

School of Liberal Arts

PRAC Report (24 June 2009)

- Ensure that the syllabi of all undergraduate courses include appropriately applicable PULs
- Add the PULs to the degree plans (SLA has 14 and that is not counting minors and certificates), somewhat akin to the addition of RISE designations the registrar added to the Fall 2009 course offerings
- Review of course assignments in regard to their design for assessing teaching and learning outcomes according to the PULs (the SLA faculty is very mindful of the crucial difference between teaching the PULs, namely memorization, and teaching according to the PULs, that is, how those principles provide the foundation for teaching with a disciplinary focus and with the goal of learning outcomes that translate into discipline-specific competencies); the forms (rubrics) for reporting this review has not yet been determined but is being discussed by a focus-group of faculty with proven excellence in teaching (this group is using an Oncourse project site for its work)
- Redesign of the graduating senior survey to include (indirect) assessment of general education and disciplinary learning according to the PULs (this task is almost completed and the pilot web-based survey is scheduled to go live before the beginning of the fall semester)