order to register. The student’s registration time ticket assigns a registration day and time as follows: Veterans and seniors with 90+ completed credits, followed by declared majors, and lastly undeclared and newly admitted students. Students can find their assigned registration day and time in Foxlink approximately two weeks prior to the start of the registration period. To be eligible for registration, students must clear all registration holds in advance of their assigned registration time. These holds may include: outstanding account, past due account balance, past due monthly payment plan, missing final or college transcripts, judicial hold or failure to complete Title IX training.

Students are responsible for the accuracy of their schedule. Class attendance or access to a course via Canvas/Blackboard does not constitute formal registration in a class. Students should refer to their official schedule located on Foxlink under the Self-Service Profile.

To be considered fulltime and eligible for financial aid and athletics, students must be registered for a minimum of 12 credits, and students enrolled in fewer than 12 may have their financial aid reduced according to state and federal regulations. It is the student’s responsibility to when they have dropped below fulltime status and the financial consequences they may incur.

**CHANGES IN REGISTRATION (Current Policy)**

Changes in Registration. Students can make changes to their registration during the add/drop period in FoxLink. Subsequent changes should be provided in writing to the Holt Offices by the published withdrawal deadline. Verbal notification or failure to attend class does not constitute withdrawal. Students will be held academically and financially responsible for registrations they initiate. Generally, students may add a course if they have not missed more than the first week of class or the equivalent for weekend courses. Courses dropped after the first class meeting will be noted on the student transcript with a “W” and will not affect the student grade point average.

**Proposed Policy** (This will align with CLA’s new policy and extend the Holt drop deadline to 10th day of class instead of the 5th)

**Adding Courses**
Students may add courses to their schedule during the first week (five class days) of the semester. Under exceptional circumstances, students may add courses, internships, or independent studies to their class schedules after the end of the official add period with permission of the instructor and in consultation with the dean and registrar. Students who receive any form of federal financial aid are reminded that they must be registered for a minimum of twelve (12) semester hours by the tenth (10th) class day each term or their federal financial aid awards will be compromised.

**Withdrawal from Courses (Current).** This policy has been integrated below under Dropping or Withdrawing from Courses.

Withdrawal from a Course Students may drop/add online during the first week of the term without "W" notation on their transcript. After the drop/add period, students must file an official withdrawal request by completing a registration change form or emailing their advisor from their Rollins email account. Withdrawal forms may be obtained from the Holt School Office or online at www.rollins.edu/evening/documents/forms/DropAdd.pdf. Student withdrawals are automatically updated on the faculty member’s class roster in FoxLink.

**Hardship Withdrawal from Courses (Current).** This policy has been integrated below under Dropping or Withdrawing from Courses.

Hardship Withdrawal Exceptions due to extreme circumstances beyond the control of the student (e.g. death in the immediate family or job relocation that can be substantiated in writing by an employer) may be considered on a rare basis. In such cases, students should submit an appeal to the Holt Student Appeals Committee (www.rollins.edu/evening/documents/forms/holtappeal.html) requesting to be withdrawn without academic penalty from course(s) attempted during the term. Typically, no refund is provided for hardship withdrawals. A student on compassionate leave who wishes to return may do so by initiating a written request for reinstatement to the Holt Student Appeals Committee. Requests for reinstatement are due no less than three (3) weeks prior to the start of classes.

**Dropping or Withdrawing from Courses (proposed)**

Students may drop courses up until the 10th day of class (first two weeks). Verbal or electronic notification from the instructor or failure to attend class does not constitute withdrawal. Students who abandon a course without filing the proper withdrawal form automatically receive a failing grade.

A course dropped after the first two weeks of classes, but before Friday of the 10th week of classes is recorded on the student’s permanent record as a ‘W.’ Withdrawal from a course after this deadline is possible only if approved by the Academic Appeals Committee or under extenuating medical circumstances as determined by the Office of Student and Family Care. Students are responsible for consulting with the instructor regarding academic standing prior to the final date for withdrawal from courses. Instructors are responsible for providing students with a timely graded report concerning academic standing before the final date for withdrawal from courses. Students who withdraw from a course after Friday of the 10th week of classes may receive a grade of ‘F’ or NC (no credit) as determined by the grading mode for the course.

Students who drop part of term courses which do not meet the full semester must do so prior to the second class meeting and will have no notation placed on their transcripts. Students who drop part of term courses after the second class meeting, but prior to the 60% point of the course (as determined by the registrar) will receive a ‘W’ notation. Students dropping after the 60% point will receive a grade of F or NC (no credit) as determined by the grading mode for the course.

All international students in F-1 or J-1 status must receive permission from the International Student Services Coordinator prior to dropping any courses that would bring them below the
twelve (12) semester hour minimum. Failure to receive prior permission may result in a
termination of the student’s immigration status.
Hamilton Holt School Graduate
Current Registration

In advance of each term, Hamilton Holt School graduate program schedules will be posted at www.rollins.edu/evening/academics/class-schedules.html. The class schedule provides details concerning registration procedures, withdrawal and payment deadlines, and refund periods. Students are responsible for registering online, during the published dates and times and paying tuition at the Bursar’s Office or online by the published deadlines. If a course is canceled for any reason, students who have registered for that course will be given the opportunity to register for another course. For financial aid purposes, a full-time academic load is nine (9) semester hours in the fall and spring terms and six (6) semester hours in the summer term. Academic programs may, however, have a different minimum or maximum number of courses that may be taken. (See program descriptions for specific details regarding the minimum or maximum number of courses required for degree-seeking students.) A student who wishes to take more than the minimum or maximum academic course load must obtain written permission from the director of the appropriate graduate program at the Hamilton Holt School. Registration for current students will be online through Foxlink, and specific days and times will be published in the schedule and on the website each semester.

Changes in Registration

All changes to course registrations must be submitted by Rollins email or on an add/drop form to the Holt School Office by the deadlines published in the term bulletin. Notification to the instructor by the student or failure to attend class does not constitute withdrawal. Students will be held academically and financially responsible for registrations they initiate.

Dropping or Adding a Course

Students may add/drop online during the first week of the term without "W" notation on their transcript. After the add/drop period, students must file an official withdrawal request by completing a registration change form or emailing their advisor from their Rollins email account. Withdrawal forms may be obtained from the Holt School Office or online at www.rollins.edu/evening/academics/class-schedules/documents/index.html. Student withdrawals are automatically updated on the faculty member’s class roster in FoxLink. Verbal notification to the instructor by the student or failure to attend class does not constitute withdrawal. Students who abandon a course and do not file the proper withdrawal form will automatically receive a failing grade of "WF." Once registered for a course, a student must file an official withdrawal form in order to drop that course. Withdrawal forms may be obtained from Holt Student Services or the Rollins Holt School website.

Student-initiated Withdrawal

Students may withdraw from a course without academic penalty up to the published date (approximately midway through the term). Requests for withdrawal must be submitted in writing to the Hamilton Holt School by means of a Registration Change Form or by email from the student’s Rollins email account. While it is expected that students will extend the courtesy of informing the instructor, this will not suffice as an official withdrawal. Students who withdraw after the published dates or stop attending class at any time without notifying the Holt School in writing will receive an "F" for the course. This grade is equivalent to a failure.
Registration

Registration occurs in April for summer and fall terms and in November for the spring term. Students are expected to complete their registration online during their assigned registration period and will have opportunity to make schedule changes through the subsequent semester's add and drop deadlines.

Registration for current students will be online through Foxlink, and specific days and times will be published in the schedule and on the website each semester. To be eligible for registration, students must clear all registration holds in advance of their assigned registration time. These holds may include: outstanding account, past due account balance, past due monthly payment plan, judicial hold or failure to complete Title IX training.

If a course is canceled for any reason, students who have registered for that course will be given the opportunity to register for another course. For financial aid purposes, a full-time academic load is nine (9) semester hours in the fall and spring terms and six (6) semester hours in the summer term. Academic programs may, however, have a different minimum or maximum number of courses that may be taken. (See program descriptions for specific details regarding the minimum or maximum number of courses required for degree-seeking students.) A student who wishes to take more than the minimum or maximum academic course load must obtain written permission from the director of the appropriate graduate program at the Hamilton Holt School. Registration for current students will be online through Foxlink, and specific days and times will be published in the schedule and on the website each semester.

Dropping or Withdrawing from Courses (proposed)

Students may drop courses up until the 10th day of class (first two weeks). Verbal or electronic notification from the instructor or failure to attend class does not constitute withdrawal. Students who abandon a course without filing the proper withdrawal form automatically receive a failing grade.

A course dropped after the first two weeks of classes, but before Friday of the 10th week of classes is recorded on the student’s permanent record as a 'W.' Withdrawal from a course after this deadline is possible only if approved by the Academic Appeals Committee or under extenuating medical circumstances as determined by the Office of Student and Family Care. Students are responsible for consulting with the instructor regarding academic standing prior to the final date for withdrawal from courses. Instructors are responsible for providing students with a timely graded report concerning academic standing before the final date for withdrawal from courses. Students who withdraw from a course after Friday of the 10th week of classes may receive a grade of ‘F’ or NC (no credit) as determined by the grading mode for the course.

Students who drop part of term courses which do not meet the full semester must do so prior to the second class meeting and will have no notation placed on their transcripts. Students who drop part of term courses after the second class meeting, but prior to the 60% point of the course (as determined by the registrar) will receive a 'W' notation. Students dropping after the 60% point will receive a grade of F or NC (no credit) as determined by the grading mode for the course.
All international students in F-1 or J-1 status must receive permission from the International Student Services Coordinator prior to dropping any courses that would bring them below the twelve (12) semester hour minimum. Failure to receive prior permission may result in a termination of the student’s immigration status.

Changes in Registration (Moved to Dropping or Withdrawing from Courses)
All changes to course registrations must be submitted by Rollins email or on an add/drop form to the Holt School Office by the deadlines published in the term bulletin. Notification to the instructor by the student or failure to attend class does not constitute withdrawal. Students will be held academically and financially responsible for registrations they initiate.

Dropping or Adding a Course (Moved to Dropping or Withdrawing from Courses)
Students may add/drop online during the first week of the term without "W" notation on their transcript. After the add/drop period, students must file an official withdrawal request by completing a registration change form or emailing their advisor from their Rollins email account. Withdrawal forms may be obtained from the Holt School Office or online at www.rollins.edu/evening/academics/class-schedules/documents/index.html. Student withdrawals are automatically updated on the faculty member’s class roster in FoxLink. Verbal notification to the instructor by the student or failure to attend class does not constitute withdrawal. Students who abandon a course and do not file the proper withdrawal form will automatically receive a failing grade of "WF." Once registered for a course, a student must file an official withdrawal form in order to drop that course. Withdrawal forms may be obtained from Holt Student Services or the Rollins Holt School website.

Student-initiated Withdrawal (Moved to Dropping or Withdrawing from Courses)
Students may withdraw from a course without academic penalty up to the published date (approximately midway through the term). Requests for withdrawal must be submitted in writing to the Hamilton Holt School by means of a Registration Change Form or by email from the student’s Rollins email account. While it is expected that students will extend the courtesy of informing the instructor, this will not suffice as an official withdrawal. Students who withdraw after the published dates or stop attending class at any time without notifying the Holt School in writing will receive an "F" for the course. This grade is equivalent to a failure.