

# Core Curriculum Meeting Agenda

August 15, 2019

1:30pm - 1:35pm	Welcome & Meeting Overview
1:35pm - 1:45pm	<b>GAP Update</b> <i>Kate Warner, Interim Associate Dean COEHS</i>
1:45pm - 1:55pm	<b>B2BN Update</b> <i>Beverly Cribbs, Coordinator of First-Year Programs</i>
1:55pm - 2:05pm	<b>Orientation Update</b> <i>Beverly Cribbs, Coordinator of First-Year Programs</i>
2:05pm - 2:15pm	<b>FYS Update</b> <i>Donna Sewell, FYS Committee Chair &amp; English Department Head</i>
2:15pm - 2:25pm	<b>G2C Update</b> <i>Theresa Grove, G2C Co-Liaison &amp; Associate Dean COSM</i>
2:25pm - 2:35pm	<b>SSC Update</b> <i>Bob Smith, Provost &amp; VPAA</i>
2:35pm - 2:45pm	<b>USG Core Update</b> <i>Bob Smith, Provost &amp; VPAA</i>
2:45pm - 2:55pm	<b>Questions &amp; Answers</b>
2:55pm - 3:00pm	Thanks & Adjournment

## Acronyms & Contact Information

Acronym	Program	Presenter	Email
USG	University System of Georgia	Bob Smith	rtsmith@valdosta.edu
FYS	First Year Seminar	Donna Sewell	dsewell@valdosta.edu
G2C	Gateways to Completion	Theresa Grove	tjgrove@valdosta.edu
SSC	Student Success Council	Bob Smith	rtsmith@valdosta.edu
B2BN	Blazer to Blazer Network	Beverly Cribbs	bcribbs@valdosta.edu
GAP	Guide. Advocate. Prepare	Kate Warner	kwarner@valdosta.edu

# Core Curriculum Meeting Notes

August 15, 2019

	<b>Welcome &amp; Meeting Overview</b>
1:30pm - 1:35pm	<ul style="list-style-type: none"><li>★ The goal of this meeting is to highlight the interconnectedness of the Core to overall student success, general education, and the mission of VSU. Thus, presenters will provide brief updates (≈10 minutes) about various VSU &amp; USG initiatives that provide a glimpse into the interconnectedness that currently exists and hopefully prompt discussion about what's next.</li></ul>
	<b>GAP Update</b>
1:35pm - 1:45pm	<i>Kate Warner, Interim Associate Dean COEHS</i> <ul style="list-style-type: none"><li>★ Note commuter and online TBD</li><li>★ handout attached</li></ul>
	<b>B2BN Update</b>
1:45pm - 1:55pm	<i>Beverly Cribbs, Coordinator of First-Year Programs</i> <ul style="list-style-type: none"><li>★ Collaborate with department and give online student next steps involvement</li><li>★ Parallel/commuter flow about information</li><li>★ Commuter students question classification unclear</li><li>★ Commuter student success portal</li><li>★ presentation attached</li></ul>
1:55pm - 2:05pm	<b>Orientation Update</b> <i>Beverly Cribbs, Coordinator of First-Year Programs</i>
	<b>FYS Update</b>
2:05pm - 2:15pm	<i>Donna Sewell, FYS Committee Chair &amp; English Department Head</i> <ul style="list-style-type: none"><li>★ handout attached</li></ul>
	<b>G2C Update</b>
2:15pm - 2:25pm	<i>Theresa Grove, G2C Co-Liaison &amp; Associate Dean COSM</i> <ul style="list-style-type: none"><li>★ repository of what's been/being done</li><li>★ create shell for new faculty (Blazeview)</li><li>★ talk to modern and classical language department head about non-G2C course</li></ul>
2:25pm - 2:35pm	<b>SSC Update</b> <i>Bob Smith, Provost &amp; VPAA</i>
	<b>USG Core Update</b>
2:35pm - 2:45pm	<i>Bob Smith, Provost &amp; VPAA</i> <ul style="list-style-type: none"><li>★ launch is uncertain</li><li>★ FA20 launch date? Tentative for FA2020</li></ul>

- ★ *potential for core to be reduced*
- ★ *potential area B to be reduced*
- ★ *impact on area F is unknown*
- ★ *TX/TN may be benchmarks*

**Questions & Answers**

**What ideas do you have? What ideas do you have that you want to experiment with this semester?**

2:45pm - 2:55pm

- ★ Collect G2C pedagogical strategies to post on CELT's website or department/ program material or integrate into National Foreign language center, pedagogy work plan.
- ★ Adjust B2BN online students included in computer codes?
- ★ Can you mimic core see or with small program core? Similar program?
- ★ We wish to push metacognitive behavior + [sic] connect learning to other disciplines.
- ★ how can the chemistry seminar integrate into FYS?
- ★ how can the chemistry honor society and student groups integrate with B2BN programs?
- ★ Can we submit topics of freshman year seminar from our area?
- ★ Elimination [of] Area F as opposed to starting students in major proper earlier.
- ★ Soft skills are the new hard skills.
- ★ Check how the core curriculum will change and how it will impact our teaching.
- ★ Connecting B2BN weekly topics with my 2000 level classes.
- ★ Something to try – using B2BN schedule in my classes.

2:55pm - 3:00pm

**Thanks & Adjournment**

- ★ Thank you for attending. Hopefully, you're leaving with more information about the core related VSU & USG initiatives as well as ideas about innovations you'd like to engage in. Please remember that if interested in any of the ideas presented today, you are welcome to talk with presenters at this time and/or contact them using the contact information on the agenda.

**Acronyms & Contact Information**

Acronym	Program	Presenter	Email
USG	University System of Georgia	Bob Smith	rtsmith@valdosta.edu
FYS	First Year Seminar	Donna Sewell	dsewell@valdosta.edu
G2C	Gateways to Completion	Theresa Grove	tjgrove@valdosta.edu
SSC	Student Success Council	Bob Smith	rtsmith@valdosta.edu
B2BN	Blazer to Blazer Network	Beverly Cribbs	bcribbs@valdosta.edu
GAP	Guide. Advocate. Prepare	Kate Warner	kwarner@valdosta.edu

\*Attendance: 40



# BLAZER2BLAZER NETWORK

Presented at Core Curriculum Meeting  
Thursday, August 15, 2019



# Our Charge

---

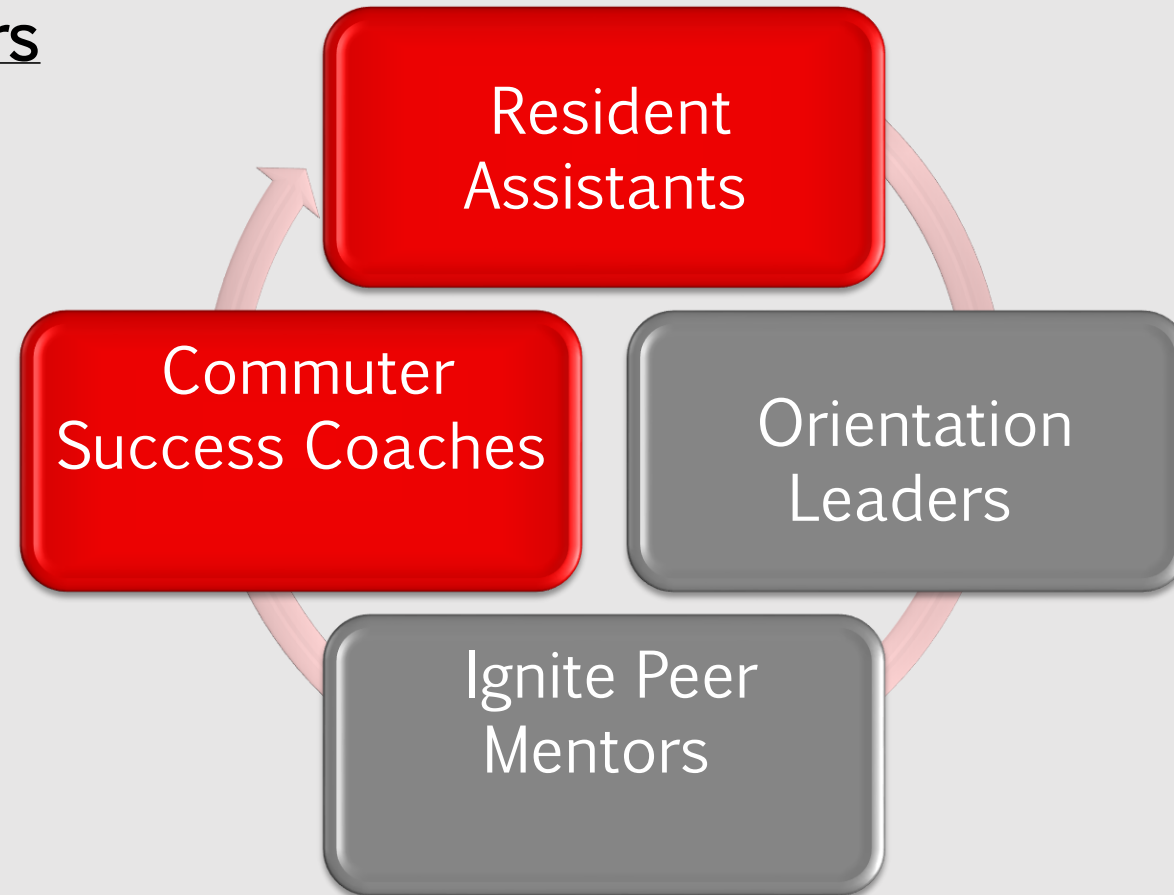
Develop a **peer-based** program to support incoming first-year students through the 18-month transition to college



# Blazer2Blazer Network (B2BN)

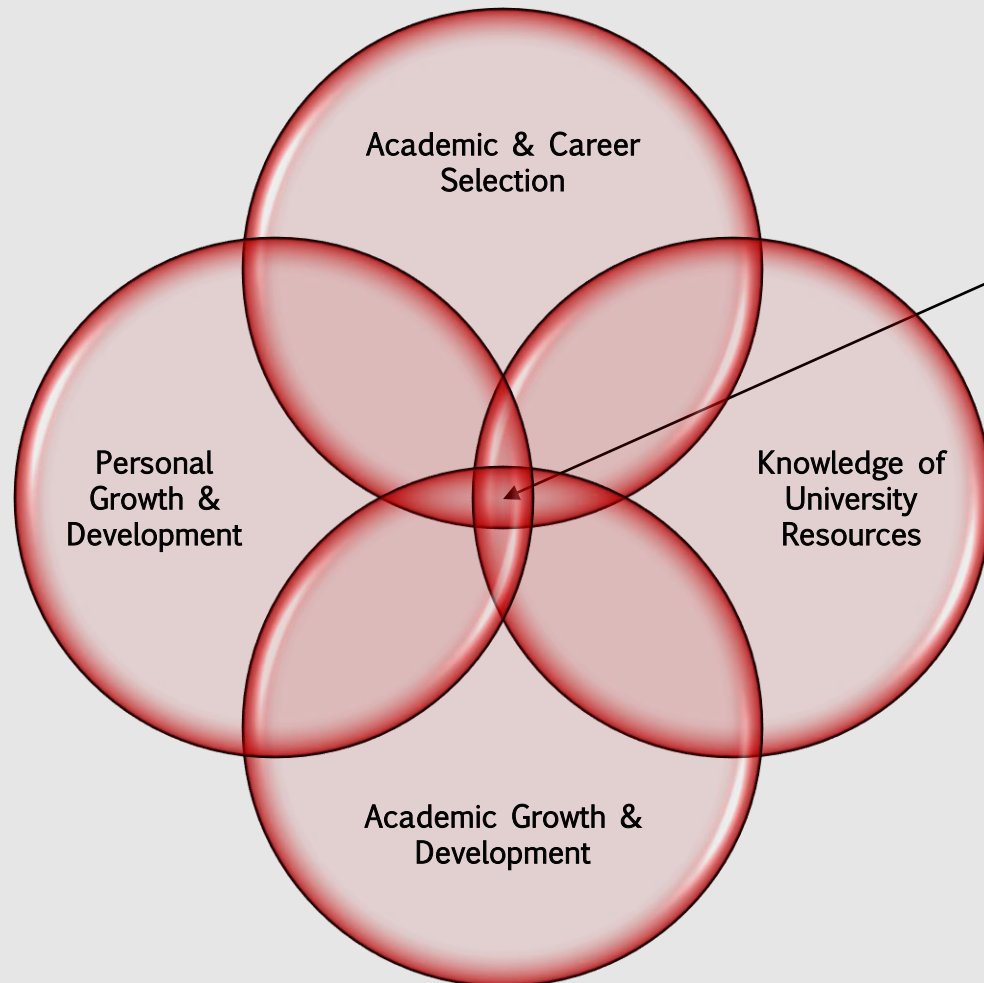
---

## B2B Network Mentors



# B2BN Learning Outcomes

---



## Blazer2Blazer Mentors

- Individual / Small Group meetings with students around specified topics/issues
- Attending campus programming with students (e.g. Blazer Camp Week, Semester Syllabus Party)
- Promoting & Interacting with campus resources
- Consistent sharing of timely information
- Mentor reporting on student interactions

Wk. 1 (Aug. 15 - 21) :	Initial Excitement/Nervousness of Coming to College	
Wk. 2 (Aug. 22 - 28)	Getting familiar with campus/Settling financial requirements to University	
Wk. 3 (Aug. 29 - Sept. 4)	Testing Newfound Freedom	Newfound Freedom/Second Thoughts of Living Off-campus
Wk. 4 (Sept. 5 - 11)	Homesickness and Loneliness	Finding friends when you live off-campus
Wk. 5 (Sept. 12 - 18)	"Do I fit in here?"	"Do I fit in here?"/Comparison to on-campus experience?
Wk. 1/6 (Sept. 19 - 25)	Anxiety about classwork being due/professors/first grades being returned	
Wk. 2/7 (Sept. 26 - Oct. 2)	Relationships from home start to be strained/FAFSA Opens?	I'm an adult now (?)
Wk. 3/8 (Oct. 3 - 9)	Roommate problems may begin/Fall Break	Balancing things living off-campus vs. on-campus/FallBreak
Wk. 1/9 (Oct. 10 - 16)	Midterms/Withdrawal Date/Making Tough Decisions	
Wk. 2/10 (Oct. 17 - 23)	Experiencing consequences of decision-making (or lack thereof)	
Wk. 3/11 (Oct. 24 - 30)	Party Culture/Halloween close	Meet with Advisor/Register for classes
Wk. 4/12 (Oct. 31 - Nov. 6)	Fallout from Mid-terms/Reality sinks in	
Wk. 1/13 (Nov. 7 - 13)	Roommate problems either intensify or dwindle. If they intensify, do they address or move.	You've made it this far, keep it up/how do you keep yourself motivated
Wk. 2/14 (Nov. 14 - 20)	Conflicts between social and school obligations	
Wk. 3/15 (Nov. 21 - 27)	Excitement/Anxiety about going home for Thanksgiving	Study Groups for Finals/Commute plan for Finals Wk.
Wk. 4/16 (Nov. 28 - Dec. 9)	Sadness about leaving new friendships and/or love relationships for holidays	



# Fall Explosion Kickoff

---

- Programming designed for all first-Year Students
- Thursday 8/15-Sunday 8/18
- Schedule available online:

<https://www.valdosta.edu/administration/student-affairs/fall-explosion/events.php>

## 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 teaching these classes.

### **Timeline**

1. Dr. Chere Peguesse is teaching a special topics Perspectives class based on these outcomes in Fall 2019.
2. We are running three to four three-hour first-year seminar classes in Spring 2020 as an experimental pilot.

### **Questions?**

Contact any committee member.

## **Executive Summary**

### **Guide. Advocate. Prepare – G.A.P.**

In collaboration with the Dean of Students, Housing and Residence Life, Counseling Center, Counselor Education, Social Work, and Marriage & Family Therapy, a pilot program entitled “GAP” has been created.

### **Preliminary Synopsis of the Program**

The program will utilize 1<sup>st</sup> and 2<sup>nd</sup> year graduate students as interns representing the following programs: Counselor Education,, Marriage & Family Therapy, and Social Work. The program is designed to assist residential students who are facing challenges, who may be in need of additional support, who need a little help connecting with the university. Graduate students interning in this role will assist residential students in the following ways:

- Serve as a connection point to resources
- Serve as a listening ear
- Use solution-focused and future-focused conversational techniques
- Build community by assisting students with everyday frustrations
- Use interactions with residents to promote and instill an academic mindset
  - I belong in this learning community
  - I can change my abilities through effort (a growth mindset).
  - I can succeed.
  - This work has value and purpose for me.

### **Program Components**

#### Guides - Maintain a Presence within Assigned Residence Hall

All interns will have intentional interactions with residents to promote a welcoming and safe presence. These are opportunities for residents to familiarize themselves with the G.A.P. visitors to increase the likelihood of reaching out when in need. Interns will be expected to perform this duty at least once a week.

#### Advocates - At-Risk Students

All interns will assist students flagged as a Level 2-3 within their assigned residence hall. This will include scheduling in-hall visits to coordinate services for the student to include regular support meetings. After receiving at-risks reports, Advocates will make contact with students through various channels to create an action plan with Administrator.