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Minutes, Arts & Sciences Faculty Meeting, January 23, 2001

Arts & Sciences Faculty

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**Minutes
Faculty Meeting
School of Arts and Sciences**

Members Present: Mark Anderson, Gay Biery-Hamilton, Ani Blackburn, Erich Blossey, William Boles, Rita Bornstein, Wendy Brandon, Lyvonne Burleson, Carolyn Carpan, Julie Carrington, Barbara Carson, Roger Casey, Gloria Child, James Child, Edward Cohen, Daniel Crozier, Joan Davison, Linda DeTure, Philip Deaver, D. Larry Eng-Wilmot, Richard Foglesong, Elise Friedland, Lynda Glennon, Michael Gunter, Paul Harris, Jennifer Henton, J. Scott Hewit, Gordon Howell, Constance Hudspeth, MaryAnne Hunt, Richard James, Jill Jones, Roy Kerr, David Kurtz, Thomas Lairson, Carol Lauer, Lee Lines, Margaret McLaren, Ruth Mesavage, Thomas Moore, Marvin Newman, E. Alan Nordstrom, Kathryn Norsworthy, Maurice O'Sullivan, Twila Papay, Pedro Pequeno, Karl Peters, Judith Provost, Roger Ray, Kathleen Reich, David Richard, J. Phillip Roach, Charles Rock, Edward Royce, Maria Ruiz, Judy Schmalstig, Wallace Schmidt, Eric Schutz, Marie Shafe, Joseph Siry, James Small, Michael Smyth, Marilyn Stewart, Kenna Taylor, Lisa Tillmann-Healy, Larry Van Sickle, Richard Vitray, Gary Williams, Yusheng Yao, Wenxian Zhang

Date: January 23, 2001

Time: 1:40 p.m.

I. Announcements and Information

Lauer announced the dedication of Harley's Gazebo on January 30 at 11:30 a.m. in a short ceremony.

II. Old Business

Lauer asked if the assembled faculty wished to consider the first group of general education requirement excluding the "C" and "V" requirements.

B. Carson moved to approve those requirements at this time; Casey seconded. The motion carried.

III. Adjournment

The meeting adjourned at 1:45 p.m.

Respectfully Submitted,

Richard James

Option 2

Decision Making and Valuation (V)

The skills of decision-making and evaluation are exercised on a daily basis in our personal as 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 judgments, within and among the moral, aesthetic, intellectual, economic, and political 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 or experience and asked to establish a list of criteria on which to base an evaluation of various solutions to the problem or experience and will be able to articulate criteria for evaluation in an analytical essay or essay examination..
 - **STANDARD:** A minimum of 75% of the students will be able to provide a clear set of criteria for an evaluation in the analytical essay or essay examination. by receiving a grade of “C” or higher.
- **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 in an analytical essay or essay examination..
 - **STANDARD:** A minimum of 75% of the students will be able to explain clearly the standards used for evaluation in the analytical essay or essay examination by receiving a grade of “C” or higher.
- **GOALS 3:** Assess the decisions of others as to their suitability in meeting criteria.
 - **ASSESSMENT:** Students will be presented with a decision (interpretation, moral judgment, etc.) and asked to establish a set of criteria and standards to evaluate that decision.
 - **STANDARD:** A minimum of 75% of the students will be able to demonstrate this skill in an analytical essay or essay examination by receiving a grade of “C” or higher.

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