

**Core Curriculum Review Committee**  
**Tuesday, February 15, 2005 3-5 PM AMU 163**  
**Approved Minutes**

Members Present: Drs. Eckman, Steinmetz, Hay, Snow, Lueger, Moyer; Rev. Laurance, SJ.

Members Excused: Drs. Ksobiech, Hathaway, Vater, Laatsch, Griffin, Deahl, Quade, Ropella, Block, Ramey, Bloom; Mr. Lowrey.

The meeting was called to order at 3:05 P.M.

1. Fr. Laurance offered the opening prayer.
2. Dr. Snow turned to approval of the minutes of 1.19.05. After some discussion about remarks in the minutes about course objectives and the possible implications of these remarks for assessment issues, Dr. Snow asked for a motion to approve. Dr. Lueger moved; Dr. Hay seconded. The minutes were unanimously approved.
3. Dr. Snow called the Committee's attention to the program for the Fourth Jesuit Core Conference, which Marquette will host on March 17-18. She noted that in addition to Jesuit institutions listed on the program, participants from Ecuador, Venezuela, and Belize will be attending. She noted that discussion facilitators are still needed. Opportunities were highlighted on the program.
4. Dr. Snow distributed a statement of Core knowledge area learning outcomes drafted by the focus groups and thanked CCRC members for serving as facilitators. The process was positive, collegial, and productive.
5. Dr. Snow then turned to revision of the current Core course proposal template. This document needs to be changed to reflect the shift from knowledge area learning objectives to fewer knowledge area learning outcomes and to be made more user-friendly. Dr. Lueger suggested that, in addition to a place for knowledge area learning outcomes, there should be a place for course objectives to be entered. Dr. Snow suggested a grid which placed knowledge area learning outcomes on the far left with an adjacent box to the right for course objectives that enable students to achieve those outcomes. On the other side of the box for course objectives, a box for student learning activities corresponding to the objectives could be entered. At the far right, a box for assessment items corresponding to those student activities would complete the revised grid. Committee members agreed that this would be a reasonable way to elicit desired information on outcomes, course objectives, student learning activities, and assessment. Dr. Snow noted that though the assessment process

has not yet been completely rethought, an area for assessment items could be included in the grid at some point.

The Committee then turned to a consideration of specific questions on the current template. Under the heading of “Integration Issues,” members agreed that most questions are not crucial to a course’s being approved for the Core. Consequently, it was suggested that all but one of those questions be excised. The remaining question, about how the proposed course proposed relates to other knowledge areas, the Preamble, or justice education, was made optional and cast as a conditional, i.e., “If you think this course contributes to . . . please explain how.”

Questions under other headings on the template were also excised or reworded slightly. The Committee agreed that variation in course objectives is acceptable, provided that assessment shows that knowledge area outcomes are being achieved. That is, suppose that a course is submitted with specific course objectives, and that a person other than the submitter decides to use different course objectives. The Committee believes that this kind of variation is not problematic and is consistent with academic freedom and creativity, provided that assessment shows that students are achieving knowledge area learning outcomes.

Dr. Snow volunteered to do a mock up of the revised form. She indicated that discussion of the form would continue at the next CCRC meeting. At that time, the Committee will need to take up the question of how many knowledge area learning outcomes a course must address in order to qualify for the Core.

The meeting was adjourned at 4:30 PM.

Respectfully submitted,

Nancy E. Snow, Ph.D.  
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Director of Core Curriculum