

General Education Committee Report to the Faculty Senate

11/7/14

Provided by: Dr. Jeffrey Pietruszynski, Coordinator of General Education

Current General Education Committee:

Pietruszynski, Jeffry, (<i>chair</i>)	AL
Clark, Christopher	AH
Natsis, James	AH
Ford, Rich	NSM
Schedl, Andy	NSM
Whyte, Cassandra	PS
Dean, Daton	PS
Aleseved, Cyrus	BSS
Francis, Rebecca	BSS
Hass, Amir	GRDI
Zuccaro, Jenn	LC
Ladner, Barbara	AL
Zapata, Miguel	AL

Per the charge of the committee, we have met every third Friday of the Month as well as several "special sessions" to discuss the curriculum, assessment, and role of the committee.

This report contains a recommendation to the Faculty Senate on actions to be taken.

1. Current General Education Curriculum:

- a. Approved courses since last report (also approved by EPC)
 - i. HHP 150 Principles of Health and Health Promotion
 - ii. HHP 242 Team Sports II
 - iii. PHYS 107 Historical Geology
 - iv. PHYS 111 Energy and Environment

2. Constitution and Bylaw language

- a. **MOTION: The General Education Committee recommends the following proposed language be submitted to the C&B Committee for revision to the General Education Curriculum charge / description :**

The responsibility of the General Education Committee is to oversee the general education core curriculum, present proposals for revising it, and evaluate proposals from other faculty or departments/Colleges, with reference to the common graduation competencies. Second, the Committee will assist the chair (who is appointed by the Vice President for Academic Affairs) in administering assessment of the common graduation competencies. Third, the Committee shall work with the Cultural Activities Committee to foster academic community. Fourth, the Committee shall work with the relevant faculty to support interdisciplinary programs in African and African-American Studies, Women’s Studies, International Studies, and App studies. In addition to the standing chair, the committee’s membership will consist of two representatives elected from each College of the University, and one representative from the division of Librarians/Counselors/GRDI. Two at-large representatives will be elected at the general faculty meeting in August. A student will be elected by the Student Government Association to serve on the Committee. The Director of Student Assessment and a representative from the office of the VPAA/Provost will serve ex officio on the Committee.

Current Language	Proposed Language
<p>The responsibility of the General Education Committee is to oversee the general education core curriculum, presenting proposals for revising it, and evaluating proposals from other faculty or departments/Colleges, with reference to the common learning objectives and the component learning objectives. Second, the Committee will assist the chair (who is appointed by the Vice President for Academic Affairs) in administering the program of assessment of student learning in the general education core curriculum. Third, each academic year the Committee shall select a “book of the year” to foster interdisciplinary dialogue within the academic intellectual community. Fourth, the Committee shall work with the Coordinator of International Studies and relevant faculty to support the interdisciplinary minors in (a) African and African-American Studies, (b) Women’s Studies, and (c) International Studies. In addition to the standing chair, who shall be the Coordinator of General Education, the Committee’s membership will consist of two representatives elected from each College of the University, and one representative from the division of Librarians/Counselors. Two at-large representatives will be elected at the general faculty meeting in August and a student will be elected by the Student Government Association to serve on the Committee. The Director of Student Assessment will serve ex officio on the Committee.</p>	<p>The responsibility of the General Education Committee is to oversee the general education core curriculum, present proposals for revising it, and evaluate proposals from other faculty or departments/Colleges, with reference to the common graduation competencies. Second, the Committee will assist the chair (who is appointed by the Vice President for Academic Affairs) in administering assessment of the common graduation competencies. Third, the Committee shall work with the Cultural Activities Committee to foster academic community. Fourth, the Committee shall work with the relevant faculty to support interdisciplinary programs in African and African-American Studies, Women’s Studies, International Studies, and App studies. In addition to the standing chair, the committee’s membership will consist of two representatives elected from each College of the University, and one representative from the division of Librarians/Counselors/GRDI. Two at-large representatives will be elected at the general faculty meeting in August. A student will be elected by the Student Government Association to serve on the Committee. The Director of Student Assessment and a representative from the office of the VPAA/Provost will serve ex officio on the Committee.</p>

3. General Education Revision

Timeline	
Summer 2008	<p>WVSU sends a 4-member team to AAC&U General Education Revision Workshop, a 7 day workshop at the University of Minneapolis.</p> <p style="text-align: center;">Team Members Jeffrey Pietruszynski Barbra Ladner Daton Dean Sonya Armstrong</p>
Fall 2008	<p>Report from Workshop Team is submitted to VPAA/Provost entailing the best practices for a complete GE revision and how to implement them on our campus</p>
Spring 2009	<p>Team members present ideas from the report to the campus</p>
Spring 2011	<p>Dr. Pietruszynski presents: The Future of General Education as a FACET presentation, outlining our current GE and the needs for revision</p>
Spring 2013	<p>GE committee sought and received approval for a GE Curriculum Revision Task force with the charge to report by Fall 2015 with a revised curriculum. This was a joint Faculty Senate / Academic Affairs task force.</p> <p style="text-align: center;">Task Force Members Andrew Schedl Dirk Johnson Donna Hunter Gerald Hankins Jeff Pietruszynski Kathy Mcdilda Michael Workman Mike Lewis Robert Harrison Samuel Swindell Scotty White</p>
	<p>The Task Force recommends adopting AAC&U L.E.A.P. (Liberal Education and America's Promise) Objectives as the guiding framework for a revision of General Education Curriculum. Received endorsement from the GE committee, Faculty Senate, and General Faculty.</p>
	<p>To begin the revision, the task force sent a call for proposals on GE revision framework to the entire faculty. It was sent out via email and handed out at 2 general faculty meetings. From this call, only three proposals were submitted. Those who wrote the proposals met in workshop format to revise for presentation</p>
Fall 2013	<p>Due to multiple meetings with Assessment Consultants and by request from administration, GE Committee works on revising General Education Objectives, not called "Essential Graduation Competencies"</p>
	<p>3 revision frameworks received. Proposers agree to meet during the semester and revise proposals to present to the GE committee</p>
Spring 2014	<p>GE Taskforce continues to meet and present ideas / revision ideas to the GE Committee. Multiple revisions of the GE outcomes are made, each under a different assessment plan</p>

Fall 2014	GE Objectives revised, presented to Faculty Senate on 11/7 as "Essential Graduation Competencies" Framework proposals have been narrowed down to two and are currently being vetted by the GE committee.
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b. MOTION: The General Education Committee requests that the Faculty Senate accept the revised "Essential Graduation Competencies" for adoption as the core institutional objectives. These competencies, as required by the previous actions of the faculty, are based on the AAC&U's L.E.A.P. objectives.

c. Framework Revision:

Work continues to provide the faculty with a revised General Education Curriculum. The Committee has met every week for the past month working to come up with an acceptable framework.

Essential Graduation Competencies



The curriculum at West Virginia State University creates citizen-scholars by preparing students to take active roles within a democratic society while giving them the tools to face 21st Century challenges. To this effect, the curriculum works to foster knowledge across a broad range of liberal arts and science disciplines while helping students gain four specific competencies upon graduation (listed below).

1. Knowledge of Human Cultures and the Physical and Natural World

- a. Demonstrate knowledge of the sciences and mathematics, wellness, social sciences, humanities, histories, international perspectives, and the arts by engaging in both contemporary and enduring questions
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2. Intellectual and Practical Skills Needed to Engage in 21st Century Challenges

- a. Employ critical and creative thinking
 - b. Communicate effectively
 - c. Apply a quantitative approach to problem solving and evaluation
 - d. Practice effective collaboration/teamwork
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3. Personal and Social Responsibility

- a. Model civic knowledge and engagement
 - b. Demonstrate understanding of multiculturalism and sensitivity to issues of global diversity
 - c. Practice professional ethics in reasoning and action
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4. Integrative and Applied Learning

- a. Demonstrate synthesis and advanced knowledge both within a specialization and between disciplines

These competencies are practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards of performance. Because they are integrated and assessed throughout the curriculum, fulfillment of the competencies can be accomplished through many pathways, including experiential learning.