

**General Education Task Force Meeting  
Torreyson Library 215, 1:00 pm  
Tuesday, July 17, 2012  
Minutes**

**Attendees:** Lisa Daniels, Art Lichtenstein, Krista Peppers, Ed Powers, Tammy Rogers, Conrad Shumaker, Carey Smitherman, Barbara Williams

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Some of the elements that should be integrated into FYS lab are likely elements integrated in University College course delivery of UNIV 1100. FYS would be much more expansive. A point was made that there should be an explicit list of what the course would achieve, any of those outcomes should be developing students' understanding of (and awareness of the importance of) a GenEd program. The FYS should more closely follow the academic model vs the extended orientation model. FYS courses would need to be custom made, similar to the approach used for residential college. The need for FYS to count as one of the state minimum core requirements was reiterated.

Standards of the FYS should be:

- Critical thinking
- Written and oral discourse
- Collaboration
- GenEd outcomes must be explicitly addressed, including the common rubrics (understanding of UCA mission and core)
- Fulfill the requirements for one of the state minimum core areas include (basic concepts of the discipline)
- Class size must be small (less than 20)
- Faculty must be selected by the department chair and have demonstrated aptitude for high impact teaching (other faculty criteria)...subject to a more rigorous evaluation, additional training and resources

These outcomes should be assessed using the common rubrics for the first three bullets, and perhaps a survey for bulleted item 4. Thus, the FYS would carry a C (containing written, oral, and collaborations) and an I designation. It would focus on freshman and their unique needs. The suggestion is that the FYS course would be a 3 credit course and would not contain the aspects typically associated with orientation (i.e. health services). A list of all university services would be given to all FYS instructors (with specialized training regarding what to look for, etc.). The expectation that FYS instructors would be aware and able to refer students to special services (i.e.

academic success center) and have an understanding of how to weave academic success skills into the course. The list of resources could also be made available via Blackboard or some other venue for the students in the class. While the recommendation would be that FYS be taken in a student's first semester, it is expected that some will need to take it the second semester.

A question was raised about the communication standard--could it be met in a world language? Consensus was that would be a reasonable alternative, especially within that major.

The overall plan is intended to provide more flexibility. Essentially, the plan contains the 35 required hours of the state minimum core plus 3 credit hours of Responsible Living, which is unique to UCA. Additional components of the GenEd plan will be met within the major. This model is less cumbersome for professional degrees with multiple specialized requirements, but it's unfolding over four years brings meaning to the GenEd core.