

General Education Task Force Meeting
Torreyson Library 215, 1:00 pm
Tuesday, June 26, 2012
Minutes

Attendees: Lisa Daniels, Kim Eskola, Art Lichtenstein, Krista Peppers, Ed Powers, Tammy Rogers, Conrad Shumaker, Barbara Williams

Discussion about when to invite the current and new registrars to visit with the Task Force. It was determined to ask if they could attend one of the last 4 meetings in July to problem-solve issues that may arise with the proposal elements.

Minutes for June 19 and 20 were approved.

UCA Essential Core is actually UCA Core

Discussion of which courses ought to be considered "foundational" and taken the first year resulted in the following recommendation:

- WRTG I (3)
- WRTG II(3)
- SPCH/Communication (3) [perhaps push this to the 2nd or 3rd year]
- Math (3)
- LabSci (4-8)
- SocSci (3) or Humanities (3) [perhaps require one of these courses along with first year seminar for additional content exposure]
- First Year Seminar (3 + 1 hour lab) [with consideration of credits and content embedded...double up with social science, fine arts, or humanities requirement; additional elements would be included, such as note taking and proper navigation of social media. The one hour lab would combine multiple sections of FYS in a common place for sessions on such things as financial aid, etc.]. (Courses taught in the residential halls are a model for this). Transfer students that come in with 60 credits should be required to take a Transfer Seminar at the junior level. Perhaps we would recommend that this transfer seminar be offered within the major. The GenEd mission and outcomes should be made clear in these seminar courses. Build in small group elements as well. As an assessment point, all FYS would have a group project with common rubric. Training would be given on how to design an effective group project. Incentives might be offered in the form of smaller classes, merit pay points, end-of-year dinner/debrief, etc.

Propose a model for courses in the first year, but allow for some flexibility as needed for specific majors (i.e. 2nd math or science in year 2). Foundational courses should be part of the state minimum, be taught in the first 2 years, and incorporate skills that are needed in upper level courses.

Suggest that chairs hand pick faculty for first year seminar and work to give those faculty additional training and resources. Would highly recommend that these are full time faculty members, not adjunct or GAs. The same principle would ideally apply to all the foundational courses.

Clarified that the model we are suggesting is a spiraled model...the state minimum/foundational courses would meet the outcomes at the basic level. The outcomes would also be measured at the upper levels with increased expectations of mastery, and these upper level outcomes would be integrated and assessed in the major at the junior and senior levels (perhaps with a capstone course as well).

There would not be a broad survey course for Responsible Living, but those outcomes could be embedded into courses in the disciplines. The expectation would be that one discipline would accept a Responsible Living course from another discipline.

Next meeting we will try to define what would be the elements and assessment pieces/rubric for the First Year Seminar, as well as elements that are threads across the curriculum.