

General Education Council  
4.28.03  
Minutes

Council Present:

C. Stone-Applied Arts  
C. McCall-Education  
L. Thomas-Health Professions  
R. Northcutt-Science  
V. Sriraman-Science  
M. Hennessy-Liberal Arts  
D. Glassman-Chair  
D. Showalter-Business Administration  
S. Ogletree-Liberal Arts  
T. Mottet-Fine Arts & Communication

Council Absent:

J. Crawford-Chair  
D. Perkins-Applied Arts  
D. Flaherty-Business Administration  
D. Wiley-Education  
R. Whalin-Fine Arts & Communication  
B. Melzer-Health Professions  
J. Fischer-Student Representative

Meeting convened at 3:32 p.m.

**Motion:**

R. Brown asked for a motion to approve the minutes from April 14<sup>th</sup>. B. Stone so moved. R. Northcutt seconds the motion. The April 14<sup>th</sup> minutes were approved as prepared.

AAC&U sends SWT 6-7 publications. A copy is on file in the library.

**Motion:**

Accept the revised version of the Institutionally Designed Option.  
The revised version reads as follows:

**Institutionally Designated Option Component**

**Texas Coordinating Board Communication Component**

Assumptions

1. Every institution of higher education will adopt a core curriculum. . .
2. . . . a core curriculum should contain courses that establish multiple perspectives on the individual and the world in which he or she lives. . .

An institution may wish to include in its core curriculum courses that address exemplary educational objectives not covered in the preceding broad discipline categories. Such courses may include computer literacy, kinesiology, health/wellness, interdisciplinary or linked courses, or other courses that address a specific institutional role and mission.

## **Southwest Texas State University Institutionally Designated Component**

### Definitions

The SWT designated component has two requirements within the component: an integrative perspective and a physical fitness perspective:

#### **Integrative Perspective**

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, students 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.

#### **Physical Fitness Perspective**

The mission of the physical fitness perspective is to offer to SWT students a variety of activities promoting wellness with emphasis on physical fitness and/or lifetime sports. The courses provide an opportunity for an individual to explore and appreciate the recreational and physical benefits of activities intended to promote a healthy lifestyle while gaining knowledge and skills in various available activities.

### Requirements--Courses Meeting the SWT Component:

All students will complete three hours within this component, designated as follows:

#### **Integrative Course**

US 1100—University Seminar

#### **Physical Fitness Courses**

Choose two courses from:

PFW 1101-1139, 1150-1164, 1166-1225:

**OR**

Take one course from the above and one from:

PFW 1140, 1149, 1165, Music 1111C, 2111C, 3111C, 4111C (Marching Band)

### Defining Characteristics

#### **Integrative Perspective**

- small class size
- individual interaction and participation in group discussions
- application of learning skills related to success in college and life
- inclusion of issues relevant across discipline
- evaluative exploration of self and/or issues related to society
- develop an appreciation of higher education and its potential to transform a life

#### **Physical Fitness Perspective**

- application of fitness and/or physical skills to being a healthy college student
- application of fitness and/or physical skills to the promotion of lifelong health and wellness

### Objectives

#### **Integrative Perspective**

Primary objectives of University Seminar are:

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

#### **Physical Fitness Perspective**

Primary objectives of physical fitness courses are:

- to instill in students a knowledge of health, physical fitness and wellness.
- to encourage positive lifestyle behaviors regarding personal health, physical fitness and wellness.
- to educate students about the physiological benefits derived from a physically active lifestyle.
- to encourage students to achieve and/or maintain physical fitness
- to provide students the opportunity to participate in lifetime activities.
- to encourage social interaction among students through participation in physical fitness activities.
- to educate students about the stress reducing benefits of physical activity.
- to educate students in regard to the prevention and care of activity related injuries.
- to provide opportunities for students to improve their skill level and confidence in physical activities.
- to provide physical activities and instruction for students who are physically challenged.
- to provide students the ability to design and carry out personal fitness and wellness programs.

#### Assessment

##### **Integrative Perspective**

To evaluate the successfulness of the course in helping students meet the stated objectives, the following measures will be used:

- student evaluations that probe for the students' own view of the impact of the course;
- group meetings of faculty teaching the course, providing the occasion for continual self-assessment of their effectiveness in delivering the objectives of the course;
- annual sessions held by the program director with the orientation assistants (O.A.'s) to discuss the impact of their experience in the Freshman Seminar class.
- other periodic and longitudinal studies have been conducted at several points in time to help determine the effectiveness of the course in meeting stated objectives. For more information regarding these methods, please contact the Director of Freshman Seminar.

##### **Physical Fitness Perspective**

To evaluate students' success in meeting the objectives of the physical fitness perspective, faculty will rely on a variety of assessment methods that would include at least one of the following:

- objective and/or essay exams
- skills tests examining the competency of skill level students have achieved.
- manuals, logs, or journals indicating students' daily/weekly physical fitness activities and/or activity participation.
- class participation in the form of tournaments and competition which gives the instructor opportunities to observe students skill abilities and social interaction.
- compiling manuals or journals containing cognitive information obtained outside of class from sources such as the library, newspaper or internet including information about physical fitness perspective topics.
- end of course faculty evaluations by students, peer review of syllabi, tests and examinations, and mid-course assessment of cognitive and skill knowledge.
- surveys of former students examining the students' actual use of the skills and information after leaving class.

B. Stone so moved. D. Glassman seconds the motion. Motion passed unanimously.

Discuss US 1100 with the President along with other issues.

Fall

-Criminal Justice can submit the proposal for the course they want included in the Social Science Component.

R. Brown will get the materials from ODS from Debbie and Dr. Gratz.

Meeting adjourned at 3:52 p.m.

