

Criterion 3 Meeting 11/9/04

- 1) Bob Soltis chaired the first part of the meeting to discuss the possible “day of outcomes.” The subcommittee was asked to come up with a proposal that could be shared with Faculty Senate.
- 2) The Criterion Four committee joined with the general education subcommittee and other interested Criterion 3 members to discuss how to approach our shared tasks. Lon Larson provided the following notes of the meeting:
- 3) Criterion #4 Committee joined with Criterion 3.

Attending from Criterion 4: Stuart Klugman, Jessica Lang, Maura Lyons, Jayne Smith, Lon Larson, Attending from Criterion 3: Jody Swilky, Nancy Berns, Jennifer McCrickerd, Linda Krypel, Terri Koch, Sentwali Bakari, Briyyney Loch, John Burney.

The Committees are jointly doing the self-study related to the general education curriculum and its outcomes. This relates to all the core components of Criterion 3 and Core Components 4b (The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellection inquiry are integral to its educational programs) and 4c (The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society).

The first task before the group is to “map” or relate elements in the mission statement explication with the stated outcomes and descriptions of the Drake Curriculum and its component parts (First Year Seminars, Areas of Inquiry, and Senior Capstones). In addition, some of the mission statement elements may relate to pedagogy (rather than content) or out-of-classroom activities (e.g., co-curricular, experiential or service learning).

A grid with mission statement elements and general education components serves as the initial framework. (Copy attached) Ultimately, the goal is to specify the areas of the curriculum in which a given outcome is intentionally addressed – and held accountable for doing so.

In completing the grid, members are to focus on the current situation, rather than a desired state of affairs; that is, “what is” rather than “what should be.”

In completing the map, a helpful technique may be to ask, “What are the knowledge, skills, and attitudes required to realize that mission statement expectation?” For instance, “Taking responsibility for one’s own learning” requires the skills to retrieve, analyze, and integrate information, as well as the desire to do so. Dissecting the element in this way may clarify its relationship to the curriculum.

The two groups will meet again on November 23 at 4:00 p.m. The sole agenda item is working on the curriculum map.