March 4, 2007

Quinton Nottingham, PhD
Chair, UCCLE
Business Information Technology (0235)

Dr. Nottingham:

I am writing on behalf of Dr. Fred Piercy in response to your February 17, 2007 e-mail regarding the ViEWS plan for the department of Human Development. Your message stated that UCCLE has no record of approval of our department's ViEWS plan, when in fact our plan was approved February 14, 2005 by Terry Clements (see attached). With that letter of approval, Dr. Clements requested additional information from Dr. Peggy Meszaros, the chair of the department's Undergraduate Committee, which Dr. Meszaros and Dr. Clements sorted out in subsequent e-mails (copy attached). I trust that the information provided here will resolve the issue of the department's ViEWS plan.

Sincerely,

Shannon E. Jarrott, Ph.D.
Associate Professor

Cc: Fred Piercy
Peggy Meszaros
Human Development Department Plan for Discipline-Specific Spoken, Visual, and Written Communication

Prepared by the Human Development Undergraduate Committee
Peggy S. Meszaros, Chair

1. The Human Development Department has been very deliberate in regularly evaluating curriculum at all levels. Most recently the HD Master’s degree and the Ph.D. curriculum were totally restructured and are now being implemented. During the 2004-2005 academic years, the HD Human Services undergraduate major is undergoing revision. The timing for the discipline-specific spoken, visual, and written communication requirement is ideal as we re-visit all dimensions of our major.

We began our task of curriculum review by identifying our undergraduate program mission and list of competencies desired for all students (Attachment A). Faculty approved this in September 2004.

2. Our plan for curriculum review and inclusion of the competencies related to spoken, visual and written communication has begun this semester. We are following the matrix (Attachment B) that identifies courses and competencies and several examples of the specific skills we may include in the spoken, visual and written communication domains. We plan to systematically review all courses and incorporate the competencies expected at each level.

Our committee met with Monique DuFour from CEUT who reviewed our plan to plan. She gave us a positive review. Monique will be working with us in spring, 2005, as we continue our process, beginning with the 1000 level courses. Our plan for sequencing and phasing in the courses starts in spring, 2005 and a review of all 1000-level courses, adding competencies and assessment strategies so that the in-coming freshmen in fall 2005 will be served. During the 2005-2006 year we will develop the 2000-level courses, followed by 2006-2007 development of the 3000-level courses. In 2007-2008, we will complete development of the 4000-level courses. Thus, our phasing in of all courses will be developed over the next four years.

3. Our plan for assessing outcomes, course by course, will be developed as we phase in the 1000 through 4000 level courses. We are also planning some exit assessment of competencies and longer-term follow up of students. We will work with Monique and John Muffo to connect to the latest methodologies in assessment. We are preparing for our 5-year Department Review also this year and are building into that process on-going assessment of competency attainment for our students. We will draw from this plan and add additional assessment tools as we revise our entire curriculum.
ATTACHMENT A
Department of Human Development
Virginia Polytechnic Institute and State University
September 17, 2004

Undergraduate Program Mission and Competencies Statement

The mission of the undergraduate program in Human Development is to prepare students who possess the knowledge, skills, and dispositions needed to enter, succeed, and lead in a variety of human services professions. Our goal is to create a community of learners and provide a nurturing environment that

- Fosters the theoretical and experiential understanding of learning and development in the context of families, communities, and cultures;
- Stimulates faculty and student collaboration in studying, understanding, and addressing practical problems encountered by human services professionals;
- Motivates lifelong learning, and
- Helps students to reach their fullest potential.

Based on this mission and goal, the curriculum is designed to help students attain the following personal and professional competencies:

- Knowledge of principles of lifespan development and family relationships
- Knowledge of human services systems and organizations and understanding of their functions and operations
- Understanding of systems of oppression and opportunity
- Sensitivity to and ability to reflect deeply on intersections of public and private experience
- Critical thinking and analysis skills
- Helping skills for professionals in human services and related fields
- Program development and evaluation skills
- Speaking, writing, and visual communication skills, including computer literacy
- Applied research skills and ability to evaluate print, video, and Internet resources

Motion:
The Undergraduate Committee moves adoption of this statement, which will serve as the basis for renewal of CFLE program approval, curriculum review and development, and 5-year program evaluations.

Approval Date: September 17, 2004
DISCUSSION QUESTIONS

1. What are the writer's goals and visual competencies we expect of our students?

2. What is the writer's goal, and visual competencies we expect of our students?

3. What course work is expected at the L1 and L2 levels?

4. What course work should be taught at the L1, L2, and L3 levels?

5. What kinds of information literacy do we expect?

The goal is to identify learning outcomes that reflect the HPS disciplines and the career demands that human services graduates will face, and to sequence them appropriately in various courses so that students achieve the highest level of expertise possible by the time they graduate.

The above, these experiences are all meant to be suggestive, not exhaustive.

Responsive Goal: Learning Objectives: The course will open the eyes of students to the potential of information literacy and provide examples of real-world applications. Examples of real-world applications include: the use of online databases for research; the use of social media for communication; and the use of digital tools for problem-solving. Examples of real-world applications include: the use of online databases for research; the use of social media for communication; and the use of digital tools for problem-solving.

Learning Activities: Every student should be involved in some aspect of the course, whether through participation in class discussions, through the completion of assignments, or through the development of a final project.

Example Strategies:
- Explain the importance of information literacy
- Teach students how to use online databases
- Provide examples of real-world applications
- Encourage students to think critically about the information they encounter

This article on the effective use of knowledge. The author makes an important argument about the difference between dispensing knowledge and teaching strategies.

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Department of Human Development: Undergraduate Program in Human Services
February 14, 2005

Peggy S. Meszaros, Chair
Human Development
200 Wallace Hall (0416)

RE: University Core Curriculum Committee Review of Department Plans for Incorporating Visual Expression, Written and Spoken (ViEWS) communication into undergraduate degree programs.

Dear Dr. Meszaros:

The University Core Curriculum Committee completed first review of your department’s plan for incorporating the university ViEWS requirement into your undergraduate degree program. Plans were to include:

1. A brief statement of departmental and/or program goals and objectives for an integrated, sequenced approach to ViEWS communication,
2. A plan for developing and implementing a curriculum reflecting these goals and objectives, including an outline of phasing, and
3. A plan for assessing outcomes. (The assessment report is to be included in the departmental report on student outcomes assessment activities.)

The UCCC was favorably impressed with the department’s plan for developing its plan to incorporate the ViEWS requirement into its curriculum. The plan is clearly outlined and we encourage continued development of the department plan and being kept abreast of its progress.

Examples of three successful department plans are available on the following website: <http://www.provost.vt.edu/web_pages/core%20curriculum%20resources.html>. I’ve also posted a page referencing a range of student learning assessment methods. These resources may prove helpful as your department clarifies its plan.

In our efforts to complete review of the plans, we need a statement clarifying the use of resources from outside your department. Many plans indicate that specific courses and/or resources from other departments or programs will be used to fulfill specific student learning objectives related to the ViEWS competency requirement. The Provost’s Office asked the University Core Curriculum Committee to compile a list of these resources. If your plan includes use of resources outside of your department, please clarify:

1. Whether or not this is a new requirement,
2. Whether discussions have begun or agreements reached with the ‘hosting’ department regarding the number of seats needed for your students and the desired timing or academic level of their availability, and
3. Whether arrangements need to be made or agreements reached regarding other types of resources.

Please note that the resolution establishing the ViEWS requirement also requires student checklists be changed to reflect your department’s specific plan.
Please forward three copies of your revised plan and information on resources needed outside of your department to Karen Strickler, 330 Burruss (0132) by March 14. If you have any questions, I can be reached at 231.6683 or telement@vt.edu.

Sincerely,

[Terry L. Clements]
Chair, University Core Curriculum Committee

cc: M. Lewis, Associate Dean
Dear Peggy:

Thank you for your note.

Yes, it is sufficient to address the question of outside resources.

thank you.

Terry

-----Original Message-----
From: Meszaros, Peggy
Sent: Tuesday, March 15, 2005 1:43 PM
To: Strickler, Karen
Subject: University Core Curriculum

Dear Karen: the plan the Human Development Department submitted for Incorporating Visual Expression, Written and Spoken Communication requires no outside resources and no revisions. Does this email suffice for what Terry Clements requested in the February 14 note to me?

Please let me know so that I am sure we are in compliance and can proceed with the development we submitted.

thank you, peggy

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Peggy Meszaros, Ph.D.: CFCS
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For More Information About the M. S. in Human Development click on:
http://www.humandevelopment.vt.edu/appliedmastersmain.htm

Printed for Peggy Meszaros <meszaros@vt.edu>