

General Education Council
Minutes
September 28, 2015

Members Present: Aubrey Fowler, Mark Smith, Jeremy Tost, Jane Kinney, Tod Leavitt, Lai Orenduff

Members Absent: Gayle Taylor, Byron Brown

Student Representative Present: Kammi Painter

Guests: Gardner Rogers, Michael Black

- Old Business: New ways of working within the current Core structure and USG regulations.
 1. Looking at other programs at other institutions for possible new ways to approach teaching in the Core Curriculum
 - a. Georgia State College and University. The Core from George State College and University does not differ that much from ours. Differences include the number of semester hours required in 2 Areas (B, and E), but the division of the curriculum into Areas A-E is basically the same. The main difference is Georgia College's requirement to complete two courses GC1Y: Critical Thinking (3 hours and must be completed in the first year) and GC2Y: Global Perspectives (4 hours and must be taken in the student's second year). This is an attempt to be more directive to fulfilling the Georgia Critical Thinking learning objective and the Georgia Global Perspectives learning objective.
 - b. University of North Florida. Differences in UNF core curriculum include: 1.) Only 36 credit hours as compared to our required 42 credit hours 2.) 4 main Core areas as compared to our 5 Core areas A-E. 3.) More descriptive Core area names by including desired learning outcomes in the name. 4.) 15 hours from the state- mandated Common Core Curriculum. The options in the Common Core classes are taken from the following disciplines: Communication, Humanities, Social Sciences, Mathematics, and the Natural Sciences. These courses are the same at all State University Systems and Florida College Systems (easily transferable). These courses, in spite of their disciplinary differences, will emphasize quantitative reasoning and analysis and the use of the scientific method; critical thinking; communicating effectively; and cross-cultural awareness, experiential learning or integrative learning. But mainly, these competencies will align with upper-division course competencies in their chosen majors.
 2. Adopting new marketing techniques:

- a. Nowhere on our VSU webpage is a link for our prospective and current students to find out what the Core is and what students are to gain from taking Core classes. Students only see the Core classes as necessary courses to take before they can start on their major fields of study. A proposal to develop an interactive web site was suggested to encourage both students and faculty to understand the divisions of the Core Curriculum and how the skills acquired in those lower-level classes can enhance learning in upper-division courses in the majors.
 - b. Proposal to re-name or re-package our Core Curriculum Areas to better inform the students of the specific learning objectives of courses offered in those Core Curriculum areas.
- New Business:
 - Gardner Rogers, Project Core: This is a 2-part course (4 credits) in Area B. The first course of this pilot program explains the rationale and value of the Core classes and the second course is the capstone course that is interdisciplinary, team-taught, problem- and project-based with lots of assessments. Starts fall, 2016.