

General Education Council
Minutes
1.28.02

Council Present:

T. Mottet-Fine Arts and Comm
B. Brown-Liberal Arts
R. Northcutt-Science
M. Johnson-Education
J. Fischer-Student Representative
V. Sriraman-Science
B. Stone-Applied Arts
D. Showalter-Business Admin.
J. Ross-Business Admin.
J. Crawford-Chair Representative
M. Hennessy-Liberal Arts
L. Thomas-Health Professions
K. Moffeit-Health Professions
F. Blevens-Fine Arts and Comm
V. Luizzi-Chair Representative
T. Hindson-Liberal Arts
Guest: John DeLeon

Council Absent:

D. Perkins-Applied Arts
M. Hamilton-Education
C. McCall-Education

Meeting convened at 3:35 p.m.

Motion:

R. Brown asked for a motion to approve the minutes from November 12th. J. Crawford so moved.
R. Northcutt seconds the motion. The November 12th minutes were approved as prepared.

J. DeLeon visited the council to discuss University Seminar 1100. The course was originally called Freshman Seminar. The new office is located in ASBN-410 or by calling 245-7952.

J. DeLeon is in the process of restructuring how the class is taught and who is hired to teach the class. The first basic step for restructuring was to change to a standard syllabus with specific requirements. This example syllabus is shown below:

US 1100

University Seminar Office
Dr. John E. De Leon, Assist. Dean
Rosa Garcia, Admin. Assist.
Houston House
245-7952
rg20@swt.edu

University Seminar
Fall 2001
Section 666 (freshmen)

Julio Sanchez, Ph.D.
Dept. of Foreign Money
555-1234
js01@swt.edu

Office Hours:
Location:

Course Description

University Seminar exposes learners to university life, in addition to the skills necessary for success in life after college. Through active discussions, hands-on projects and opportunities for outside learning, you will explore the multiple tasks and responsibilities of a college student, as well as gain a better appreciation for the benefits of a university education.

Objectives

1. To facilitate students' adjustment to the challenges of life and learning at SWT.
2. To expand students' understanding of the nature and purposes of a university.
3. To identify practical learning skills and concepts that will promote students' academic success.
4. To encourage students to explore the connection between university study and life enrichment, life-long learning and civic responsibility.
5. To promote respect for diversity issues and concepts.

Required Text

Grade Criteria
[Recommended]

1. Class Participation
2. Resume
3. Essays (3)
4. Campus Project
5. Faculty Interview
6. Email Assignment
7. Final Assignment (Exam)

Attendance Policy

There is a strong correlation between class attendance and college success. Because of the interactive nature of this course, it is important that you attend class. If you are absent, it is your responsibility to obtain any missed information, assignments or handouts. Avoid arriving late. Two late arrivals equal one absence. You may have one absence without penalty. Five points will be deducted from your final grade for each subsequent absence (i.e., 3 absences 10 points). Four or more absences constitute an "F" for the course.

Course Outline

Activity

Week 1	Day 1	_____
	Day 2	_____
Week 2	Day 1	_____
	Day 2	_____
Week 3	Day 1	_____
	Day 2	_____
Week 4	Day 1	_____
	Day 2	_____
Week 5	Day 1	_____
	Day 2	_____
Week 6	Day 1	_____
	Day 2	_____
Week 7	Day 1	_____
	Day 2	_____
Week 8	Day 1	_____
	Day 2	_____

**UNIVERSITY SEMINAR
FRESHMAN SECTION
OBJECTIVES & TOPICS**

Objective 1

To facilitate students' adjustment to the challenges of life and learning at SWT.

- Communication – Reflection
- Relationships – parents, friends, faculty, etc.
- Personal Goals
- Identity
- Problem Solving
- Personal Responsibility
- At Risk Behavior

Objective 2

To expand students' understanding of the nature and purposes of a university.

- What Is College Thinking?
- Roles of A University
- Structure of a University
- Who Are The Faculty?
- Evaluating Faculty
- History of SWT
- Vision of SWT

- Diversity And The University
- Value of A Broad Education

Objective 3

To identify practical learning skills and concepts that will promote students' academic success.

- Time management
- Study Skills
- Note Taking
- Listening
- Test Taking
- Using Advising; Calculating G.P.A.
- Using Campus Resources
- Academic Honesty
- Choosing A Major
- Academic Policies
- Managing Money

Objective 4

To encourage students to explore the connection between university study and life enrichment, life-long learning, and civic responsibility.

- Civic Responsibility
- Identity Development
- What Is An Educated Person?
- Intellectual Curiosity
- Defining Life-long Learning
- Idealism – Practicality Balance
- Value of A Broad Education
- Cultural Opportunities and Exposure
- Volunteerism and Community Service
- What Is Success? – Self Actualization

Objective 5

To promote respect for diversity issues and concepts.

- Diversity Examined – What Is This Concept? (culture, age , ethnicity, religion, political, gender, sexual preference, geographical, physical characteristics, economic class, etc.)
- Impact On You The Person
- Impact On Your Life
- Impact On Society (communication, relationships, quality of life, perceptions, etc.)
- Ethnocentrism
- Stereotyping and Discrimination
- Latent Discrimination
- Affirmative Action

J. DeLeon and the US Group Leaders devised the above objectives for discussion for this course. The US 1100 faculty must use the above syllabus format and objectives when teaching the course.

He is currently working on the requirements for employment to teach US 1100. They are still in the draft phase, but are as follows:

The following are requirements for those wishing to teach University Seminar 1100.

1. Have at least a Masters Degree.
2. Possess a minimum of two years teaching experience.
3. Be an SWT employee.
4. Have written permission from your Department Head or supervisor.
5. Work with an assigned mentor for a minimum of two semesters to develop and improve course materials.

6. *Attend a two-hour faculty preparation workshop on one of three scheduled dates prior to the semester.*
7. *Agree to comply with curriculum employment requisites.*

Curriculum Requisites for Employment (DRAFT)

Before you are selected to teach a section of University Seminar 1100, you must indicate whether you will be able to adhere to the following curriculum elements.

1. Submit, at least two weeks prior to the semester, a written syllabus for our review and approval, so that we may ensure that the basic goals, objectives of the course and curriculum critical elements are being addressed.
2. You have the option of selecting at least one textbook, but no more than two, that students enrolled in your class will be required to purchase. Textbooks must be ordered through the US office.
3. Have your students evaluate your instruction at the end of the semester using the US student evaluation form that we will provide.
4. Provide students with opportunities to demonstrate computer competency through e-mail and Internet assignments.
5. Maintain challenging and fair academic standards appropriate for US 1100 as a letter-graded 1 credit-hour course. For example, more than 3, 2 page-writing assignments are deemed excessive.
6. Provide your students the opportunity to attend or visit SWT sponsored events, exhibits, resource centers, etc., that have direct ties to course objectives. No more than one such campus assignment unaccompanied by you may count toward class attendance.

M. Hennessy told J. DeLeon that this is a good direction to be heading because it creates more uniformity. J. DeLeon told the council that of those teaching US 1100, 60% are faculty and 40% are staff. He said that 6 to 7 people teach multiple sections (two sections).

M. Hennessy wanted to know if there was a list of suggested textbooks? J. DeLeon told the council that they are compiling information for reading, group activities to find the objective for the SWT experience. They are still letting the faculty choose if they want a textbook.

J. Fischer asked J. DeLeon if he had talked with students beyond the evaluations to get their input about the class? T. Hindson asked what the grade distribution for the class is? The grade distribution is an average of B+ with an overall SWT average of 2.5. J. DeLeon believes if you know what you are teaching you make a difference and are more effective. He is working with Paul Raffeld to create an evaluation to better evaluate the class.

M. Johnson suggested to the council that the course be offered as Pass/Fail. The student attends and does the work so they pass. R. Brown told the council that SWT does not have a Pass/Fail policy. B. Stone told the council we have a credit/noncredit policy. R. Brown told the council that is something to discuss and take into consideration what you would or could gain going to a credit/noncredit course.

R. Northcutt told the council he thought it would be hard to teach without a common text or content. J. DeLeon told the council there is a range for use. R. Northcutt asked to what extent do you use the text? J. DeLeon told the council that a customized text could be created for the course. R. Northcutt said the text is needed now. J. DeLeon said they are getting to that point.

J. DeLeon told the council they are working on the US webpage, creating a new brochure about the course, student evaluation forms and a SWT—FYE textbook.

J. DeLeon mentioned to the council that faculty is hard to recruit to teach this course because the pay is limited to only \$1000. /per section. The salary is not raised because \$30-70,000.00 it would take would have to come from another department and those departments would prefer to hire a faculty member who teaches for them in their department. We have shift from senior to

junior faculty teaching the course. Basically those teaching the course are doing so as an overload and the \$1000.00 is a bonus. B. Brown told the council that \$70,000.00 is a drop in the box at this university because of all its discretionary spending. R. Brown told the council that the funds needed to fund more \$ per section would have to be E&G funds. J. DeLeon told the council that he has asked for more funds and is working on it strategically.

J. DeLeon and R. Brown are working on implementing a summer reading program with the book "Tuesdays with Morrie". This book was selected because students like it and it has a good message for students and about teachers.

This spring we will be reviewing the Fine Arts, Mathematics and Natural Science courses in the core curriculum. S. Beebe requested that we also review Physical Geography at this time to see if it meets all the natural science requirements. Please send all questions about this course to D. Butler in Geography. He will be glad to answer any questions or meet with any of you. By the second week in February we will prepare copies of these courses and have them located at the Alkek Library (under General Education Council) and in the University College office (ASBN-108-across from Den).

T. Hindson told the council that the upper level for 2330 Poli Sci substitution is made at the department level when sometimes exceptions are made. This substitution is not appropriate unless courses are parallel. Honors students take course as substitutions for the course, but these courses come with justifications. The decision of substitutions should be made a student by student basis. The council should consider making some guidelines for when the advisor could approve such a substitution.

The meeting was adjourned at 4:43 p.m.