



# Handbook of Accreditation

Third Edition



LEARNING

OUTCOMES

## PRINCIPLES OF ACCREDITATION: FOUNDATIONS FOR QUALITY ENHANCEMENT



2008 EDITION



*Southern Association of Colleges and Schools  
Commission on Colleges*

**One approach to learning outcomes is to tell faculty they must adopt and use them because it's required for the next site visit.**

**Faculty reaction to this approach:**

**Faculty reaction to this approach:**



A kinder, gentler  
approach . . .

A kinder, gentler  
approach . . .

. . . lessons learned:

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[Faculty Services](#)

[eLearning](#)

[Workshops/Events](#)

[Teaching Strategies](#)

[Online Resources](#)

[Staff](#)



TCU

KOEHLER

C E N T E R

FOR TEACHING EXCELLENCE

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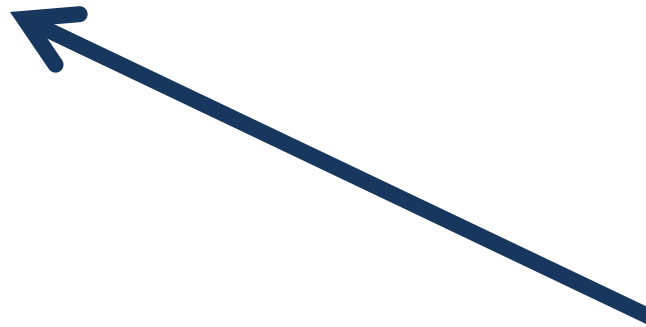
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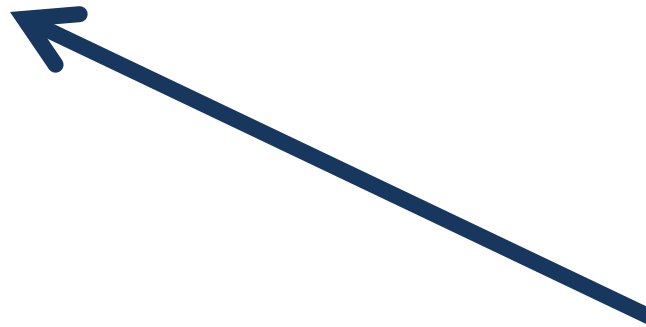
[Online Resources](#)

[Staff](#)



**Andy Fort**





# Andy Fort

Great Teacher

Former Faculty Senate Chair

Highly Regarded Among Peers

*RELI*

Andrew O. Fort  
Office: TBH 214  
Phone: 257-6448  
a.fort@tcu.edu

~~RS~~ 10023  
**UNDERSTANDING RELIGION:  
WORLDVIEWS AND RELIGIONS  
Spring 2009**

Office Hours  
M-F: 11-11:45  
or by appt.  
personal.tcu.edu/afort

This course attempts to understand the nature of religion by looking at some foundation ideas, texts, and figures in a variety of religious traditions and worldviews. We will look at differing approaches to the study of religion, and explore what human beings have seen as the ultimate meanings and purposes of existence. Our goal, put most broadly, is to comprehend better the varieties of religious experience and expression in the world. Note that we shall assume that religion has many dimensions and that answers to religious questions are manifold.

*add context 2* **Goals:** Stated more formally, the course has three main aims. The successful student will

- core RI* 1) comprehend, in an introductory way, concepts and ways of understanding of the academic study of religion;
- restate* 2) become more informed about the varied ultimate concerns of others, past and present and see these concerns as part of an historical context;
- restate* 3) utilize this information to gain new understandings of other worldviews (through "mental migration"), and by so doing, take the opportunity to reflect on his/her own.

*me* { Some questions which arise from this study are: what is true, and why? Why are people religious? Do people really believe this or that? What do I believe, and why? Learning about others should teach you something about yourself as well.

*HUN 2* **Expectations:** Regular attendance is expected (come on time, but come even if late), and roll is taken. If you miss five or more classes, your grade can be lowered automatically unless you have a legitimate and documented excuse. If you have a problem affecting your course participation, or must miss class, let me know. There will be lots of discussion, and questions are welcome. All topics are open, but civil and respectful discourse is required. Other

RELI

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Office Hours

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# 109 assignments

This course will attempt to understand the human condition by examining the ideas, texts, and figures in a variety of religious traditions and worldviews. We will look at differing approaches to the study of religion, and explore what human beings have seen as the ultimate meanings and purposes of existence. Our goal, put most broadly, is to comprehend better the varieties of religious experience and expression in the world. Note that we shall assume that religion has many dimensions and that answers to religious questions are manifold.

22 credit 2

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one hour

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better the varieties of  
assume that religion

**No rubrics**

ve seen as the  
comprehend  
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uccessful student

*2 credit*  
will

**Goals:** Students

*Core R1*

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*restate*

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*me*  
*HUN*

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*2.0 credit*  
Goals: Students  
will

- Core R1* (1) comprehend the academic study of religion
  - restate* (2) become more informed and see these concepts in light of their own
  - restate* (3) utilize this knowledge in their own lives ("mental migration").
- Some questions:  
 { religious? Do people  
 { others should teach

**Learning outcome statements iffy . . .**

*me*  
*Hum*  
Expectation

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*add credit 2*  
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*me*  
*HW 2*  
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**Learning outcome  
statements iffy . . .**

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**BUT . . .**

You mean . . . You *can't* really mean . . . That this will . . .

No, doing something that SACS wants couldn't really . . .

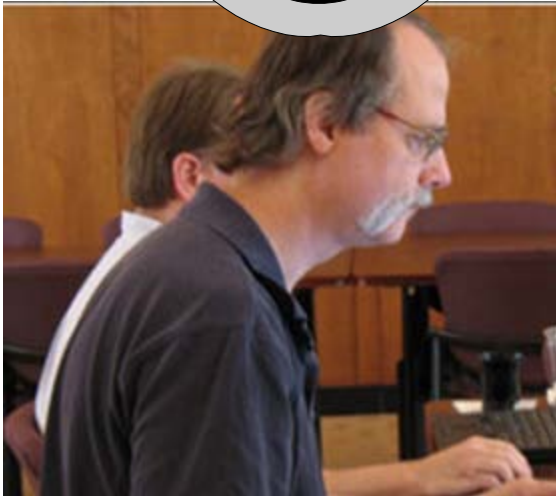
But now that I'm doing this I can see how . . .

**OH. MY. GAWD.**

**SACS actually wants to help us!!!!**



**Andy's a-ha moment was:**

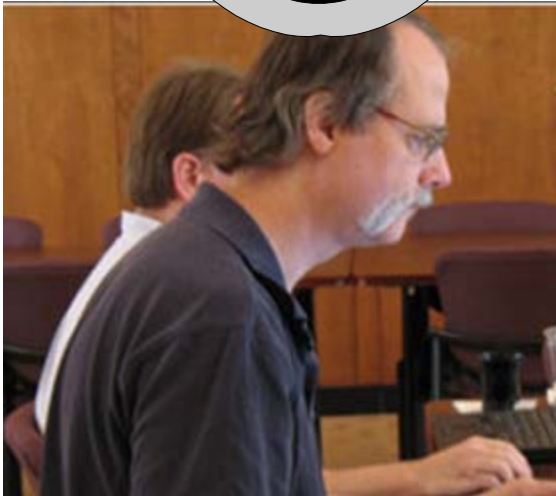






**Andy's a-ha moment was:**

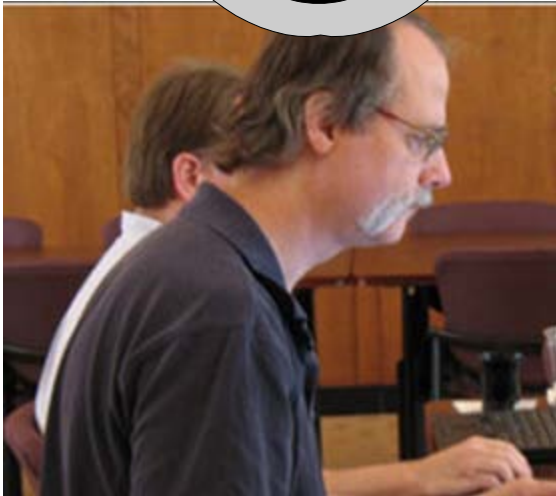
- **unprompted**





**Andy's a-ha moment was:**

- **unprompted**
- **unexpected**





**Andy's a-ha moment was:**

- unprompted
- unexpected
- welcomed *because:*





**Andy's a-ha moment was:**

- **unprompted**
- **unexpected**
- **welcomed *because:***

**“It's about what /  
want my students to  
learn!”**



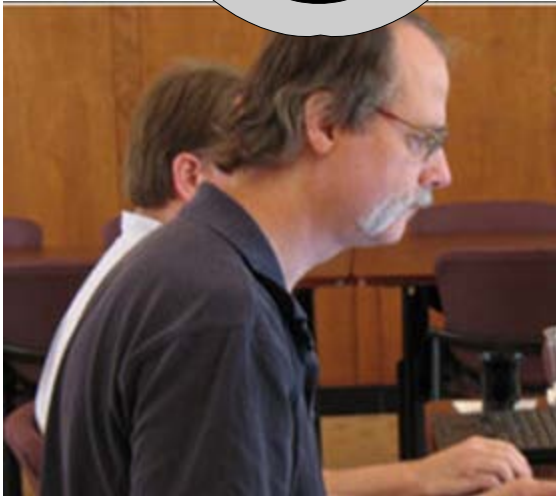


**Andy's a-ha moment was:**

- unprompted
- unexpected
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**“It’s about what /  
want my students to  
learn!”**

**“It’s not about me being  
a ‘bad’ teacher!”**



**KEY POINT!** Faculty *must* feel in control & that the Center is helping them accomplish *their* objectives in *their* courses.

“It’s about what I want my students to learn!”

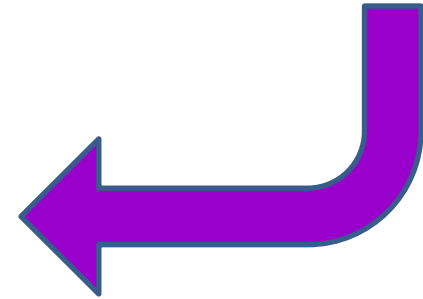
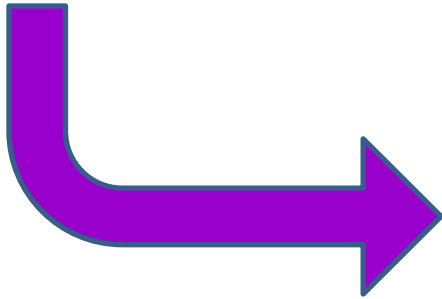
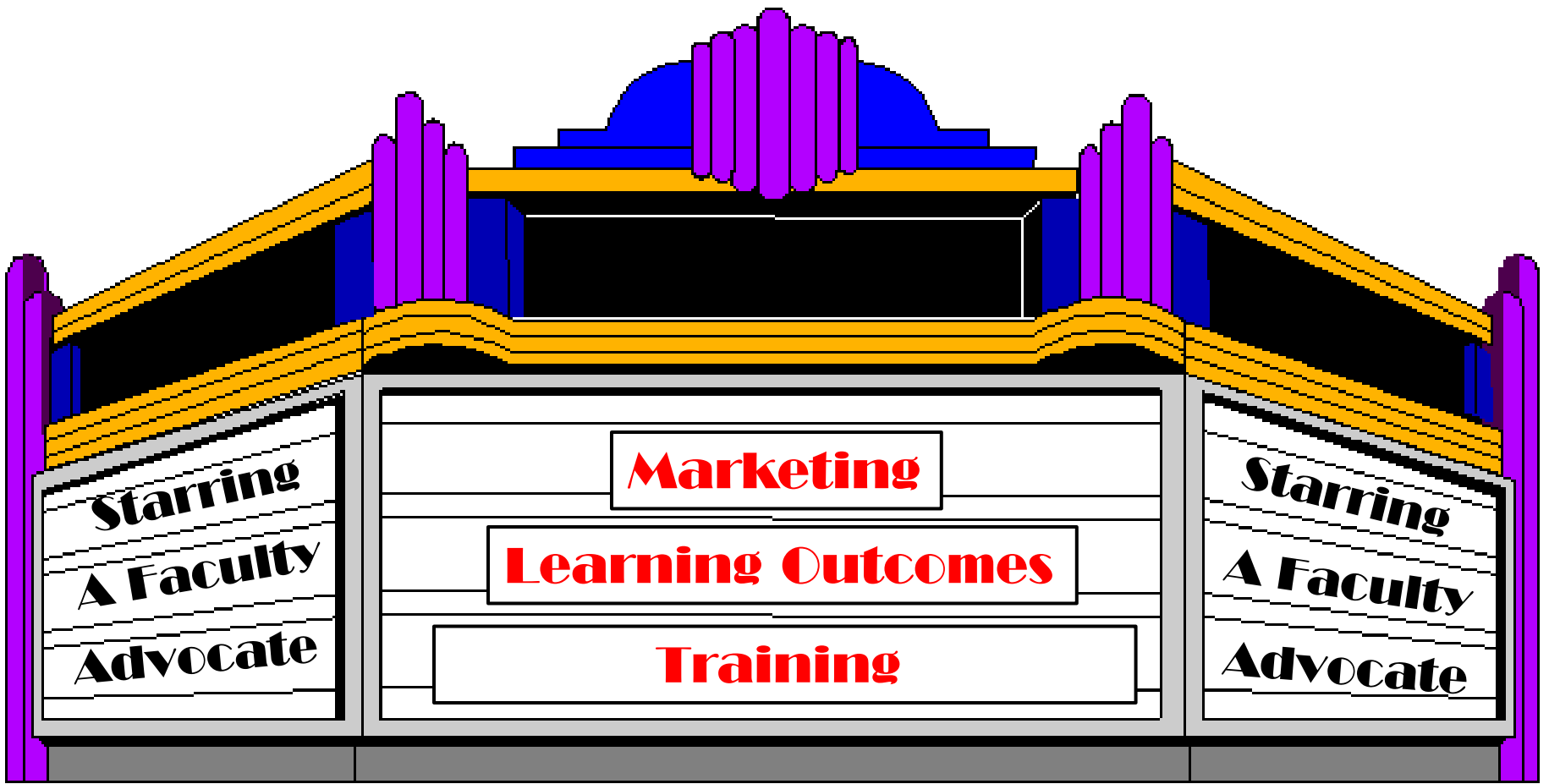
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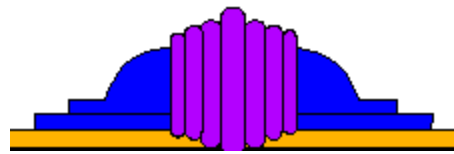
**THEN** faculty realize

“It’s about what I want my students to learn.”

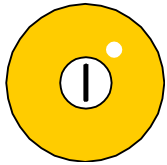
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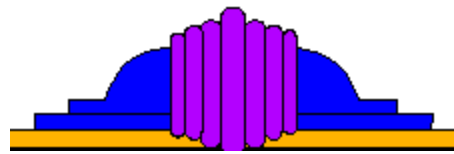




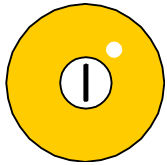
# **Marketing Learning Outcomes Training:**



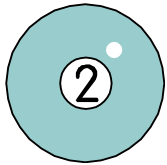
**Separate grades from learning outcomes**



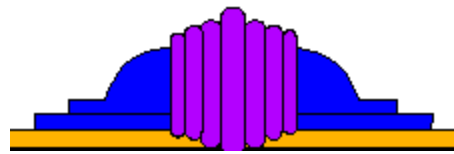
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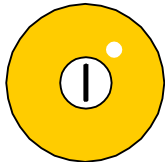
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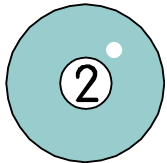
**LO training is *not* about faculty *changing* their course content**



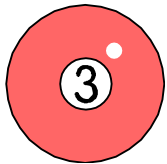
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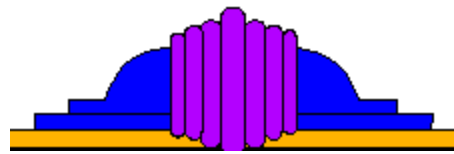
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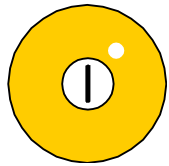
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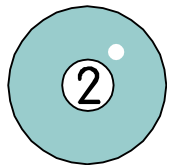
**LO training helps improve student learning & *documents* the improvement**



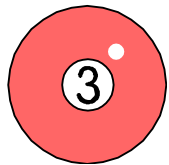
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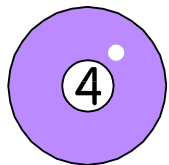
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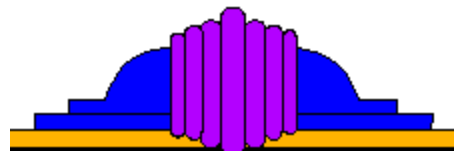
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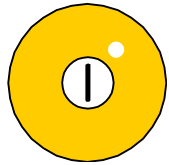
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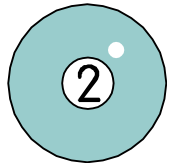
**LO training has nothing to do with judging whether faculty are/aren't doing a good job**



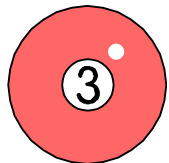
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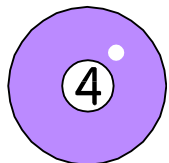
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**TCU goal for learning  
outcomes training:**



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**Every faculty member  
has a similar experience  
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**Ah-hah!**





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**Connect course  
to program/Core  
learning outcomes**



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**Motivation to re-think & re-design**



**Your goals for learning  
outcomes training on  
your campus?**