

Valdosta State University
General Education Council Meeting
Tuesday, October 15, 2019
11:30am-12:30pm
Nevins 1060-C

Council Members: Heather Kelley, Tod Leavitt, Deb Robson, Mark Smith, Ben Westcoatt, Shani Wilfred*
[Absent: Aubrey Fowler, Jane Kinney]

Meeting Notes

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f https://www.usg.edu/committees/view/general_education

*ex-officio member

General Education statements from the SACSCOC Principles:

8.2.a: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below...Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

9.3: The institution requires the successful completion of a general education component at the undergraduate level that:

- (a) is based on a coherent rationale.
- (b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (General education requirements)

Source: <http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf>

Handout: VSU Core Curriculum Meeting Fall 2019

First-Year Seminar Planning Committee

Committee Members: Beverly Cribbs (bcribbs), Robert C. Freidhoff (rcfreidhoff), Theresa J. Grove (tjgrove), Chere L. Peguesse (cpeguess), Gardner J. Rogers (gjrogers), Karin Pafford Roland (kroland), Donna N. Sewell (dsewell), Sandra D. Trowell (strowell)

Learning Outcomes

1. Students will describe one or more contemporary and enduring questions about their lives and their relationships to human cultures or the physical and natural world.
2. Students will analyze and reflect on the intellectual and practical skills of the course's theme or topic.
3. Students will summarize the benefits and challenges of a diverse society.
4. Students will identify and evaluate linkages among academic disciplines.

The learning outcomes push metacognitive behavior, connections across disciplines, and intellectual inquiry while embedding soft skills. We aimed for broad outcomes so that faculty can pursue those outcomes across different topics.

Working Assumptions

1. First-year seminars will eventually be mandatory for all first-time, full-time freshmen.
2. Faculty will primarily teach these classes, but some staff members may teach as part-time faculty.
3. Faculty can offer "passion classes" as long as they meet the course outcomes; an application process may be developed.
4. Banner should be configured to name the topic or theme of the course.
5. Although we will push these classes in the fall, sections will be offered every semester.
6. Some seminars may be cornerstones of freshman learning cohorts.
7. Soft skills should be embedded into these courses as well.
8. The opportunity to teach these classes must be shared across all disciplines.
9. We need our most engaging and successful faculty members tea2.4(he)2.1(cdng so)-2(f)3.9()