



The Road to STATE'S REAFFIRMATION 2015



What Every State Student Should Know...

As we learn more about the reaffirmation of accreditation each week in *The Road to State's Reaffirmation 2015*, we will examine how select elements of West Virginia State University (WVSU) campus life and culture interact with the Self-Study Report. It is essential that the University's general education program is appropriate to the mission, educational offerings and the degree levels of the institution. Therefore, let us briefly examine important learning objectives every State student should know.

The philosophy behind the General Education (GE) Core Curriculum at WVSU, with its origins as a historically black college and its current student population of traditional and non-traditional students, was created using Bloom's outline (a commonly used learning model) of student progress from knowledge, comprehension and application to analysis, synthesis and evaluation. Courses in each of the three matrices are designed to focus on eight common learning objectives, in which students:

1. Learn how to communicate effectively in speech and writing;
2. Demonstrate their ability to think, read, write and discuss ideas analytically and critically;
3. Demonstrate their concept of human events, ideas and issues within a historical framework;
4. Identify and describe interconnections of knowledge and apply concepts and skills from one area to another;
5. Demonstrate they can take responsibility for their own learning by active, independent searches of knowledge about the world beyond the classroom;
6. Demonstrate their understanding of human differences and describe positive characteristics of different peoples;
7. Identify values that enable people to find meaning in the world and in their lives; and
8. Demonstrate their use of the University library and other resources and tools for obtaining information.

In the GE Core Curriculum classes, measures of student application, analysis and synthesis take place for these eight objectives. With the exception of students majoring in education, whose choices are limited by the National Council for Accreditation of Teacher Education (NCATE), and transfer students who enter the University with 30 or more credit hours (who waive the GED 100 class), all baccalaureate students complete this curriculum. Advising checklists supplement the catalog, enabling advisors and students to recognize the GE Core Curriculum and complete the program for their degree.



The Road to — STATE'S REAFFIRMATION 2015



GED 100 Origins and GED 200 Race, Gender and Human Identity are team-taught, interdisciplinary classes designed in the late 1980s and have been reformed since then by University faculty. Both courses meet alternately with all the instructors, and then students meet with individual faculty in separate sections. The instructors confer before the semester to ensure that the required objectives and outcomes are clarified and periodically meet during the term to assess how the students are meeting these goals with their writing, activities, and discussions, to prepare the common tests, to help keep the grading consistent, and to prepare lectures and presentations. While the initial goal was to use full-time faculty from various programs for teaching these non-departmental classes, staffing constraints have since led to the use of part-time instructors; for example, in the spring 2014 semester, six of the 14 sections were taught by part-time faculty. By the end of the semester, GE 100 Origins students will be able to:

- Employ a variety of independent learning skills;
- Display a basic knowledge of selective themes in intellectual/cultural history and use the knowledge to describe the inter-relationships among disciplines;
- Distinguish methodologies of different disciplines and relate methods of one discipline with that of another;
- Observe and comment on unfamiliar situations, by asking appropriate questions, synthesizing findings, and identifying and explaining plausible reason(s) for the existence of the situations;
- Exercise information-seeking and analytic skills through the use of verbal, numerical, visual, and/or oral communication, as appropriate;
- Articulate their own values and opinions, relate them to alternative values, and, when appropriate, evaluate the relationships between their values and those of others;
- Identify the time span of human history in relation to the “cosmic calendar” and describe various ways time is measured;
- Identify significant “texts” (broadly defined to include verbal texts, mathematical concepts, works of art and music) that express the process of and results of human inquiry; and
- Explain the significance of the concept of “origins” as a mode of inquiry into many areas of knowledge.

For more information about The Road to State’s Reaffirmation 2015, please click [here](#) to discover in-depth information about the process, read the University’s Self-Study Report, and more!

For questions or comments regarding the University’s reaffirmation of accreditation process or the self-study report, please send all inquiries and information to reaffirmation@wvstateu.edu or call (304) 204-4300.