

**General Education Task Force Meeting  
Torreyson Library 215, 1:00 pm  
Tuesday, July 11, 2012  
Minutes**

**Attendees:** Lisa Daniels, Kim Eskola, Krista Peppers, Ed Powers, Tammy Rogers, Barbara Williams

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Clarification that the model would include a foundation with four pillars containing the threads spiraling through the curriculum, and a capstone. Assessment would be collected at four distinct points: Intake (within the FYS), Lower Level (within 1000/2000 level courses with I, C, R, D designations), Upper Level (within 3000/4000 level courses with I, C, R, D designations), and Capstone.

Discussion that inclusion of a portal course would add a level of complication to the model, and one that would not be easily implemented across all colleges/disciplines.

As we guide the discussion on assessment, it needs to be framed within the context of how the results will benefit the UCA community. Recommended safeguards on how the data should be used ought to be articulated. Another consideration would be how Diversity is defined...should ensure the global aspect is included.

Some discussion of the purpose and goals of FYS...one recommendation was that the lab hour be divided into categories such as: study habits, health habits, social habits, environmental habits. The seminar may also include some sort of collaborative project completed at the end of the term. Activities should be structured to engage the students and have them interact with one another. While study skills would be embedded throughout the FYS course, responsible living type components could be included heavily in the seminar. The course should have a strong focus on Critical Inquiry within the content of the course itself (though likely the more appealing model would be having a FYS that also meets a state minimum course). Colleges could propose courses to be taught as a FYS with the understanding that the course would have an I designation, as well as the requirements established for FYS (i.e. research project). We need to articulate what is the value of FYS--what goals will it accomplish and how it will benefit the university and students (i.e. indoctrination to the GenEd outcomes...what we want our students to be like, introduction to the university, study skills, comfortable and equipped for university success). Faculty teaching FYS would be hand selected, and evaluation of the course would be considered on an ongoing basis. It should be stipulated that FYS cannot be an online course.

When colleges/departments seek designations for I, C, R, D and Capstone designations, they will need to share the assignments on which the common rubric will be applied. It was expressed that students need both exposure to Humanities and Fine Arts, so these 6 credits should be evenly divided. Students should be required to take 3 credits of Humanities and 3 credits of Fine Arts.

We need to very clearly define what we mean by each of the designations, what the capstone will entail, what the research base is for the various aspects of our proposal. The model we propose includes several elements of highly effective practices, and addresses HLC concerns. During the

next few days prior to our nextmeeting, members will dig into models and literature on FYS to share with the group next week so that we can better articulate what should be the requirements of FYS. While we are perusing this, we will also keep an eye out for models and literature regarding Capstone as well as assessment instruments for Responsible Living.

**Recap from last week**

The foundation core would be taken in Year 1 and include 24 hours:

- 2 Writing courses (6)
- Oral Communication (3)
- 2 Lab Sciences (8)
- Am. Hist/Govt. (3)
- Math (3)
- FYS lab (1)