5-23-1994

SR-93-94-98(EC)

Marshall University

Follow this and additional works at: http://mds.marshall.edu/fs_recommendations

SR-93-94-98(EC)

To support the attached document titled "MARSHALL UNIVERSITY SPECIAL TASK FORCE ON THE BACCALAUREATE DEGREE SPRING 1994" dated May 2, 1994.

The Task Force is instructed to investigate the issue of science literacy.

FACULTY SENATE PRESIDENT:

APPROVED
BY SENATE: _Bertram W Gross_ _____ DATE: _5/23/94_

DISAPPROVED
BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _5/31/94_

DISAPPROVED: _____ DATE: _____

COMMENTS:

Amended on the Senate floor to add the following sentence: "The Task Force is

instructed to investigate the issue of science literacy."

MARSHALL UNIVERSITY

SPECIAL TASK FORCE ON THE BACCALAUREATE DEGREE

SPRING 1994

INTRODUCTION

The Marshall Plan for curricular revision charts new directions for the bachelor's degree at this university. The changes in curricula that we propose, which have the twofold purpose of focus and vision, would be comprehensive throughout our undergraduate programs. We want our students to acquire both depth and breadth of learning within their individual fields of specialized study. We want our students to gain an understanding of global issues in order to become informed citizens with world wide perspectives. We want our students to be literate in the use of computers as well as in their speaking and writing skills. We want all our students to have a capstone experience related to their discipline. The curricular revisions that we propose would strengthen and indeed would distinguish the undergraduate degree at Marshall University.

On two occasions the Faculty Senate had endorsed several of the ideas contained in this document. In the "1990 Mission Statement" and in the "General Education Philosophy Statement" the Senate endorsed the need for international education and the need for writing across the curriculum. The committee feels that two additional ideas--computer literacy and a capstone course--will allow Marshall University to become the leading innovative institution in the state.

INTERNATIONAL EDUCATION

The late twentieth century world into which our students are graduating is becoming increasingly global. In the past two decades, the United States has been involved in world problems that have previously appeared on the surface, irrelevant to American

---

May 2, 1994

growth and prosperity. Not only have we become aware that our prosperity is tied to this global world, but that the critical problems we confront--population, poverty, environmental quality, energy, and conservation of resources--are problems requiring global solutions.

Marshall University must take the lead in requiring that our students undertake systematic studies of other societies and comprehend the global forces which will shape their lives and the lives of millions of others. This requirement can be accomplished through the core, free electives and the major. Completion of this requirement should be noted on the transcript.

COMPUTER LITERACY

In today's world of rapid technological advances, the prevalence of computers and application software for use in both the home and office increases the demand for computer literacy and competency. The challenge for Marshall University is to define what levels of computer skills are necessary for undergraduates to compete in the market place for jobs. It is essential that our graduates be competent and comfortable in using computers to achieve professionalism in their chosen field of endeavor.

Literacy, knowledge of word processing and basic computer operation, and competency in use of discipline-specific computer technology are the expectations for all Marshall University undergraduate programs. To achieve this, word processing skills will be taught to all students in English 101 and 102 classes. In addition, each major will define the objectives for computer competency in their specific discipline and the method of achieving the desired level of competency. The transcript should note that the student has satisfied this computer requirement.

THE CAPSTONE EXPERIENCE

Each academic department or division designs a capstone experience for majors to develop and display the competencies expected of graduates in that discipline. The project which evolves from the discipline-designed capstone experience will also provide a means for each student to demonstrate university-level competencies in thinking and in oral and written expression.

May 2, 1994

SPECIALIZED SKILLS

University communities must expect high levels of thinking, writing and oral skills from its graduates. In order to provide these skills for our undergraduates, all students should be required to take a number of writing across the curriculum courses. These courses should be designated as such on the transcript.

PROCESS

During the next year we will spend our time working out the details of this program. For example, we will be bringing in consultants to talk to the faculty about capstone courses; we will be surveying the chairs about the discipline-specific computer courses and what challenges they may encounter with the capstone course; we will be looking at international courses that would be appropriate and suggesting a number of required hours; we will be holding several open meetings in which faculty can have input on these ideas and/or additional contributions; we will be identifying resources that may be available to us to initiate this project; and finally, we will be bringing these back to Faculty Senate for approval.

TIMELINE

Summer 1994 - Survey chairs and deans about each component

Fall 1994 - Open meetings for faculty

Bring in consultant on capstone courses

Examine and identify global studies courses

Identify writing across the curriculum courses

Examine logistics and identify resources

Spring 1995- Submit to Faculty Senate for approval and insertion in 1995-97 catalog

---

May 2, 1994