

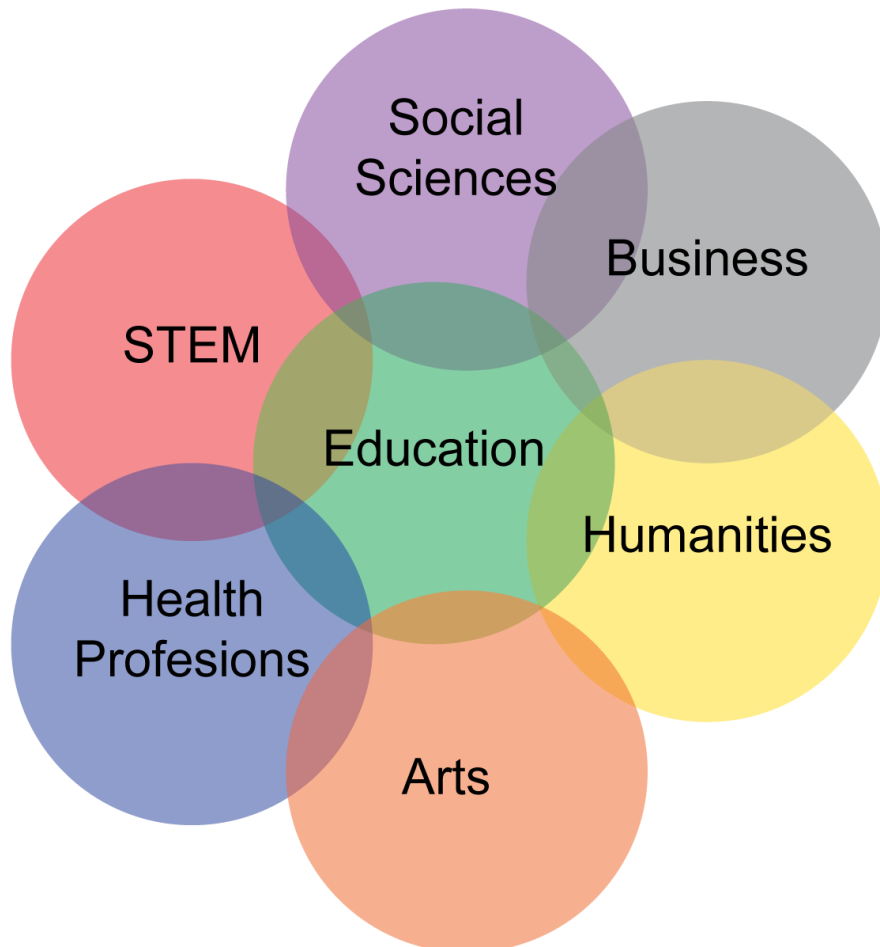
General Education Council
April 10, 2019
Minutes

- I. Discussion from the 1st Year Seminar held on March 27, 2019.

1st Year Workshop comments from Participants

- Curriculum and academic structure
 - a. Broad themes like “what the university is and how does it relate to me?”
 - b. Broad focus areas (from Momentum)*
 - c. Preserve student choice
 - d. Research component
 - e. Academic vs engagement?
 - f. Embed college skills in course with academics
 - g. Connect FYE to other Core classes
 - h. Reinforce skills each year
- Co-curricular initiatives
 - a. Check with activities that already exist out of class
 - b. Residence Hall has boards with information about activities
 - c. Housing coordinates/articulates important skills like time management: use planners
 - d. Place some things like leadership/volunteer services in assignments like writing a resume to take to Career Opportunity to be checked
- Problem-solve challenges with 1st year seminars
 - a. Too much content? What fits for our students?
 - b. Who will teach? Faculty? Advisor?
 - c. Too many outcomes?
 - d. Audience: at-risk students first?
 - e. Technology
 - f. Best practices, trends?
- Course strategies
 - a. Make both academic and student transitional skills
 1. Information literacy: where something is available, time management, financial management, career, digital life skills
 2. Identify career paths/options earlier in student’s career
 3. Navigate a new society: expectations, norms, socialization, experiential, diversity, civil discourse, critical thinking, global.
 - b. Academic Community engagement: shadowing practitioners, field experience
 - c. Developing discipline specific scholarship like Undergraduate research
 - d. Passion themes that reflect faculty interests, projects, investigations
 - e. SWBAT: Students will be able to:
 1. Articulate multiple perspectives on an issue
 2. Be more sufficient self-educators for life-long learners
 3. Identify resources for student success and engagement
 4. Manage emotional intelligence and interpersonal relationships
 5. Identify relationship between course and Blazer creed (citizenship, integrity, civility)

- f. Courses should be: one of inquiry/curiosity, interdisciplinary, student-directed/curated, stress writing, mentoring, and student success
- Outcomes
 1. Thematic academic outcome
 2. Thinking skills: info literacy/critical thinking/teamwork
 3. Soft skills: time management/study skills/engaging with faculty/financial/academic mindset
 4. Onboarding: registering, resources available
 5. Academic and career-wise
 6. Growth mindset
 - Faculty Development
 1. Transparency
 2. Study skills
 3. Info literacy
 4. Intellectual curiosity
5. Leveraging passion/emotion of professors.



*Momentum Year