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### Minutes, Arts & Sciences Faculty Meeting, February 1, 2001

Arts & Sciences Faculty

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**Subject: 1 Feb. 2001 A&S Faculty meeting**

**Date: Wed, 24 Jan 2001 12:21:09 -0500**

**From: Carol Lauer <CLauer@Rollins.edu>**

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GENERAL MEETING

GENERAL MEETING

ARTS AND SCIENCES FACULTY

Thursday, February 1, 2001

12:30- 1:45 P.M.

BUSH AUDITORIUM

(Cookies and beverages will be provided)

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I. Call to Order

II. Approval of Minutes from December 6, 2000 and of January 23, 2001

III. Announcements and Information

III. Reports

IV. Old Business

A. Academic Affairs Committee

General Education Requirements and Assessments -

(See addenda)

1. Knowledge of Other Cultures
2. Decision Making and Valuation

V. New Business

VI. Adjournment

ADDENDA

Knowledge of Other Cultures (C)

Humans have adapted to a wide range of habitats and developed a variety of ways of interpreting and understanding the world. The diversity of these interpretations is part of what defines our species. By analyzing

a nonwestern culture, students will better understand what is common to human nature, how societies differ from each other and how our lives are

shaped by our cultural beliefs. They will also understand that culture is not an arbitrary construct, but rather consists of systems of beliefs

and institutions that typically serve some purpose. Nonwestern cultures

are those that are not European derived, or that may be European derived

but include a substantial cultural component from African, Native American, Asian, Australian Aboriginal or Pacific Island sources. Upon completion of this requirement, students will be able to:

“ GOAL 1: Demonstrate an understanding of a point of view characterizing a nonwestern culture including awareness of basic beliefs that are not typical of most western cultures.

- ASSESSMENT: The student will write an essay in which basic beliefs typical of a non-western culture are identified and compared and contrasted with beliefs typical of a western culture. Basic beliefs are those whose effects are widespread within a given culture.
- STANDARD: A minimum of 80% of the students will receive a grade of C- or better on this essay.

“ GOAL 2: Explain how a given institution or symbol system in a nonwestern culture enhances the viability of that culture or, alternately, serves the purposes of some social group or category within that culture.

- ASSESSMENT: The student will write an essay explaining how a given nonwestern institution or symbol system helps a society adapt to its physical or social environment, or, alternately, serves the interests of a group or category within that culture.
- STANDARD: A minimum of 80% of the students will receive a grade of C- or better on this essay.

#### Option 1

##### Decision Making and Valuation (V)

By reflecting on their values, people find meaning and justification in their lives as individuals and as participants in their communities. Personal growth is encouraged by critically reflecting on one's own values and those of society, and in making personal and collective decisions in accordance with reasoned ethical principles. These courses

will promote this critical reflection and principled decision-making through case studies, Socratic dialogue, service learning, or other appropriate methods. Upon completion of this requirement, students will be able to:

“ GOAL 1: Identify and discuss the ethical dimensions of societal issues.

“ GOAL 2: Make use of moral arguments to assess a course of action or social policy.

- ASSESSMENT: A presentation either oral or written (e.g. a major paper, a series of short papers, case studies/analysis, an essay exam(s))
- STANDARD: A minimum of 75% of the students will demonstrate an ability to identify the ethical issue(s) in social setting, isolate that issue(s) and demonstrate an ability to rationally support an appropriate

course of action or social policy.

“ GOAL 3: Identify, articulate and critically evaluate their own ethical commitments.

• ASSESSMENT: An assignment (oral or written) and checklist for rating specific points and skills in the assignment.

• STANDARD: A minimum of 75% of the students will achieve and demonstrate a skilled ability to articulate and defend their own ethical commitment(s) within the context of an ethical issue or dilemma.

#### Option 2

##### Decision Making and Valuation (V)

The skills of decision making and evaluation are exercised on a daily basis in our personal and well as public life, although generally unconsciously rather than mindfully. These courses will promote critical reflection and principled decision making through case studies,

Socratic dialogue, service learning, or other appropriate methods. The

courses will improve the ability to make reasoned value judgements, within and among the moral, aesthetic, intellectual, monetary, political, and pragmatic spheres. Upon completion of this requirement, students will be able to:

“ GOAL 1: Establish criteria for effective decision making in various circumstances.

• ASSESSMENT: Students will be presented with a problem and asked to establish a list of criteria on which to base an evaluation of various solutions to the problem and will -

• STANDARD: A minimum of 75% of the students,

“ GOAL 2: Develop standards by which to evaluate whether a particular course of action or decision meets the criteria.

• ASSESSMENT: Students will be asked to rank criteria and establish standards for measuring how effectively a particular decision meets those criteria.

• STANDARD: A minimum of 75% of the students,

“ GOAL 3: Assess the decisions of others as to their suitability in meeting criteria.

• ASSESSMENT: Students will be presented with a decision (interpretation, moral judgement, etc.) and asked to establish a set of criteria and standards to evaluated that decision.

• STANDARD: A minimum of 75% of the students,