Fellow faculty,

Before addressing the process used to present a revised General Education Curriculum, I would like to take the chance to thank the members who have served or currently are serving on the General Education Curriculum and / or the General Education Curriculum Revision Task Force for the last two years.  They have shown dedicated work to the long and complicated process of revising the curriculum.  The outcome could not have been accomplished without each of their efforts.  Through numerous meetings, lots of discussion and debate, and more “tweaks” than can be counted, I am happy to show everyone the fruit of our labors.

The revision process actually began in June of 2008 when a team of faculty was sent to a week-long GE revision workshop run by the American Association of Colleges and Universities (AAC&U). Between the ending of that workshop and this letter, much time has been spent attending conferences and webinars, reading General Education reports and journals, and spending time discussing curriculum and assessment with consultants and HLC representatives. One consistent message is that a good GE Curriculum should be two-fold. The first is to establish skills needed for students to be successful in higher education and beyond. The second is to provide students with a breadth of knowledge in various areas, making them a well-rounded citizen-scholar. Of course, all of this needs to be assessed on a regular basis.

With these factors in mind, the GE committee sought and received approval for a GE Curriculum Revision Task Force in the spring of 2013. To begin the discussion, the task force sent a call for proposals on GE revision framework to the entire faculty.  After receiving proposals, the task force spent time discussing what was important for our school’s GE curriculum. The guiding question: What should a graduate of WVSU know?  Within the last year, the GE committee also created a new set of University Objectives, known as the Essential Graduation Competences.  These University Objectives were instrumental in the revision process as they will provide the basis of assessment for the GE Curriculum.  These competencies have been included in this packet and should help with understanding towards the direction for a revised curriculum. All of this information was shared with the proposers so that they could revise and present the revised framework. The General Education Committee received two proposals from the Task Force at the start of the Fall 2014 semester and, after much discussion, voted to bring both framework proposals to the faculty.

Each of the options is a framework that will need to be populated with courses. Therefore, courses listed within the proposals constitute an example of how our current courses would integrate into the new GE curriculum upon initial offering. Any course in the current curriculum would be “grandfathered” into the new curriculum with an understanding that they would need to show how they fulfill our Essential Graduation Competencies. Colleges and Departments will be asked to draft the criteria that will be used for evaluation into each section of the curriculum. The GE Committee will hold the initial decision if the course meets the requirements, followed by the EPC, Faculty Senate, and the VPAA/Provost. In other words, ALL courses, regardless of the framework chosen, will need to be resubmitted for evaluation.

Please look closely at each of the proposed frameworks as the GE committee feels both have strong merits and can make the curriculum at WVSU effective and efficient.  I look forward to discussing the proposals at college meetings that will be set up specifically for that purpose.

Once again, a special thanks to everyone who was involved in the process.

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