

REPORT AND RECOMMENDATIONS TO THE PROVOST
ON THE GENERAL EDUCATION PROGRAM
AT PRATT INSTITUTE

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Executive Summary

The General Education Task Force was convened in spring, 2006, partly in response to a mandate from Pratt's accreditors, and charged with reviewing, developing an assessment plan, and making recommendations for change in the way general education is offered to our undergraduates. The focus was primarily on courses and programs outside the professional majors, but involved skills, abilities, realms of knowledge, and values, that cross curricular and departmental boundaries. The Task Force itself was therefore composed of faculty and staff from across Pratt's divisions and from the library; students were represented via a student affairs staff member.

The Task Force was charged with responding to broad questions about the goals of a general education program at a college primarily of art, design, and architecture and to make specific recommendations for an assessment plan for the program. It was charged, finally, with making recommendations for changes.

The Task Force spent a large part of two semesters developing a mission and goals statement, which addresses three broad areas: Knowledge and Approaches to Knowledge; Intellectual, Artistic, and Other Proficiencies; and Values. Within those three categories, the Task Force detailed the specific components which, in combination, could contribute to the creation of well-informed, well-rounded, and creative professionals who engage critically and responsibly with the world.

The Task Force also developed a detailed draft assessment plan, which relies primarily on embedded forms of assessment integral to teaching and learning in specific courses and programs. The Task Force notes that new capabilities in the Provost's Office and the Office of Institutional Research mean that the wide-ranging and multiple assessments already being carried out can soon be collated and reported on, so that they can be of use to faculty, students, administrators, fund raisers, and accreditors.

Finally, this report lays out the recommendations that the Task Force was able to make based on existing assessments of shortcomings and gaps in programs and in our ability to deliver the education which we aspire to offer our students. We emphasize that the Institute must make an investment of resources in faculty, advising, and infrastructure, in order for these recommendations to be reviewed and implemented by the faculty.

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I. Introduction

Partly in response to a Middle States recommendation, the Task Force on General Education was constituted under the Office of the Provost in Spring '06 and charged to review and develop a plan for assessing general education at Pratt. This introduction is adapted from the document distributed to the Pratt community in fall, 2006, to engage constituencies across the Institute in thinking about the nature and goals of a general education at Pratt.

What is general education?

General education refers to the part of an undergraduate curriculum that ensures that the students become well-rounded and broadly educated through exposure to multiple disciplines. Through general education students acquire the broad basic knowledge, transferable intellectual and practical competencies, attitudes, and sense of values that **all** students, regardless of their chosen field, will need in their professional and personal lives.

General education usually comprises:

- informed acquaintance with the content, methods, and perspectives of liberal arts and sciences disciplines, history of art and design, and in the case of schools like Pratt, visual literacy;
- development of competencies such as logical, critical, and creative thinking; ability to communicate effectively; quantitative skills; moral reasoning; and ability to effectively locate and use information.

Reasons for the Task Force and Its Review

- Middle States' mandate to review the general education program.
- Our own perception that there is a need for institute-wide self-reflection and general agreement on what, beyond expertise in their major, **all** students who graduate from Pratt should know and be able to do in order to live and work effectively in today's fast-changing world.
- Opportunity to examine how well we are preparing students for the 21st century and make necessary changes in general education curricula, pedagogy, and structures.
- Need to integrate the education provided by the School of Liberal Arts and Sciences, History of Art and Design, Foundation, and the majors and the students' out-of class experiences to offer a coherent, challenging educational experience to our students.

What do we focus on at Pratt?

General education at Pratt is provided mainly by courses and programs outside of the professional majors—liberal arts and sciences and history of art, design, and architecture—and by co-curricular learning activities. However, the curriculum and pedagogy in the disciplines can and do contribute to the acquisition of some general education competencies, such as working collaboratively to solve problems. Assessment of the fulfillment of General Education competencies at Pratt includes the experience of the students in their studio major and co-curricular activities.

In developing the draft mission statement and goals for general education at Pratt, our focus was on those courses and programs outside of the professional majors, but we refer to all aspects of the curriculum in our efforts to envision an integrated and challenging educational experience for all our undergraduates. The only clear distinction between the professional component and the “general” component is not in what is studied and practiced, but in what curriculum (and other activities) is within the major course of study and what is outside it. The kinds of critical thinking and creative practice articulated and implied in the elements of an undergraduate education in art, design, and architecture are multiple and overlapping. The task force made concerted and largely successful efforts to engage the entire Pratt community in our efforts. The following are some of the reasons we gave for the need for this engagement:

Importance of the General Education and of the Review to the Entire Pratt Community

- General education is what makes *college* education different from specialized conservatory-type or vocational training. Undergraduate college education comprises both, in-depth study in at least one field **and** "General Education." A coherent, well-rounded undergraduate education is possible only through the integration of discipline-specific and more general knowledge.
- General Education is necessary to prepare students to live and work effectively in today's complex and ever changing world: rapidly changing disciplines and technologies and need for flexibility; increasingly interdependent world and increased international competition; etc.
- Artists, designers, architects and other creative professionals need more than professional skills to actively and effectively participate in the world today. They need to be able to evaluate information, think critically and creatively, and communicate effectively.
- Accreditors: Accrediting agencies—Middle States, NASAD, NAAB, etc., as well as the New York State Education Department (NYSED), recognize the importance of general education and require that all undergraduate programs leading to BA, BFA, or similar degrees include a general education component. (NYSED, Requirements for Earned Degrees, section 3.47; MSCHE, *Characteristics of Excellence in Higher Education*, p.37)

The accrediting organizations differ in the details but agree on the overall principles as to what “general education” is. All distinguish general education as a program distinct from the student's major course of study, though our accreditors agree that important elements of general education components are also to be found in the major. As the MSCHE *Characteristics of Excellence in Higher Education* puts it, “Institutions offering the associate and baccalaureate degrees will strike an appropriate balance between specialized and more general knowledge.” (p. 37)

NASAD standards for general education (which they call “general studies”) are of particular relevance to Pratt's assessment of its general education program, because they have very specific things to say about what a general education program should be and should achieve specifically in a college of art and design. General education, according to the NASAD 2005-2006 *Handbook*, is an integral component of undergraduate studies in Art and Design, because “artists and designers must develop

an understanding of other areas of human achievement.” (NASAD Handbook 2007-2008 p. 74)

Briefly, the primary purposes of studies in art and design are to prepare students to become visually literate; develop visual, verbal, and written responses to visual phenomena; develop the capacity to identify and solve problems in a variety of contexts, become familiar with and develop competence in a number of art or design techniques; become familiar with the major achievements in the history of art/design; understand and evaluate contemporary thinking about art or design; and make valid assessments of quality and effectiveness in design projects and works of art, especially their own. (p.73)

Again briefly, the principal goals of general education, according to NASAD, are the ability to think, speak and write clearly and effectively; an informed acquaintance with the mathematical and experimental methods of the physical and biological sciences; an ability to address culture and history from a variety of perspectives; basic understanding of and experience in thinking about moral and ethical problems; the ability to respect, understand, and evaluate work in a variety of disciplines; the capacity to explain and defend one’s views effectively and rationally; and an understanding of and experience in art forms other than the visual arts and design.” (p.74)

In addition to publishing and distributing documents, such as an earlier version of this Introduction, and subsequent draft documents detailing the goals of general education, members of the Task Force “fanned out” across the campus to meet with students, faculty, and administrators in such venues as department and chairs meetings, the Academic Senate, the Student Government Association, the Student Affairs directors, an all-SLAS faculty meeting, and two open forums. We gained valuable feedback from these meetings. As important, we provoked new interest in and a new sense of shared commitment to the education of our students beyond the professional curricula.

II. Task Force Charge and Structure

Background

Providing undergraduate students with a broad-based general education has been and remains a primary goal of colleges. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning, which fosters the overall intellectual, personal, and social development of students. Pratt Institute is committed to assuring that all undergraduate students, regardless of academic major or intended profession, receive a well-rounded education. This commitment is reflected in Pratt’s Strategic Plan 2006 – 2011, which includes among its goals the review and revision of general education (*Theme 1: Ensure educational vitality and quality; Goal 4: Review liberal arts and general education curriculum*).

The two-year Task Force on General Education was constituted under the sponsorship of the Office of the Provost to facilitate the achievement of this goal. The Task Force also addressed the Middle States’ requirement that Pratt undertake a review of its general education curriculum, develop processes for evaluating student learning in

general education and submit a report by October 2006. This progress report was duly conveyed to the Association.

Charge

On the basis of a review of Pratt's general education program, the Task Force was charged with identifying and proposing desirable changes to enhance the scope, quality, and organization of the general education program. The review and recommendations were to address the following questions and any additional questions deemed important by the Task Force:

1. What is most important for students to learn? What are the basic knowledge, skills, and values that students need to succeed in the 21st century? Of the following common goals of contemporary liberal or general education for undergraduate students, which ones are most appropriate for Pratt?

Understanding of multiple modes of inquiry and approaches to knowledge: possessing a breadth of knowledge and a familiarity with the modes of inquiry and creative processes in the arts, humanities, social and behavioral sciences, natural sciences, and mathematics.

Development of societal, civic, and global knowledge: gaining historical knowledge that helps to explain contemporary society; study of world cultures and of contemporary cultural diversity (i.e., gender, race, ethnicity, sexual orientation, etc.) and justice issues; direct student involvement with challenging societal issues; development of global knowledge and cross-cultural competence, etc.).

Acquisition of intellectual and other skills or capacities, such as the ability to engage in critical, independent and creative thinking; command of language necessary for success, including the ability to speak, read, write, and comprehend effectively; the ability to locate, obtain, and appropriately use information; quantitative and statistical literacy; information and technology literacy; and the ability to represent ideas through creative expression such as the visual arts, music, and movement.

Attainment of self-knowledge and grounded values: learning to reflect on one's own sources of identity and values; clarify and explore value choices and positions; and engage with challenging ethical, moral, and human dilemmas.

2. Should the general education of Pratt students, most of whom study art and design, differ from the general education of students in liberal arts colleges? In what ways?
3. What type of general education program will reflect the culture and values of the Institute and supports its mission and vision? How will it address accrediting requirements?
4. Which curricular and instructional practices are most conducive to a quality general education at Pratt?

- How should the general education curriculum be structured? Should it focus on common core knowledge or ways of learning? Should it require a specified set of courses or provide student choice? Should it focus on big questions, or on specialized exploration in a variety of disciplines? What is ideal?
 - Which pedagogical practices are likely to enhance Pratt’s general education program? Which of the pedagogies commonly used in other institutions (e.g., multi-disciplinary learning; integration of general education principles and competencies within the major; learning communities; collaborative inquiry in group settings; research-based study; experiential learning acquired in field settings, service learning involving participation in community service) may we want to adopt?
5. How can general education goals best be incorporated across the curriculum, creating a coherent educational experience? What is the appropriate balance between specialized and more general knowledge? How do we incorporate general education in the major programs? How do we integrate students’ experiences from admission through graduation?

The specific charges of the Task Force were to:

Review literature on issues and approaches to general education; national trends in general education and practices at other institutions; comments from employers and community advisory bodies; Pratt’s mission and vision and the existing scope of general education; and accreditation requirements to identify strengths, problems, needs, and opportunities.

Articulate the overarching purpose/mission of general education most appropriate for Pratt students; specific general education goals within that purpose.

Develop an assessment plan to evaluate whether the general education goals are being accomplished.

Examine alignment of the desired general education goals with current Liberal Arts and History of Arts and Design curricula; the first year through graduate level curriculum in the major; the institute’s mission and vision and with accreditation requirements; current and potential assessments of general education.

Recommend to the Provost, based on the above, changes needed in the scope of Pratt’s general education program; alignment between goals and curriculum; changes needed in assessment of general education; changes needed in how general education gets organized and carried out.

Membership

The Task Force had substantial representation from the School of Liberal Arts and Sciences since most general education courses are taught by the faculty of that school. However, since a broad-based general education encompasses more than grounding in the liberal arts and since the liberal arts curriculum is offered mostly to students whose programs do not reside in the School of Liberal Arts and Sciences, the Task Force

included faculty members from other schools and administrative staff from appropriate divisions. These representatives acted as the General Education liaisons to their areas. Members were appointed by their respective deans, in consultation with department chairs and the General Education Committee co-chairs.

It should be noted that the areas of expertise of individual members influenced the amount and kinds of knowledge that the Task Force brought to bear on the range of issues we addressed, even though we consulted widely. It is our hope and intention that as the results of our report and recommendations are disseminated, others in departments not directly represented will add further to the changes and solutions we propose.

Spring 2006

Coordinating Committee

Marianthi Zikopoulos (Task Force Coordinator)
 Amy Lesen
 Patrick Webb

Affiliation

Provost's Office
 SLAS
 A& D--Foundation

Members

Suzanne Verderber	SLAS
Ann Holder	SLAS
Paul Narkunas (Sp 06)	SLAS
Toni Oliviero	SLAS
Katarina Posch	A&D—Art History
Deb Meehan	A&D—Media Arts
Deb Johnson (Sp 06)	A&D—Ind. Design
Anita Cooney (Fa 06, Sp 07)	A&D—Interior Design
Alessandra Ponte (Sp 06)	ARCH
Caleb Crawford (Fa 06, Sp 07)	ARCH
Tony White (Spring 07)	Library

Ex-Officio Members

Patricia Cutright (Sp 06, Fa 06)	Libraries
Katie Hale	Div. of Student Affairs

Leadership

Leadership of the Task Force was assumed by a Coordinating Committee consisting of two full-time faculty members, one from the School of Liberal Arts and Sciences and the other from the School of Arts and Design, and Marianthi Zikopoulos, who served as the Task Force Coordinator.

Structure

The Coordinating Committee planned the work of the Task Force and provided expertise and guidance on procedures and internal and external requirements.

Sub-committees were formed by the Task Force members as needed to work on specific tasks or to present Task Force material at meetings across campus. Findings and proposals of sub-committees were discussed and agreed upon by the entire Task Force. The culmination is this report, which presents the recommendations of the entire group.

Support

The Offices of the Provost and Institutional Research and Assessment supported the process by providing:

- appropriate funding in line with resources available for initiatives identified in Pratt's Strategic Plan;
- logistical and substantive support to the work of the Task Force
- workshops on the assessment process, assessment of general education, accreditation requirements, etc;
- literature on current definitions and approaches to liberal arts and general education;
- information on general education practices and assessment at other Art and Design schools, as well as in liberal arts schools;
- Institute-wide coordination of general education assessment activities and staff support for the committee.

Timeline

Year One (Spring 2006—Fall 2006): Conceptualizing, studying, General Education Mission and Goals, draft General Education Assessment Plan

- Spring 2006
 - formation of Task Force on General Education;
 - development of Task Force parameters (focus, strategy, committees, timetable, etc.);
 - start of review of existing current education curriculum, structures, activities;
 - bi-monthly meetings of coordinating committee; monthly meetings of entire Task Force to discuss progress and reach consensus on proposals;
 - opportunities for campus/wide general education discussion
 - development of draft mission statement for general education at Pratt and draft desired learning outcomes/competencies for all Pratt students.
 - development of draft General Education Assessment Plan
- Fall 2006
 - continued broad dissemination of draft goals to the community
 - bi-monthly meetings of coordinating committee; monthly meetings of entire task force to discuss progress and reach consensus on proposals;
 - finalization of General Education mission and goals after approval by provost;
 - review of current program in relation to the adopted General Education mission and goals

- development of draft General Education Assessment Plan

Year Two (Spring 2007—Fall 2007): Final Assessment Plan; Review of Current curriculum, Proposals for change, Report submission

- Spring 2007
 - finalization of draft General Education Assessment Plan following incorporating input from the community(Academic Senate, Deans' Council, academic departments, students);
 - completion of review of existing current general education program curriculum and structures;
 - review of alignment of various assessment efforts at SLAS and other schools with approved General Education mission and goals;
- Fall 2007—Schedule
 - development of proposals for revisions in the general education program (development of general education strategic plan)including
 - o changes in the scope of Pratt's general education program;
 - o alignment between goals and curriculum;
 - o changes in assessment of general education;
 - o changes in how general education gets organized and carried out.
 - Report writing and submission to the provost.

III. Mission and Goals of a General Education

Pratt Institute General Education Mission Statement

The mission of Pratt's general education program is to complement studio practice and to ensure breadth, diversity, and depth in the students' education through engagement with the ideas and modes of inquiry of different fields of study. Pratt graduates emerge as creative professionals whose work is informed by a critical understanding of their cultural and physical environment and of the ideas and values that have shaped the world's societies and their own lives and creative work. Based on the belief that creative practice and critical thinking form an integral whole, general education emphasizes development of visual and verbal intelligence; engagement in critical inquiry and analysis; integration of ideas and approaches from different disciplines; appreciation of human differences and multiple perspectives; and reflection on students' responsibilities to themselves, to society, and the environment in the creation of original, innovative work.

General Education Goals

The overarching goal of general education at Pratt is to contribute to the creation of well-informed, well-rounded, creative professionals who engage critically and responsibly with the world. Mainly through exposure to a diversity of fields of study and experiences outside their chosen disciplines, the general education program is designed to help students acquire or develop the following knowledge, competencies, and values.

Knowledge and Approaches to Knowledge

By the time they graduate, Pratt students will be able to demonstrate:

- Foundational knowledge in the major areas of human thought and accomplishment: an understanding of the issues, questions, conflicts, concepts, and modes of inquiry of the arts, design, architecture, the social sciences, the humanities, and the sciences;
- knowledge of the history of ideas and values as well as contemporary thought and developments that shape the world's societies, our cultures, and the students' lives and creative practice;
- a critical understanding of verbal and visual cultural products in this society as well as in others from a multiplicity of perspectives, including western/non-western, and global/local;
- comprehension of the interrelationships among disciplinary bodies of knowledge, of the interdependence among disciplines, and of the coherence among ways of knowing.

Intellectual, Artistic, and Other Proficiencies

By the time they graduate, Pratt students will be able to exhibit:

- visual and textual literacy defined as the ability to critically read the products of visual and verbal culture. Students develop and refine the ability to articulate a critique of their own work as well as that of others;
- the ability to engage in critical, independent, thinking defined broadly to include:
 - posing questions and problems;
 - making and testing hypotheses;
 - gathering and critically evaluating evidence and arguments from various sources;
 - organizing, synthesizing, and applying information to arrive at well-reasoned conclusions and solutions; and using knowledge and understanding to raise and explore new questions;
- the ability to think creatively, to use one's talents and vision to generate innovative ideas and/or solutions; understand and employ poetic, metaphorical and figurative speech, thought and representation;
- the ability to effectively express ideas, facts, arguments, and opinions using written, oral, visual, and other formats;
- the ability to make effective and ethical use of information resources and do research: locating, evaluating, and organizing, information and using it in the creation of one's own work;
- effective use of quantitative, computer, and other technical skills;
- experience in working effectively on teams to collaboratively solve problems.

Values

By the time they graduate, Pratt students will be able to show:

- commitment to free inquiry and intellectual and artistic discovery;
- an understanding and appreciation of creativity for its own sake and as an agent of change;
- an understanding of the impact of human activities on the natural environment and a commitment to sustainability;
- an understanding of human differences and diverse viewpoints based on ethnicity, race, social class, gender, and sexual identity, as well as respect for the differences among cultural and geographical perspectives;
- the ability to relate to others, to one's work, and to the world at large in a thoughtful and responsible fashion by reflecting on one's responsibilities to oneself and to society, and by making choices based on ethical considerations.

VI. Current Assessment in General Education

This section presents a review of existing approaches to assessment of general education at Pratt and recommendations for changes needed to achieve the varied goals established by the Task Force in consultation with campus constituencies. Some general principles emerged in compiling this assessment catalogue:

1. Most of the assessment methods used are embedded measures because we believe are effective, credible, and pedagogically (as well as metrically) useful are those that are integral to the teaching and learning process. In other words, only embedded methods of assessment are useful tools. Partial exceptions to this rule may include readily measurable skills that lend themselves to exams taken prior to beginning a course of study, such as those used by the IEP, foreign languages, and Mathematics & Science for proficiency and placement. Note, though, that the courses to which such exams may lead, all use embedded, integrated methods of assessment, including, in some cases, learning portfolios. In addition, other methods, such as syllabus and curriculum reviews, student evaluation of courses, and graduating student surveys are used to supplement the findings of embedded assessment.
2. Pratt Institute has many measures of assessment already in place and presently undertakes considerable assessment of general education. With an enhanced institutional research capability in both the provost's and the president's offices, it should become feasible, in the near future, to compile and report on the results of these assessment activities.

A list of the methods used currently to evaluate General Education presented below. The group's recommendations for additional assessments and a considerably more detailed plan for assessing General Education student outcomes in the future appears in Appendix A.

General Education Assessment Measures Used at Pratt

Direct

- Reviews by faculty, coordinators and chair of student exhibitions and presentations
- Embedded assessment (Assignments, projects, essays, research papers, exams, presentations, exhibitions, note taking, reading response, graphic analysis in tests and papers, etc.)
- Portfolio assessment
- Locally developed exams in specific areas
- Successful completion of GenEd courses
- Senior capstone projects or papers for majors
- Capstone course for majors
- Critiques and presentations of work underway and finished (Content of presentation)

Indirect

- Curriculum review
- Review of course syllabi and assignments
- Graduating student surveys and other surveys
- Student evaluations

Student Affairs Measures

- Completion of activities in leadership workshops and trainings, student evaluations of workshops and trainings
- Participation in service events; cultural and diversity programs and clubs
- Study abroad and exchange and Global Learning Community, including Alternative Spring Break
- Community service learning projects
- Self-reflection activities
- Dorm community standards and roommate contracts ; EBI/ACUHO-I Resident Survey data

V. Assessment of Shortcomings and Recommendations for Change

In this section, we make recommendations for change, some of them global, some specific to programs or courses, without having done the kind of systematic, college-wide assessment that is just becoming possible at Pratt. The recommendations are based on the review of the existing General Education program and evaluation of what works and what needs to be improved and address the major weak points of the current program, which are listed below. (A much more detailed analysis of gaps that need to be filled is presented in Appendix B).

Gaps in Student Learning

- Lack of a historical context

- Unfamiliarity with contemporary world
- Discomfort with thinking conceptually about world
- Idea of multiple perspectives is not embraced by students
- Inability to use analytical skills in writing and discussing creative work, ideas, texts
- Inability to communicate clearly in writing and orally

Curriculum

- Too many required courses in major leaving little time for general education
- Not sufficient cross-discipline/school courses
- Outdated/inappropriate curricula in different areas
- Lack of first-year seminars, living/learning communities, service learning opportunities
- Need to review overall Gen Ed curriculum for coherence; prerequisites, progression of courses

Faculty

- Heavy workloads
- Lack of sufficient full-time faculty
- Lack of support from institution

Structures

- Lack of coherence in GenEd (specifically SLAS) electives
- Artificial departmental divisions
- Lack of structures to allow collaborations between academic and SA
- Need for a more cross-disciplinary approach

Support

- Advising-inadequate advising on liberal arts/science
- Library Resources

Students

- Inadequate preparation
- Complacency

We recognize that recommendations for specific changes may themselves be revised as new data emerge and as faculty continue or begin the task of reviewing curricula. But many of the deficiencies we note are barriers to teaching and learning with which we have been familiar for a long time. We thus feel confident in making the recommendations that follow.

We generally restrict our detailing of shortcomings and recommendations for change to curricular and pedagogical issues, since that is our purview. It must be recognized, however, that there are external barriers to implementing the recommendations, which must be addressed as essential to the achievement of the changes we envision:

1. There must be more faculty members to do the work involved. The number and proportion of full-time faculty must be increased.
2. The full-time faculty's workload must be reduced to levels more common in four-year colleges in the U.S., so that faculty will be able to devote the time outside the classroom to the work of planning and development.
3. The foregoing two conditions must be met in order to alleviate the problem of retaining the fine faculty, both part-time and full-time, we do manage to recruit.
4. The maximum number of students in many courses must be reduced to levels that enable more courses to be writing-intensive, if writing/communication skills and critical thinking abilities are to be enhanced.

There is little point in issue directives for curriculum review, increased outcomes assessment, faculty and curriculum development, and the like, if it is already known in advance that there are no resources to support change. To address the external barriers and make way for an increasingly vibrant and innovative general education program, the Institute must begin to make a serious investment in the academic enterprise, which is the core of Pratt's mission but which often is made secondary in importance to other initiatives.

Recommendations for change must be approved and carried out by the academic units responsible for the areas of instruction in question. As with assessment, a number of specific, sometimes quite local, recommendations emerge that can be grouped together in general categories:

1. The need for curriculum review and revision in most areas of the general education curriculum.
2. The need for faculty development opportunities in connection with curricular development.
3. The need for greater flexibility in the curriculum and in a student's ability to navigate it.
4. The need for more and better support for the uses of technology in the general education program.
5. The need for improved academic student services.
6. The need for new degree programs in SLAS (and perhaps other areas) as a way to raise standards across the general education curriculum.

VI. Conclusion—Next Steps

In the original charge to the Task Force, we were asked to consider five questions. In an educational institution, no answers to questions about teaching and learning should ever be considered final, but we feel we have done a thorough job of exploring the questions and proposing answers that are right for Pratt students and faculty at this time.

1. **What is most important for students to learn?** The starting point for this report is the statement of mission and goals for general education and the kind of breadth and specificity, the kinds of skills and abilities it needs to convey.
2. **Should the general education of Pratt students differ from the general education of students in liberal arts colleges?** The answer which emerges from our report is that like a good general education program at any kind of college, Pratt's program should strive to provide context, breadth, and flexibility. It needs to do so, however, with full awareness of our students' goals and aspirations and make useful, imaginative connections to students' professional training.
3. **What type of general education program will reflect the culture and values of the Institute and support its mission and vision, and how will it support accreditation requirements?** We assert that the kind of general education program we offer reflects the Institute's mission to give students the best possible professional training based on a strong foundation in the liberal arts and sciences. We hope that this review will help to sharpen the Institute's sense of its own mission and vision. The program as presently constituted satisfies NASAD requirements and helps the School of Architecture satisfy the NAAB requirements in writing. We want to go beyond accreditation standards and address the shortcomings that are detailed in the last section of this report.
4. **How can general education goals best be incorporated across the curriculum, creating a coherent educational experience?** The report reflects multiple answers to this question, addressing questions of coherence but also maintaining the need to create diversity, difference, and room for the unexpected in a student's course of study.

Next steps must include a response from the provost, with concrete plans for supporting faculty in addressing the issues that are raised in this document. We hope that the master academic plan will make it possible to implement some of the recommendations we make, once the faculty have reviewed and approved them.

APPENDIX A

Current Assessment of Student Learning in General Education

KNOWLEDGE AND APPROACHES TO KNOWLEDGE

Well-roundedness:

Foundational knowledge of the major areas of human thought and accomplishment: an understanding of the issues, questions, conflicts, concepts, and modes of inquiry of the arts, design, architecture, the social sciences, the humanities, and the sciences.

Expected Outcomes/Objectives

Methods for assessing outcomes

Foundation

Different modes of pictorial thought, design and structure integrated in all 4 disciplines (LCD , drawing, 3 dimensional design, 4 dimensional design). Bring a broad approach to large themes e.g. rhythm, pattern, light, point, line , plane, form, space. Investigation through practice in 50 different media used in 4 disciplines. 20 to 80 assignment in each field total of 80-200 different assignments over the year that creates a broad experience of these issues o

Exhibitions of student work and reviews by faculty, coordinators and chair of exhibitions and presentations
Reproductions as examples retained by faculty and department.
Student evaluations

SLAS—The Humanities

Graduates will:

Articulate clear and informed interpretations of literary texts

Demonstrate knowledge of basic typology of the forms and genres of literature and of the standard critical terminologies for analyzing and describing these literary forms and genres

Place the literary text in its intellectual, cultural, social, and historical contexts and take into account the contextual implications of the text.

Recognize literature's capacity to cultivate imagination and growth in self-knowledge, to nurture empathy, and to provide insights into various fields of knowledge and aspects of life.

In ESL and foreign language courses, achieve the appropriate degree of proficiency, with some beginning knowledge of history and culture.

Examples:

- Embedded assessment (assignments, projects, exams, etc.)
 - Portfolio assessment
 - Locally developed exams in specific areas
 - Successful completion of GenEd courses
 - Graduating student surveys
-

SLAS—Social Sciences

Graduates will demonstrate

- a) Knowledge of some major social science concepts
- b) Knowledge of some major social science models
- c) Knowledge of some major social science concerns

See above

SLAS—Physical and Biological Sciences

Graduates will know and be able to apply basic scientific principles.

See above

Students will be able to explain the use of the scientific method, including observation, hypothesis, experimentation, and deductive reasoning as applied with the natural and biological sciences.

- d) Students will be able to apply basic principles, concepts, and methods of the sciences to everyday life.

SLAS Mathematics electives

Graduates who complete math electives will know and be able to apply mathematical concepts.

See above

Freshman English Engl 100, 101, 102, 103, Wr 111, 112, CST 106, 107

To expose students to a balance of texts representing a full range of genres, including critical theory. In addition to choosing texts from a variety of genres, it is recommended that instructors choose texts from different historical periods (select some texts written prior to the 20th century) and cultural contexts, as well as to choose a theme for the course that is broad enough to allow the choice of a variety of texts and that can appeal to students of diverse interests. The exposure to a breadth of literary texts is important because these may be the only courses the students take at Pratt in which literature is studied.

- Review professors' syllabi to assure that chosen texts are representative of a range of genres, cultures, and historical periods.
- Successful completion of a variety of essays in which students analyze and engage this diverse body of texts.

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students in HA115 and HA116 will be able to:

- recognize, name, classify key monuments of art from Prehistoric through Gothic (HA115) and from the Renaissance through the Rococo (HA116)
- analyze visual elements (line, shape, value, texture, color, space) and design principles (balance, contrast, movement, economy, unity), using proper terminology,

Quiz/Midterm/Final exams slide identifications, comparisons of architecture, sculpture, and painting, testing the student's ability to observe, recognize, describe differences of style, and to interpret content/meaning. Essays, vocabulary definitions, short answer questions are also used.

- Museum paper assignment - onsite comparison/analysis of sculptures or paintings in New York museums, based on observation and

Expected Outcomes/Objectives

and to improve critical thinking skills by interpreting and evaluating the historical content of works of art

- research selected topics, using correct citation (HA116)

Methods for Assessing Outcomes

knowledge acquired in class and through assigned reading.

- Class Discussion indicating informed questions and comments.
- Research Paper on selected topics (HA116)

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students in HA215 and HA216 will be able to:

- recognize, name and classify key monuments of art history from Neoclassicism through Postimpressionism (HA215) and from Fauvism through Abstract Expressionism (HA216);

- analyze visual elements (line, shape, value, texture, color, space) and design principles (balance, contrast, movement, economy, unity) using proper terminology;

- demonstrate critical thinking skills by interpreting and evaluating the historical, social and political context of works of art;

- research selected topics, using correct citation and proper terminology.

Assessments used:

- Midterm/Final exams – consist of some combination of slide identifications; slide comparisons; thematic essay questions, vocabulary definitions, and short answer questions. These test the student's ability to observe, recognize and describe differences of style, and to interpret content/meaning.

- Museum Paper assignment – consist of onsite comparison/analysis of artworks in New York City museums, based on first-hand observation, together with knowledge acquired in class and through assigned readings.

- Class Discussion - indicating informed questions and comments.

Architecture Arch 106, 107, 208, 209

This sequence of courses in the history and theory of art and architecture focuses primarily upon Western Art and Architecture from the Neolithic to today, with some course content that examines Non-western histories as a method of providing context.

It provides introductory knowledge.

The sequence of courses builds skill levels and increases the complexities of fulfilling requirements over the course of the 4 semesters.

Arch 106 requires the submission of lecture notes, reading notes, and the taking of 2 exams with slide ID and short answers.

Arch 107, 208 and 209 each requires the submission of lecture notes, reading notes, 2 exams with slide ID and short answers and 2 research papers.

Sense of history:

knowledge of the history of ideas and values as well as contemporary thought and developments that shape the world's societies, our culture, and the students' lives and creative practice;

Foundation

History of ideas and theory brought into practice through example and analysis. Aesthetic experience conduit to other cultures and world views

Exhibitions of student work and reviews by faculty, coordinators and chair of exhibitions and presentations

Reproductions as examples retained by faculty and department.

Expected Outcomes/Objectives

Methods for Assessing Outcomes

Gallery and museum trips

Student evaluations

SLAS

Students are expected to demonstrate an understanding of the historical development of cultures over time and its relation to the present

Assignments/exams in world civ classes that test students' achievement of expected outcomes

Embedded writing and other assignments and exams

Freshman English

Instructors are advised to request that students read texts from diverse historical periods. The extent to which a "sense of history" can be gained from Freshman English is limited by the small amount of time these classes have to achieve all of their objectives.

- a. Review course syllabi and assignments
- b. Review student essays to see whether they have engaged with some pre-20th century texts.

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

•knowledge of chronological developments in art as related to historical periods and cultural/societal changes

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to demonstrate:

•knowledge of specific historical, social and political context that gives rise to, or is otherwise reflected by the works of art under consideration

Examples: Quiz/Midterm/Final exams, Class discussion, Research paper (HA 116)

Architecture Arch 106-107, 208, 209

This is a history course

Readings and slide ID in exams, in addition to papers

Multiple perspectives:

a critical understanding of verbal, and visual cultures in this society as well as in others from a multiplicity of perspectives, including western/non-western, and global/local.

Foundation

History of ideas and theory brought into practice through example and analysis. Aesthetic experience conduit to other cultures and world views

Crits & Exhibitions of student work and reviews by faculty, coordinators and chair in which over the course of the semesters students develop the tools and ability to talk about their work and others.

Reproductions as examples retained by faculty and department

SLAS

- Understanding of ones own perspective as a perspective
- Ability to engage sympathetically with ideas and points of view not ones own

- Embedded assessment: papers/projects/exams
 - Senior capstone projects or papers
 - Theses
 - Exhibits
 - Common essay questions that focus on theme topics from the three perspectives, natural sciences, social sciences and humanities.
 - Portfolio Assessment
-

Freshman English

Students are exposed to global literatures and cultures. Instructors are asked to teach texts produced in diverse cultural contexts, which necessarily entails discussion of issues of race, ethnicity, gender, and power. Many instructors teach classes focused on non-Western cultures, post-colonial themes, gender, or race. A course pack of recommended critical articles addresses issues of race, gender, ethnicity, and power.

The Freshman English handbook reads: "Students should be made aware that a multiplicity of critical perspectives exists (e.g. feminist, Marxist, psychoanalytic), that they often interpenetrate and overlap, and that critical perspectives and theories are flexible tools for thinking.

Students are continually called upon to demonstrate the connections between the visual and verbal domains. The entire program emphasizes the need "to draw upon and address, where possible, the specific talents and needs of Pratt students," and hence to integrate the verbal and the visual in the curriculum.

To teach students how to do a close reading of any text, visual or verbal. Part of this process includes making students aware that texts are constructions, that language and power are intertwined, and that texts need to be considered as social and historical documents."

To encourage students to see the possibilities of bringing the critical thinking skills they apply to texts to their own artistic fields, and, ultimately, to the world at large. Students need to be shown how writing is useful in other artistic disciplines in both thinking through conceptual design problems, and in turning them into more articulate artists.

To encourage students to begin to use models of thinking and analysis derived from critical theory to analyze texts. A major benefit of integrating theory and criticism into the course is that the students are made aware that the issues they are thinking through in the classroom are part of a larger dialogue. They are also made aware that "theory" is not a remote,

- Review syllabi and assignments
- Review student essays

intentionally obscure discourse, but is rather the verbal recording of the process of thinking. *Theory is one of the key ways that the Freshman English curriculum connects to courses taught in other departments at Pratt.*

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students are expected to demonstrate:

Examples: Quiz/Midterm/Final exams; Class discussion

- knowledge of western/non-western cultural/societal practices and beliefs influencing expression in the art(s) of the periods covered

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to demonstrate:

Examples:

- knowledge of cultural and social practices and beliefs influencing specific forms of expression in the visual art(s) of the periods covered.

- Midterm/Final exams, Class Discussion, Museum Paper

Architecture

Arch 106 covers African and Islamic architecture.
 Arch 107 has about 1/3 of the course material that deals with non-western traditions.
 Arch 208 and 209 deals with colonial and post-colonial architecture and culture.

Exams, reading notes, lecture notes

Student Affairs

Students in service and international experiences are expected to:
 Discuss the impact of diversity on society
 Articulate the advantages and challenges of a multicultural society

- Alternative Spring Break
- Global Learning Community
- Study abroad and exchange
- Community service learning projects

Interdisciplinarity (Integration of knowledge)

a recognition of the interrelationships among disciplinary bodies of knowledge, of the interdependence among disciplines, and of the coherence among ways of knowing.

Foundation

Interaction between disciplines in identifying themes and connections between disciplines.

4D is inherently promiscuous in its influences and resources music, written culture, performance, film all contribute to work , In 3d functionality and

- Exhibitions of student work including time based media and reviews by faculty, coordinators and chair of exhibitions and presentations
- Reproductions as examples retained by faculty and department.
- Student evaluations.

aesthetic issues play off one another. LCD uses written word and music as sources for metaphor and pattern. Drawing uses metaphor and narrative to extend into imaginative representation

SLAS

Students are expected to:

Relate theory, principles, and content from one discipline to another

Embedded writing assignments, final projects, exams, presentations

Exit interviews

Freshman English

Same as Multiple Perspectives above

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students are expected to demonstrate:

•knowledge of western/non-western cultural/societal practices and beliefs influencing expression in the art(s) of the periods covered

Examples:

- Quiz/Midterm/Final exams
 - Class discussion
-

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to demonstrate:

•recognition of historical, social and political, as well as literary and philosophical expressions that mirror the visual art(s) of the periods covered.

Examples:

- Midterm/Final exams
 - Class Discussion
 - Museum Paper
-

Architecture Arch 106, 107, 208, 209

These courses deal primarily with architecture history, but also art, social and science history. The lectures regularly refer to historical events in other areas as a means of providing context. There are also lectures given by practicing professionals which link the historic period with contemporary architectural issues.

Exams, reading notes, lecture notes

INTELLECTUAL, ARTISTIC, AND OTHER PROFICIENCIES

Understanding (Critical Reading/Comprehension):

visual and textual literacy defined as the ability to critically read the products of visual and verbal culture. Students develop and refine the ability to articulate a critique of their own work as well as that of others;

Foundation

Background in major concepts in western design (LCD / 3D) Narrative structures 4 D
 Modes of spatial organization in representations of 3D in 2D in drawing (including vanishing point and parallel perspective, value systems modes of appearance, modes of color , aspects of color, dimensions of form point, line, plane, enclosed and open form etc, manipulation of 3 dimensional form with an awareness of formal and material properties

Crits and discussions and one on one interactions
 Exhibitions of student work and reviews by faculty, coordinators and chair of exhibitions and presentations
 Student evaluations

SLAS

Students will be able to understand, interpret, and critically evaluate ideas presented in a variety of creative formats, including visual, written, and verbal.
 Students will be able to articulate a critique of their own work
 Understand some of the methods of perceiving, studying, and criticizing artistic phenomena
 Write critical evaluations of works of art taking into account their cultural contexts

--Embedded assessment: reviews by faculty, coordinators and chair of exhibitions and presentations
 ----Senior project, or paper
 Student evaluations
 --Exit surveys

Freshman English

To teach students basic critical thinking skills. While “critical thinking” can be defined in many ways, one way of explaining it is that students are made aware, for example, that representation is not reality and thus requires analysis.
 To teach students how to do a close reading of any text, visual or verbal. Part of this process includes making students aware that texts are constructions, that language and power are intertwined, and that texts need to be considered as social and historical documents.
 To lead students to understand the connections between texts, and to think and write about texts in dialogue with each other. Professors

- a. Review syllabi and assignments
- b. Review student essays
- c. Successful completion of course sequence

should aim for as interesting a juxtaposition of texts as possible.

To encourage students to begin to use models of thinking and analysis derived from critical theory to analyze texts. A major benefit of integrating theory and criticism into the course is that the students are made aware that the issues they are thinking through in the classroom are part of a larger dialogue. They are also made aware that “theory” is not a remote, intentionally obscure discourse, but is rather the verbal recording of the process of thinking. Theory is one of the key ways that the Freshman English curriculum connects to courses taught in other departments at Pratt.

To teach students how to criticize their own and others’ work.

To encourage students to see the possibilities of bringing the critical thinking skills they apply to texts to their own artistic fields, and, ultimately, to the world at large. Students need to be shown how writing is useful in other artistic disciplines in both thinking through conceptual design problems, and in turning them into more articulate artists.

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students are expected to:

- discuss and compare art works, using correct terminology

Examples:

- Museum paper (HA 115)

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to:

- discuss and compare works of art, using correct citation and proper terminology.

Examples:

- Museum Paper

Architecture Arch 106, 107, 208, 209

The primary focus is visual literacy of the historic record. The method is via exposure to the visual artifacts but also readings to interrogate the theory of the period. Thus visual and textual are linked.

Exams, reading notes, lecture notes

Question and analysis (Critical/Analytical Thinking and Problem solving):

the ability to engage in critical, independent, thinking defined broadly to include:

- posing questions and problems;
- making and testing hypotheses;

- gathering and critically evaluating evidence from various sources and the logic of arguments;
- organizing, synthesizing, and applying information to arrive at well-reasoned conclusions and solutions; and
- using knowledge and understanding to raise and explore new questions;

Foundation

Solutions to problems in curriculum that explore the distances between intention, process, and result
Clarity and inventiveness

Crits and discussions and one on one interactions
Success measured against past as well as presentation
Exhibitions of student work and reviews by faculty, coordinators and chair of exhibitions and presentations
Student evaluations

SLAS

Students will be able to understand, interpret, and critically evaluate ideas presented in a variety of creative formats, including visual, written, and verbal.

Students will be able to articulate critique of their own work

Understand some of the methods of perceiving, studying, and criticizing artistic phenomena

Write critical evaluations of works of art taking into account their cultural contexts

- MUST construct well-argued papers!.

NO RUBRICS!!!!!!!
--Student evaluations
--Student surveys

Freshman English

Students should complete English 101 being able to write a coherent, thesis-centered essay of at least 5 pages in length, expressing an original point of view, with relatively few grammatical and mechanical errors, using the MLA style of documentation.

To teach students basic critical thinking skills. While "critical thinking" can be defined in many ways, one way of explaining it is that students are made aware, for example, that representation is not reality and thus requires analysis.

To move students away from the rigid essay forms they may have learned in high school that limit creative analytical thought or foster rigidity. To do this, students need to be led to appreciate how writing is a form of and tool

Student essays
Oral presentation
General communications skills in class discussion.

Synthesis: Essays that demonstrate the ability to apply concepts in new contexts, to integrate ideas from different texts and theoretical frameworks to new problems.

for thinking, while remaining aware of logic and structure.

To lead students to understand the connections between texts, and to think and write about texts in dialogue with each other. Professors should aim for as interesting a juxtaposition of texts as possible.

To encourage students to begin to use models of thinking and analysis derived from critical theory to analyze texts. A major benefit of integrating theory and criticism into the course is that the students are made aware that the issues they are thinking through in the classroom are part of a larger dialogue. They are also made aware that “theory” is not a remote, intentionally obscure discourse, but is rather the verbal recording of the process of thinking. Theory is one of the key ways that the Freshman English curriculum connects to courses taught in other departments at Pratt.

While personal writing is useful for building students’ confidence and getting them started, we should encourage students to take a position on texts and issues that is analytical as well as personal.

To teach students that writing is a process. The most difficult challenge students face in the Freshman English sequence is developing topics and arguments. Assigning short writing assignments and asking students to freewrite about provocative questions is an excellent way to get them to brainstorm ideas for longer essays. It is particularly crucial to communicate that the writing process can be clumsy, and proceeds in overlapping stages.

Synthesis: To lead students to understand the connections between texts, and to think and write about texts in dialogue with each other. Professors should aim for as interesting a juxtaposition of texts as possible.

To encourage students to begin to use models of thinking and analysis derived from critical theory to analyze texts. A major benefit of integrating theory and criticism into the course is that the students are made aware that the issues they are thinking through in the classroom are part of a larger dialogue. They are also made aware that “theory” is not a remote, intentionally obscure discourse, but is rather the verbal recording of the process of thinking. Theory is one of the key ways that the Freshman English curriculum connects to courses taught in other departments at Pratt.

Students should be made aware that a multiplicity of critical perspectives exists (e.g. feminist, Marxist, psychoanalytic), that they often interpenetrate and overlap, and that critical perspectives and theories are

flexible tools for thinking. Reading materials will be provided for professors who may need suggestions on fulfilling this objective.

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students are expected to:

- analyze and interpret visual, stylistic clues in order to identify the origin and date of specific works of art
- describe accurately what they observe in an art work, relating the description to facts concerning the period in which the work was made, referencing materials, techniques, utilitarian function if any, and why this work is representative of a period or movement, and the artist, wherever applicable

Examples:

- Museum paper (HA 115)
 - Research paper (HA 116)
 - Class discussion
-

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to:

- analyze and interpret visual, stylistic clues in order to identify the origin and date of specific works of art;
- describe accurately what they observe in a work of art, relating the description to facts concerning the period in which the work was made; referencing materials, techniques, and context of work of art's creation; and explaining how this work is representative of a period, movement or style, or of the given artist, as applicable.

Examples:

- Museum Paper
 - Class Discussion
-

Architecture: Arch 106, 107, 208, 209

The level of analysis slowly builds. The final semester deals primarily with architectural theory, and the issues of criticality become more pronounced.

The lectures, readings and seminars are set up to guide the students through this process. The whole sequence is with this in mind.

Synthesis: The work of this course is primarily in art and architecture. The synthesis of information/knowledge from other disciplines is not a high priority. However, there is significant context given in historical, social and scientific developments, and students are asked to make connections.

Exams, reading notes, lecture notes and especially the research papers and discussions in seminar sections.

Student Affairs

- All Students are expected to:

Roommate contracts and mediations

Expected Outcomes/Objectives**Methods for Assessing Outcomes**

Engage in solving conflicts
Balance personal needs with the needs of others
Apply knowledge, experience and resources to resolve issues and solve problems

- Student Leaders are expected to:
Describe and evaluate floor and/or group community dynamics
Apply knowledge, experience and resources to resolve issues and solve problems

Floor community standards and discussions
Student conduct data
Advising and supervision of student leaders and groups
Self-reflection activities

Creativity (Creative Thinking):

the ability to think creatively, to use one's talents and vision to generate innovative ideas and/or solutions; understand and employ poetic, metaphorical and figurative speech, thought and representation;

Foundation

Problems in all 4 disciplines explore the metaphorical in visual thought. Drawing is plastic metaphor, LCD explores the metaphorical qualities of color, design and observation

Clarity and inventiveness of work
Crits, discussions and one on one interactions
Success measured against past as well as presentation
Exhibitions of student work and reviews by faculty, coordinators and chair of exhibitions and presentations
Student evaluations

SLAS

CritViz, Soc Sciences, and Humanities curricula
Freshman English; Writing courses
Literature courses; A variety of other courses

Successful completion of a variety of courses
For majors, reviews by faculty of senior projects
Student evaluations

Freshman English

Students are exposed to such concepts as form, poetics, and metaphor, as well as other concepts relevant to the discussion of the creation of a literary text, film, or image.

To the extent that analytical writing and close reading can also be considered "creative," this course encourages this form of creativity.

Students are using more varied and advanced vocabulary in their studio classes for presenting their own work. Perhaps have students in studio classes write a statement and give an oral presentation to accompany their work.

Effective Communication

the ability to effectively express ideas, facts, arguments, and opinions using written, oral, visual, and other formats;

Foundation

Crits and presentation in classes. Written papers

Crits and discussions and one on one interactions
 Success measured against past as well as presentation
 Exhibitions of student work and reviews by faculty, coordinators and chair of exhibitions and presentations
 Student evaluations

SLAS Written

Other courses that are writing intensive or presentation intensive
 Graduates will be able to communicate effectively in writing
 Evaluate and organize ideas for oral presentations
 Communicate through public speaking by delivering effective speeches that inform, persuade, or commemorate others

Embedded Assessment—essays, informal writing, exams where appropriate.
 Surveys
 Portfolio Assessment

SLAS Oral

Graduates will be able to communicate effectively orally
 Evaluate and organize ideas for oral presentations
 Communicate through public speaking by delivering effective speeches that inform, persuade, or commemorate others

In-class presentations
 Crits
 Exit interviews

SLAS Visual and other formats

Graduates will be able to communicate effectively in visual, kinesthetic, or other formats

Crits
 Final thesis crits

Freshman English

Writing: Goals outlined under Question and Analysis section above

Student essays

Expected Outcomes/Objectives**Methods for Assessing Outcomes**

Oral: Students should have the opportunity to practice oral presentation skills (beyond participation in class discussion) by being asked to do an oral presentation at some point during the semester. How this is done is left to the discretion of the professor.

Oral presentation
General communications skills in class discussion.

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students are expected to:

- express clearly and concisely in writing, information about art works of specific periods, using facts to support their observations and arguments

Students are expected to:

- discuss in class the art that is being introduced/reviewed, and to ask cogent questions that indicate an understanding of the principles underlying the work(s)

Examples: •Quiz/Midterm/Final exams

- Class discussion
 - Museum paper (HA 115)
 - Research paper (HA 116)
-

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to:

- express clearly and concisely in writing, information about works of art from specific periods, using facts to support their observations and arguments.

- discuss in class the works of art that are being taught, and to ask cogent questions that indicate an understanding of the principles underlying them.

Examples:

- Midterm/Final exams
 - Class Discussion
 - Museum Paper
 - Class Discussion
-

Student Affairs

Student Leaders are expected to:

Describe incidents accurately and objectively both verbally and in writing

All students are expected to:

Engage in solving conflicts

Balance personal needs with the needs of others

Apply knowledge, experience and resources to resolve issues and solve problems

Explain policies and procedures

Describe incidents accurately and objectively both verbally and in writing

Advising and supervision of student leaders and groups

Roommate mediations
Floor community standards and discussions

Student conduct

Evaluation of RA performance by residents

Self-reflection activities

Research/Information Literacy

the ability to make effective and ethical use of information resources and do research: locating, evaluating, and organizing, information and using it in the creation of one's own work;

Foundation

Research is required in all disciplines with visual, verbal, and written presentation

Exhibitions of student work and reviews by faculty, coordinators and chair of exhibitions and presentations
Student evaluations

SLAS

Ability to do research for sources that are NOT internet-based (i.e. published and peer-reviewed sources)
- Demonstrate the ability to do research and write a paper without google or wikipedia

--Embedded assessment: essays, projects, exhibitions, exams, etc.
--Senior thesis or project
--Capstone courses for majors

Freshman English

Students almost universally have difficulty integrating quotations into their own arguments. They need to learn how to choose quotes that support their arguments, explain a quote's original context, introduce quotes with signal phrases, and how to properly cite a quote and avoid plagiarism.

To teach students how to properly cite quotations and others' ideas, and to create bibliographies.

One assignment should involve students using resources at the Pratt library. From there, students can be directed to New York City public libraries or to the consortium of academic libraries in Brooklyn, where they have access and borrowing privileges: Brooklyn College, Long Island University, Medgar Evers College, New York City College of Technology, Polytechnic University, St. Francis College, and St. Joseph's College.

Every English 101 class must attend a mandatory orientation session at the Pratt Library introducing students to the library's resources, including its ever-expanding collection of online databases. An excellent way to fulfill the research objective of this class is to design an assignment to work in conjunction with this orientation session, perhaps even notifying the librarian of your syllabus and assignment in advance so that he or

Essays involving a research component that requires a demonstration of these skills.

Embedded assessment: essays, projects, exhibitions, exams, etc.
--Senior thesis or project
--Capstone courses for majors

she can address those during the session.

Citing sources and an accompanying list of works cited. Freshman English professors have agreed to use the MLA parenthetical style of citation (“in-text” citations), while alerting students to the fact that different disciplines use different citation methods (see Hacker, pp. 410-435).

Learning how to sort through and be skeptical about internet sources, and to avoid the temptation to plagiarize internet sources.

Understanding and avoiding plagiarism and the specifics of the Pratt academic integrity policy. The Pratt Academic Integrity policy should be included in every syllabus.

History of Art Survey(s) HA 115 (Prehistoric-Gothic),

HA 116 (Renaissance-Rococo)

Students are expected to:

- engage in research on assigned topics, drawing upon primary and secondary sources for factual information, and to correctly cite verifiable references in support of the work
- offer opinion as an ancillary component to the research, where applicable

Examples: References to assigned reading; Museum paper (HA 115); Research paper (HA 116); Evidence of citation from assigned reading, selected bibliography, and electronic sources

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to:

- engage in research on assigned topics, drawing upon primary and secondary sources for factual information, and to correctly cite verifiable references in support of their interpretations;
- offer informed and relevant opinions as an ancillary component to the research, as applicable.

Examples:
assigned reading

•Museum Paper

•Evidence of citation from assigned reading and selected bibliography

Architecture

The early semesters are heavily driven by the lectures and text books. The last two years, with Arch 209 in particular, require more in-depth use of research skills.

There is in-depth discussion about plagiarism.

Essay questions on exams and research papers.

We would like to introduce “turnitin.com” to accurately identify plagiarized materials.

Technological Literacy

Foundation

4 d uses computer throughout curriculum

Grades quality of work; Coordinators review; Collect examples

SLAS

Students are expected to:

- a) Demonstrate basic math skills
- b) Use computers and other technology effectively

Embedded assessment: essays, projects, exhibitions, exams, etc., almost all of which use technology in the completion of assignments and final projects.

Freshman English

Expected Outcomes/Objectives

Students almost universally have difficulty integrating quotations into their own arguments. They need to learn how to choose quotes that support their arguments, explain a quote's original context, introduce quotes with signal phrases, and how to properly cite a quote and avoid plagiarism.

To teach students how to properly cite quotations and others' ideas, and to create bibliographies.

One assignment should involve students using resources at the Pratt library. From there, students can be directed to New York City public libraries or to the consortium of academic libraries in Brooklyn, where they have access and borrowing privileges: Brooklyn College, Long Island University, Medgar Evers College, New York City College of Technology, Polytechnic University, St. Francis College, and St. Joseph's College.

Every English 101 class must attend a mandatory orientation session at the Pratt Library introducing students to the library's resources, including its ever-expanding collection of online databases. An excellent way to fulfill the research objective of this class is to design an assignment to work in conjunction with this orientation session, perhaps even notifying the librarian of your syllabus and assignment in advance so that he or she can address those during the session.

Citing sources and an accompanying list of works cited. Freshman

Methods for assessing outcomes

Essays involving a research component that requires a demonstration of these skills.

English professors have agreed to use the MLA parenthetical style of citation (“in-text” citations), while alerting students to the fact that different disciplines use different citation methods (see Hacker, pp. 410-435).

Learning how to sort through and be skeptical about internet sources, and to avoid the temptation to plagiarize internet sources.

Understanding and avoiding plagiarism and the specifics of the Pratt academic integrity policy. The Pratt Academic Integrity policy should be included in every syllabus.

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students are expected to:

- use the computer and word-processing software effectively when writing reports
- use graphics/photographs to illustrate images referenced in the reports

Examples:

- Museum paper, essays, etc
- Evidence of electronic sources used in research and properly credited

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Expected Outcomes/Objectives

Students are expected to:

- use the computer and word-processing software effectively when writing papers.

Methods for assessing outcomes

Examples:

- Museum Paper

Architecture

Use of the computer in research is part of History/Theory sequence.

No specific means of assessment

Collaboration

experience in working effectively on teams to collaboratively solve problems.

Foundation

Group Projects in 3 dimensional design, LCD and 4 dimensional design

Faculty and coordinator evaluation; Effectiveness of final project
Student evaluations

SLAS

Students are expected to demonstrate:

The ability to work as part of a team/group, to learn and teach cooperatively, to develop an appreciation of individual differences, and to assess one's own and others' roles in a working group.

Faculty and coordinator evaluation

Student evaluations

Freshman English

Many professors ask students to work in groups to solve problems during the course of a normal lesson.

Student Affairs

Student leaders are expected to demonstrate:

Increased skill in resolving/mediating challenges in group functioning and dynamics and understanding of aspects of positive group functioning and ways in which that process may be facilitated.

- Demonstrated through participation in and reflection of successful aspects of team-building activities (list at least 5 characteristics of successful activities and explain why they are important); ability to describe steps of successful conflict resolution and mediation; to list culturally-based factors that can affect group dynamics and conflict among individuals or in groups; to describe campus and individual resources to assist in problem-solving; to list and explain the various roles individuals may play in a group; to engage in a model of and be able to explain the process of creating group or community norms and goals; and to demonstrate skills used in reflective or active listening.
 - Increased understanding of skills necessary to manage effective running of student groups or organizations
 - Demonstrated through ability to create a list of goals for oneself or one's organization for the current academic year; to list characteristics of realistic and achievable goals; to communicate those goals and other necessary concepts in writing and orally; to create a sample agenda for an organization meeting; to create a model schedule of one's regular time commitments that incorporates sufficient time for sleeping and meals; and to create a budget (for oneself or one's organization) that facilitates the achievement of goals and the responsible expenditure of resources.
-

Completion of activities in leadership workshops and trainings, student evaluations of workshops and trainings

Advising and supervision of student leaders and groups

Self-reflection activities

VALUES

Freedom of expression

commitment to free inquiry and intellectual and artistic discovery;

Foundation

Last part of the semesters spent in the students developing their own problems and solutions

Crits and discussions and one on one interactions
Success measured against past as well as presentation

SLAS

Students are expected to demonstrate:
Respect for intellectual and artistic freedom
Show an acceptance of the range of diversity of creative expression (art project in the subway)

Performances and other exhibitions of student work
.Successful completion of these courses
Student evaluations

Freshman English

In their speech and writing, students are encouraged to take strong positions on issues that are logical and supported by evidence. An array of analytical and critical thinking goals encourage students to question everything, to not take any statement or text for granted as “truth” without submitting it to questioning.

Essays in which the student develops a strong voice or position on an issue.
Essays which students execute without explicit direction or guidance from the professor in the form of an assignment.

Many literary and critical texts the students read and discuss concern issues relating to freedom, language, and expression.

Creativity

an understanding and appreciation of creativity for its own sake and as an agent of change;

Foundation

All disciplines – play and exploration of creation. Nothing into something

SLAS

A variety of courses in literature, music, performing arts, media; in critical theory, aesthetics, and others

Successful completion of courses
Embedded assignments, including performances, final projects, other

Practice creation of art

assignments and exams, including projects which unite theory and practice.

Student evaluations

Freshman English

Students are exposed to an array of texts and ideas that have emerged from contexts upon which they have had an impact. They are thus exposed directly to the idea that creativity is “an agent of social change.” In terms of being exposed to the notion that creativity is valuable “for its own sake,” students study texts that have been produced by humans who were attempting to deal with precisely that, the question of being human. They are taught Aristotle’s claim that just as bees make honey, man is a “born imitator.”

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students are expected to:

- revise and expand their knowledge base, gaining a broader perspective of the different forms of expression represented in art at various times in history, including the impact art has had upon social and political thought

Examples:

- Quiz/Midterm/Final exams
- Class discussion
- Museum paper (HA 115)
- Research paper (HA 116)

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to:

- revise and expand their knowledge base, gaining a broader perspective of the different forms of expression represented in works of art from various periods, including the impact art has had upon social and political thought.

Examples:

- Midterm/Final exams
- Class Discussion
- Museum Paper

Student Affairs

Student Leaders are expected to demonstrate:
Increased ability to communicate the characteristics of and foster the development of a creatively nurturing environment for self and others

- Demonstrated through the ability to identify and create multiple interpretations of or solutions to projects/problems/designs; to identify techniques for motivating individuals and groups; to create an environment/atmosphere/group dynamic that supports the creation of innovative and diverse pieces, projects, and products; and to plan

Completion of activities in leadership workshops and trainings, student evaluations of workshops and trainings

Advising and supervision of student leaders and groups

and outline the steps of a change process and predict potential problems and possible solutions.

Sustainability

an understanding of the impact of human activities on the natural environment and a commitment to sustainability;

Foundation

Crits, other embedded methods

SLAS

Students are expected to demonstrate:

Embedded assignments, projects, and exams

- An understanding of the major environmental issues and human impacts on the environment.

Freshman English

Nothing formal is in place, although many texts deal with the relationship between humans and nature as mediated by technology and science; the ethics of the relationship between humans and their environments, etc.

Acceptance of diverse cultures

an understanding of human differences and diverse viewpoints based on ethnicity, race, social class, gender, and sexual identity, as well as respect for the differences among cultural and geographical perspectives;

Foundation

Socialization in class

Quality of class time; Crits and other embedded assessment.

SLAS

Students are expected to demonstrate

- a) Understanding of and respect for those who are different from oneself
 - b) Ability to recognize and understand the implications of various social structures and the ways people are grouped by such characteristics as status, race, ethnicity, gender, and sexual identity
-

Freshman English

See "Multiple Perspectives" section above

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students are expected to:

- view the differences in works of art, with respect to the periods and diverse cultures that produced the art, while avoiding judgmental decision-making that can interfere with objective analysis and fact-finding

Examples: Class discussion; Written descriptions that reference a diversity of viewpoints in an analysis or comparison

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to:

- view the differences in works of art, with respect to the specific periods and diverse social and historical contexts that produced them, while avoiding judgmental decision-making that can interfere with objective analysis and fact-finding.

Examples:

- Class discussion
 - Written descriptions that reference a diversity of viewpoints in an analysis or comparison
-

Student Affairs

All students are expected to demonstrate:

Knowledge about people different from oneself

Description of self and differences from others

Ability to bridge differences in order to learn, solve problems and live together

EBI/ACUHO-I Resident Survey data

Residence hall community data: programming, roommate mediations

Floor community standards and roommate contracts

Student Leaders are expected to demonstrate:

Increased knowledge and understanding of diverse groups' identities, cultures, norms, and values

- Demonstrated through ability to describe culturally-based aspects of communication and use them to communicate effectively with diverse groups of people; to describe one's own cultural norms and values and understand how they can affect one's actions and perceptions; to utilize empathy skills to take on the perspective of someone from a culture or group different from one's own; and to describe the characteristics of constructive feedback and the skills to use in giving feedback.

Completion of activities in leadership workshops and trainings, student evaluations of workshops and trainings

Participation in service events; cultural and diversity programs, clubs and communities

Ethics

the ability to relate to others, to one's work, and to the world at large in a thoughtful and responsible fashion by reflecting on one's responsibilities to oneself and to society, and by making choices based on ethical considerations;

Foundation

Critiques and presentations of work underway and finished
 Content of presentation
 Grade

SLAS

Students are expected to demonstrate

- a) A recognition of the moral dimensions of decisions and actions

Freshman English

Most literary texts in one way or another take up questions related to ethics. Ethics is perhaps the most dominant theme of world literature, explored in the most complex and personal of ways.

Evidence in student writing and class discussion that students have absorbed the issues and have thought about them.

Evidence that students realize ethics is not merely intellectual (a topic for class debate) but also personal, and thus exhibit respectful, considerate behavior towards their peers and professors.

History of Art Survey(s) HA 115 (Prehistoric-Gothic), HA 116 (Renaissance-Rococo)

Students are expected to:

- evaluate the effectiveness of a work of art in conveying/influencing ideas, and perhaps, incidentally, see some relationship of the art to their own creative efforts
- perform their responsibilities as students in an ethical manner

Examples:

- Responsible handling of assignments, incorporating ethical standards (no plagiarism, adequate study for exams, good attendance, etc.)
- Class discussion

History of Art Survey(s) HA 215 (19th Century), HA 216 (20th Century)

Students are expected to:

- evaluate the effectiveness of a work of art in conveying/influencing ideas;
- perform their responsibilities as students in an ethical manner.

Examples:

- Responsible handling of assignments, incorporating ethical standards (no plagiarism, adequate study for exams, good attendance, etc.)
- Class discussion

Student Affairs

All students are expected to:

Weigh rights and interests of others when making decisions

Take responsibility for their actions

Student leaders are expected to demonstrate:

Increased knowledge of self, understanding of one's potential impact on others, and ability to define own values and goals

- Demonstrated through ability to describe one's purpose and goals (including career goals) and to list steps necessary to achieve those goals; to reflect on one's actions and decisions and describe the potential effect they may have on others; and to list at least 5 key values one holds and describe how those values affect the manner in which one thinks and acts in day-to-day life (through a narrative reflection?).

Increased understanding of the aspects of responsible and engaged citizenship in a community

- Demonstrated through ability to describe characteristics of ethical decision-making (including scenarios?); to articulate at least 5 critical social concepts affecting students and student populations; and engagement in actions or activities to positively contribute to larger community and participation in facilitated reflection of that experience (service-learning project).
-

Floor community standards and roommate contracts

Student conduct data

Completion of activities in leadership workshops and trainings, student evaluations of workshops and trainings

Advising and supervision of student leaders and groups

APPENDIX B

Initial Assessment of the Current General Education Program and Recommendations for Change

KNOWLEDGE AND APPROACHES TO KNOWLEDGE	Currently in Place	Insufficiencies/Gaps	Recommendations for Change
<p>1. Foundational knowledge in major areas of human thought and accomplishment:: an understanding of the issues, questions, conflicts, concepts, and modes of inquiry of</p> <p>The arts, design, architecture,</p> <p>the social sciences</p> <p>the humanities</p> <p>the sciences</p>	<p>SLAS: Distribution requirements</p> <p>Elective requirements</p> <p>Found. Different modes of pictorial thought, design and structure integrated in all 4 disciplines (LCD, drawing, 3-dimensional design, 4-dimensional design). Non-historical point of view. Investigation through practice</p> <p>Med. Arts.</p> <p>Foundation Program</p> <p>SLAS requirements</p>	<p>Unfamiliarity, (and even discomfort) with conceptual thinking about the contemporary world</p> <p>Lack of depth and breadth</p> <p>Lack of coherence in liberal arts electives; lack of sequencing and of ways for students to organize their I.a. requirements in relation to their majors.</p>	<p>-Increase liberal arts requirements: Add two credits to I.a. elective requirements, so that students can take 4 courses.</p> <p>--Give students more choice in selecting courses; a general review of the rest of the Pratt curricula should follow this review of the general education program</p> <p>-Offer opportunities for students to organize their I.a. elective credits into minors (disciplinary or interdisciplinary).</p> <p>-Do a better job of advising students re offerings.</p> <p>-Create more courses that are team taught across departments, like Eco-Metropolis.</p> <p>--keep the professional advising offices for registration advising but begin to institute a system of faculty academic advising, especially if students are to be given more choices, opportunities for minors, etc.</p>
<p>2. Sense of history: knowledge of the history of ideas and values as well as contemporary thought and developments that shape the world's societies, our</p>	<p>SLAS: World Civs Requirement</p> <p>Many other courses across the disciplines</p> <p>Med. Arts: History of Film</p> <p>History of Photography</p>	<p>A lack of an historical context with regard to both art history and history in general. It is very difficult to identify a common pool of knowledge in a class of students who have theoretically taken similar or identical course requirements.</p>	<p>Possible solutions: a) Advising changes (see above) and increased support for interdisciplinary curricula and teaching as discussed by Katarina. b) Possible need to rethink the SLAS core curriculum (work begun by SLAS curriculum committee).</p>

Currently in Place

Insufficiencies/Gaps

Recommendations for Change

KNOWLEDGE AND APPROACHES TO KNOWLEDGE	Currently in Place	Insufficiencies/Gaps	Recommendations for Change
<p>culture, and the students' lives and creative practice;</p>	<p>(H of A&D)</p>	<p>Unfamiliarity, (and even discomfort) with conceptual thinking about the contemporary world</p> <p>Lack of knowledge of the past</p> <p>Little coherence in student's navigation of SLAS electives. --the logistical and institutionalized difficulty in team-teaching or creating interdisciplinary curricula (e.g. a course on Marxism, Labor Movements, and Film).</p> <p>Inconsistency and incoherence in the world civilizations sequence. Difficulty with a predominantly part-time faculty to review a curriculum that has existed in without review or attention since time immemorial.</p> <p>Part time teachers are isolated, unsupported and pressed by the resource constraints faced by all our part time faculty.</p> <p>It is impossible to visit, observe, review or mentor young faculty.</p>	<p>Faculty seminars to educate faculty and establish common practices and consistent standards in large multi-section courses like freshman English and world civilizations</p> <p>Create links between art/design/architectural history and history courses offered in social science department. Add new courses, especially in ancient and medieval history.</p>
<p>3. Multiple perspectives: a critical understanding of verbal, and visual cultures in this society as well as in others from a multiplicity of perspectives, including western/non-western, and global/local;</p>	<p>SLAS: Freshman English sequence</p> <p>Cultural studies and CritViz courses across disciplines</p> <p>Western/ NonWestern courses in E&H and SS&CH</p> <p>Globalism courses across disciplines</p> <p>Med Arts: Summer Abroad Program in Tuscany</p> <p>Ways of Seeing Cinema</p> <p>Contemporary Issues in Film &</p>	<p>The idea of the importance of multiple perspectives, is frequently greeted with resignation or outright resistance. Some students question its relevance to them, rather than questioning their own complacency.</p>	<p>We do this increasingly well., but we need to pay attention to the comment in the Senate meeting that we should consider race, gender etc. as epistemological categories, not simply values. That observation clarifies the fact that we have a lot to do in the area of race and gender, in particular, but we are increasing our offerings. What is needed is faculty development opportunities to create interest and generate new ideas for the curriculum.</p> <p>We need a curriculum development effort similar to WAC to encourage and</p>

Currently in Place

Insufficiencies/Gaps

Recommendations for Change

KNOWLEDGE AND APPROACHES TO KNOWLEDGE	Currently in Place	Insufficiencies/Gaps	Recommendations for Change
	<p>Video</p> <p>Contemporary Issues in Photography?</p> <p>Pratt Film Society Course</p> <p>(All of the above are Institute wide electives)</p>		<p>inspire faculty in disciplines that do not think they have much to do with social categories to think differently about these issues in their courses.</p>
<p>Interdisciplinarity: a recognition of the interrelationships among disciplinary bodies of knowledge, of the interdependence among disciplines, and of the coherence among ways of knowing.</p>	<p>SLAS: A wide range of interdisciplinary courses across SLAS departments and between SLAS and other Institute departments</p> <p>St Affairs: Alternative Spring Break</p> <p>Stabile International Learning Community</p> <p>Study abroad and exchange</p>		<p>Create more interdisciplinary courses; the provost's initiative on this is a start.</p> <p>Examine barriers that keep Art and design students from taking all-Institute electives for which they are qualified in areas of the curriculum outside their own school.</p>

INTELLECTUAL, ARTISTIC, AND OTHER PROFICIENCIES			
<p>1. Understanding: visual and textual literacy defined as the ability to critically read the products of visual and verbal culture.</p> <p>Students develop and refine the ability to articulate a critique of their own work as well as that of others;</p>	<p>SLAS: Freshman English sequence CritViz courses Writing courses Other courses across disciplines involving analysis and critique Found: Background in major concepts in western design (LCD / 3D) Narrative structures 4 D Modes of spatial organization in representations of 3D in 2D in drawing (including vanishing point and parallel perspective, value systems Media Arts Studio Courses</p>		<p>Create links among the freshman year courses, especially between art history and freshman English. At the upper level, SLAS has been steadily adding courses explicitly in this area, but there is much to be done in the way of foundational preparation.</p>
<p>2. Question and analysis: the ability to engage in critical, independent, thinking defined broadly to include:</p> <ul style="list-style-type: none"> -posing questions and problems; -making and testing hypotheses; -gathering and evaluating evidence and the logic of arguments; -organizing, synthesizing, and applying information to arrive at well-reasoned conclusions and solutions; and using knowledge and understanding to raise 	<p>The SLAS curriculum Found: Solutions to problems in curriculum that explore the distances between intention, process, and result Med. Arts: Ways of Seeing Cinema Contemporary Issues in Film & Video St Affairs: Floor community standards and roommate contracts Roommate mediations Community standards – code of conduct, judicial board and conduct hearings Resident Advisor and Resident Director positions</p>	<p>Inability to use analytical skills in writing and discussing creative work, ideas, or texts.</p>	<p>Reduce class size, so that more courses can be both writing intensive and discussion based, and so that research projects can be built into the many courses in which they would be appropriate.</p>

Currently in Place

Insufficiencies/Gaps

Recommendations for Change

<p>and explore new questions;</p>	<p>Connections leadership class Leadership development week (conflict resolution, cross cultural communication, service learning) Advising</p>		
<p>3. Creativity: the ability to think creatively, to use one's talents and vision to generate innovative ideas and/or solutions; understand and employ poetic, metaphorical and figurative speech, thought and representation;</p>	<p>SLAS: Freshman English Writing courses Literature courses A variety of other courses Found: Problems in all 4 disciplines explore the metaphorical in visual thought. Drawing is plastic metaphor, LCD explores the metaphorical qualities of color, design and observation Media Arts Studio Courses & Media Arts All-Institute electives: Video I, Film I, Photo I, St Affrs: Hall Council, SGA and clubs Career development – resumes, portfolios, job search strategy</p>		<p>What SLAS could offer here is more courses and programs that tap into our students' multiple talents: a minor in creative writing, more theater (and related) courses, more courses in music composition, theory/history, and performance. The creation of an M.F.A. in creative writing, though ostensibly not in the purview of the general education review, would have a ripple effect on undergraduate programs and teaching that would be helpful here.</p>
<p>4. Communication: the ability to effectively express ideas, facts, arguments, and opinions using written, oral, visual, and other formats;</p>	<p>SLAS: Freshman English Other courses that are writing intensive or presentation intensive Found: Crit and presentation in classes. Written papers Med Arts: Ways of Seeing Cinema</p>	<p><i>Problem: Pratt students' writing /abilities:</i> There are problems ranging from basic English grammar and sentence structure to knowledge of how to cite a source. A common complaint from architecture faculty has to do with international students, and their inability to communicate</p>	<p>a) Faculty course load and related issues above. b) having a second writing requirement during the junior year, geared towards the majors, would be extremely helpful for students. c) Consider instituting requirements or suggestions for incorporating writing into more courses at Pratt. d) Increased</p>

Currently in Place

Insufficiencies/Gaps

Recommendations for Change

	<p>Contemporary Issues in F/V</p> <p>Some Media Arts studio courses</p> <p>St. Affairs: Conduct hearings and judicial board</p> <p>Connections leadership class (and leadership selection process)</p> <p>Student media</p>	<p>clearly in spoken and/or written English.</p> <p>Barriers to meeting Gen Ed goal: a) Class size and lack of readers/TAs combined with heavy teaching load makes it very difficult to give students the individual help they need in writing, such as assigning multiple drafts and meeting with students individually. b) There is only one writing requirement in a Pratt students' entire career, Freshman English. It is conceivable that a student could graduate without doing any significant writing after her freshman year. c) Poor access to science and liberal arts library resources.</p>	<p>funding for a permanent, full-time director of Writing Across the Curriculum, and increased funding to give WAC a real ability to do the work of promoting writing in the curriculum and training faculty in how to incorporate writing into their classes. e) As Pratt seems to be putting more stress on the Liberal Arts and Sciences at Pratt, including introducing the Writing and CritViz majors, there is an increased need for greater access to library resources in the Liberal Arts and Sciences.</p> <p>Reduce class size so that more courses can be writing intensive. Specifically, I would recommend a faculty/curriculum development project in the world civilizations sequence so that instructors can be empowered to teach writing as an integral part of teaching history. We also need a modest faculty development effort to show instructors how to teach their students oral presentation techniques. We need to create WAC as a full fledged program with a full time faculty member as director to bring effective communication methods into all classrooms and studios, as well as working with faculty constituencies.</p>
<p>5. Synthesis: the ability to integrate information, concepts, and approaches from multiple disciplines in solving problems and in the creation of original work;</p>	<p>SLAS: Senior theses in CritViz</p> <p>Courses across the curriculum with final projects</p> <p>Media Arts: Studio Courses</p> <p>Student Affairs</p> <p>Career development</p> <p>Health & counseling</p> <p>Conduct hearings</p>		

Currently in Place

Insufficiencies/Gaps

Recommendations for Change

	<p>Advising RA & RD positions</p>		
<p>6. Research: the ability to make effective and ethical use of information resources and do research: locating, evaluating, and organizing, information and using it in the creation of one's own work;</p>	<p>SLAS: Freshman English A number of courses in social science, history, science, literature, and other research-based courses Med. Arts Project Development Course emphasizes media preproduction and introduces intellectual property concepts Can be an elective St. Affairs: Support services for students with disabilities</p>	<p>There is also an issue with ability to research published and peer-reviewed sources, although my particular experience with this may stem from the lack of science resources available through Pratt's library and databases. Barriers to meeting Gen Ed goal: a) Class size and lack of readers/TAs combined with heavy teaching load c) Poor access to science and liberal arts library resources.</p>	<p>More access to greater numbers of journals and databases is needed in order for students to carry out the work in their majors and electives. f) More courses in research skills (although I believe one was recently instituted, "Beyond Google?" Suggestions above for more writing and research intensive courses would address this issue.</p>
<p>7. Numeracy & technology: effective use of quantitative, computer, and other technical skills;</p>	<p>SLAS: Certain science and mathematics courses Courses which use computer and other technologies as a tool of learning or creativity, including some foreign language courses and media-related courses in E&H and SS&CS Most Media Arts Studio Courses require sophisticated computer skills for editing projects</p>	<p>Architecture technology classes: students are unable to perform basic mathematics. Insufficient number of smart classrooms Complete lack of support for technology in SLAS labs, centers, and classrooms Unclear what the focus of digital arts and technology is intended to be, institutionally speaking</p>	<p>The math and science department need to consider this need in particular in reviewing the first required course (SCI 170) and revising it and/or the whole science requirement to better meet the needs of today's students. Make all classrooms smart. Dedicate a technician to SLAS Convene faculty across departments, disciplines, and schools to discuss the changing roles of technology across the curriculum.</p>
<p>8. Collaboration: experience in working effectively on teams to collaboratively solve problems;</p>	<p>SLAS: Certain field-based courses in CritViz and SS&CS Some internships in WPPM and CritViz Some workshop-based writing courses Found: Group Projects in 3 dimensional design, LCD and 4 dimensional design</p>	<p>The fragmentation of SLAS in four separate locations, which works against collaboration on the part of faculty and, therefore, students.</p>	<p>As above under research, there are some courses, including those as disparate as a social science field course, a marine biology course, and a playwriting course, for example, that could benefit from collaborative learning pedagogies, but not all faculty are equipped to do this.</p>

Currently in Place

Insufficiencies/Gaps

Recommendations for Change

	<p>Some Media Arts electives: Production Design for Film/Video Film Architecture Project Development St. Affairs: RA & RD positions Hall Council, SGA, club and athletic team involvement</p>		
<p>VALUES</p>			
<p>1. Freedom of expression: commitment to free inquiry and intellectual and artistic discovery;</p>	<p>SLAS: Freshman English, incl library component SLAS curriculum overall, with emphasis in many courses that explore the meaning and consequences of intellectual and artistic freedom and constraint. Media Arts Studio Courses</p>		<p>We need to model ways for students to disagree radically with each other and their instructors and to teach awareness of these issues in all areas of the curriculum. This is an effort that should have leadership from outside the classroom, too. There needs to be some community discussion as to what it means for students, for example, to create and display works of art that are extremely offensive to others or potentially illegal. Public statements about this from officials in an art college need to be carefully considered. Faculty discussion on these issues should be supported</p>
<p>2. Creativity: an understanding and appreciation of creativity for its own sake and as an agent of change;</p>	<p>SLAS: E & H curriculum Components of CritViz and SS&CS curriculum.</p>		
<p>3. Sustainability: an understanding of the impact of human activities on the natural environment and a</p>	<p>SLAS: Certain science courses, incl. ecology and others, like EcoMetropolis, co-taught with SS&CS Found: LCD – play and exploration</p>		<p>We are intellectually equipped in the department of mathematics and science to contribute to this effort; the faculty needs to consider this value in designing courses and programs, in creating</p>

Currently in Place

Insufficiencies/Gaps

Recommendations for Change

<p>commitment to sustainability;</p>	<p>in design Media Arts Studio Courses Std. Affairs: Student media</p>		<p>interdisciplinary efforts (e.g. with arch/urban planning), and in designing new faculty positions. Further, we need to discuss how to bring this value into other areas of the curriculum, say, by searching for an environmental historian, or encouraging faculty to develop literature courses on environmental issues, which has been done successfully elsewhere.</p>
<p>4. Acceptance: an understanding of human differences and diverse viewpoints based on ethnicity, race, social class, gender, and sexual identity, as well as respect for the differences among cultural and geographical perspectives;</p>	<p>SLAS: Many courses in E&H, SS&CS, CritViz, certain science courses; including courses “marked” for social-categorical issues, like “History of Sexuality,” and many, like “Perspectives on US literature” that integrate such perspectives without foregrounding them in the title Foundation: Socialization in class Std. Affairs: Residence hall community living experience Alternative spring break RA & RD training Gender blind community Health & Counseling (individual and outreach) Multicultural programming and perspectives at Pratt committee Leadership week (cross cultural communication, service learning experience) Connections leadership class</p>		<p>Many SLAS courses emphasize such awareness and appreciation, but there has not been a systematic review of the curriculum in this regard, and it needs to happen.</p>
<p>5. Ethics: the ability to relate to others, to one’s work, and to the world at large in a thoughtful and</p>	<p>SLAS: Courses in environmental science/ecology, philosophy/ethics, many courses in SS&CS, CritViz, literature, and others.</p>	<p>The present curriculum cannot satisfy student demand for both philosophy and psychology electives, both of which contribute to this goal</p>	<p>Develop new electives in this area we must be careful that this value never trumps freedom of expression, even unwittingly.</p>

Currently in Place

Insufficiencies/Gaps

Recommendations for Change

<p>responsible fashion by reflecting on one's responsibilities to oneself and to society, and by making choices based on ethical considerations;</p>	<p>Foundation: Critiques and presentations of work underway and finished</p> <p>Std. Affairs: RA & RD training</p> <p>Leadership week</p> <p>Connections leadership class</p> <p>Health & Counseling (individual and outreach)</p> <p>Floor community standards and roommate contracts</p> <p>Roommate mediations</p> <p>Conduct hearings and judicial board</p>		<p>We need more institutional direction and leadership in this area, such as we are beginning to see with sustainability.</p>
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