

**2010-2011 Annual Report of the General Education Council**  
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During the 2010-2011 academic year, the General Education Council accomplished the following:

1. Approved closing the General Education portion of the FKL curriculum
2. Approved a substantive change process for approved FKL courses
3. Approved new language regarding the definition of the FKL Capstone Experience
4. Approved the recertification process for approved FKL courses
5. Reviewed seven courses for FKL recertification
6. Made funding recommendations for support of approved FKL courses
7. Reviewed and approved 20 new FKL course proposals

Details regarding these activities are provided below.

**1. Closing of General Education portion of the FKL curriculum**

The GEC voted to close the General Education portion of the FKL curriculum as a means of maintaining the quality and coherence of the FKL curriculum. A sufficient number of General Education courses now exist to serve the needs of USF undergraduates. The GEC announced the closing via email to department chairs, program directors, and faculty on October 29, 2010. A deadline of Dec. 1, 2010, was set for the submission of any new General Education proposals with final approval needed by May 5, 2011. Recognizing the need to maintain flexibility (for example, as departments and programs revise their course offerings due to changes in faculty, or as new programs develop), the GEC will consider exceptions on a case-by-case basis.

**2. Substantive Change Process for approved FKL courses**

The need for a substantive change process was determined to accommodate requests for changes to existing FKL courses, for example, changes in course title or number, core area, dimensions, delivery methods, etc. A one-page PDF form was created and approved for this purpose. It is now available online ([http://www.ugs.usf.edu/gec/GEC\\_SubForm.pdf](http://www.ugs.usf.edu/gec/GEC_SubForm.pdf)).

**3. Definition of FKL Capstone Experience**

FKL requirements for students include a Capstone Experience intended to serve as a culminating experience that requires students to integrate knowledge and apply it in new ways. Traditionally, the Capstone Experience had been defined in terms of six credits of coursework, with three credits of a writing-intensive course and three credits of a capstone course required. Recognizing that integrative, culminating experiences can occur outside the context of a course, a Capstone Committee was formed to explore alternative definitions and methods of fulfilling the six-credit capstone requirement. Following the recommendations of the Capstone Committee, the GEC voted to broaden the definition of the FKL Capstone Experience to allow for other kinds of learning experiences, such as internships, directed research and writing, performances, and visual or artistic presentations. In addition, a single, six-credit Capstone Learning Experience

Option was approved, which allows for the combination of the three-credit writing-intensive requirement and the three-credit capstone requirement. Other approved changes to the Capstone Experience include the stipulation that all Capstone Experience coursework must be taken at USF-Tampa and the agreement to allow writing-intensive coursework in languages other than English to fulfill the three-credit writing-intensive FKL requirement.

#### **4. Recertification Process**

In order to maintain quality and coherence in the FKL curriculum, approved FKL courses are required to be reviewed and recertified for inclusion in the FKL curriculum every five years. The first group of courses was up for recertification in the 2010-2011 year since the development of the FKL program in 2005. Since no recertification process was yet in place, a Recertification Committee was formed to explore efficient, rigorous methods of course review. After much work and discussion of review criteria and the submission process itself, the Recertification Committee recommended a stream-lined process that focused on changes to the course, examples of assessment directly related to FKL learning outcomes (i.e., critical assignments), sample syllabi, and inquiry-based methods, in addition to information regarding number of instructors and sections taught.

The Recertification Committee also recommended soliciting this information using a fillable PDF form that could be customized based on a course's approved core area and dimensions, with the understanding that changes to the process would be made as necessary in order to maintain rigor and efficiency. In this way, kinks to the process could be slowly worked out in anticipation of the large number of courses that would be up for recertification beginning in 2012. After reviewing the first group of courses up for recertification (see item #5 below), the GEC has since voted to include requests for information regarding the course's use in FKL Program assessment efforts coordinated by the Office of Institutional Effectiveness and Assessment as well as other changes to the recertification form (e.g., requests for multiple syllabi and more information for courses that have changed delivery method).

#### **5. Review of Seven FKL Recertification Proposals**

Seven courses were reviewed for FKL recertification using the process described in item #4. They consisted of four general education courses (ANT 2511 Biological Anthropology, CHM 2045 General Chemistry I, ECO 2013 Economic Principles, SYG 2000 Introduction to Sociology, and SYG 2010 Contemporary Social Problems) and two Capstone courses (SYD 4411 Urban Life and SYA 4935 Senior Seminar in Sociology). These courses represent the first group of courses up for re-approval since the initial development of the FKL curriculum five years ago. Courses approved for recertification are: CHM 2045, ECO 2013, SYA 4935, and SYD 4411. Additional information will be requested for the remaining courses.

#### **6. Funding Recommendations**

The Funding Committee considered a total of 15 requests for funding to support FKL courses. Two were new requests, 2 were additional awards to already funded courses, and 11 were requests carried over from previous years. Only requests that would increase the number of seats available were considered. Priority was given to courses serving areas with low numbers of

seats (Human and Cultural Diversity in a Global Context Core Area, Capstone courses, and Writing Intensive courses).

## **7. New Course Proposal Reviews and Approvals**

The GEC approved 20 new FKL proposals, of which 6 were general education courses and 14 were Capstone and Writing Intensive courses. These are:

### General Education

- i. IDH3400 – Social & Behavioral Science Honors (CASB: CT, IBL, GLC, HCD)
- ii. GLY2073 – Global Climate Change: A Geoscience Perspective (CANP: CT, IBL, ENP, QUL)
- iii. EDF3514 – History of Education in the U.S. (CASB: CT, IBL, HHCP, WLS)
- iv. EUH2030 – Modern Europe I (CAHU: CT, IBL, HCD, HHCP)
- v. ARC2211 – Introduction to Architecture (CAHU: CT, IBL, CPE, HHCP)
- vi. EUH2012 – Ancient History II (CAHU: CT, IBL, HHCP, HCD)

### Capstone/Writing Intensive

- i. PHM4331 – Modern Political Philosophy (WRIN: CT, IBL, ETP)
- ii. HIS4936 – Special Topics in History (CPST: CT, IBL, HHCP)
- iii. AMS3605 – Working Class Culture in America (CPST: CT, IBL, CPE)
- iv. WST4935 – Capstone/Senior Seminar (CPST: CT, IBL, WLS)
- v. WST4262 – Literature by Women of Color in the Diaspora (WRIN: CT, IBL, WLS)
- vi. HUM4931 – Seminar in Humanities (CPST & WRIN: CT, IBL, CPE)
- vii. HSC4631 – Critical Issues in Public Health (CPST: CT, IBL, IRD)
- viii. PHC4720 – Foundation of Professional Writing in Public Health (WRIN: CT, IBL, IRD)
- ix. PET4946 – Internship in Physical Education: Elementary (CPST: CT, IBL, SCP)
- x. AMS3615 – Film and American Society (WRIN: CT, IBL, CPE)
- xi. AMS4935 – Senior Seminar in American Studies (CPST: CT, IBL, CPE)
- xii. ENC3249 – Communication for IT Professionals (WRIN: CT, IBL, WLS)
- xiii. PET4088 – Individualized Fitness and Wellness Programming (CPST: CT, IBL, OLS)
- xiv. FIL3854 - Film Art (course number is not final) (WRIN: CT, IBL, CPE)

## **Recommendations and Goals for 2011-2012**

The GEC engaged in discussions regarding the quality and coherence of the FKL curriculum. As the Recertification process proceeds, these discussions will need to continue. The goal is to provide USF undergraduates with essential knowledge and skills that prepare them for advanced study in their selected majors. This may mean making difficult decisions regarding the appropriateness of core areas and dimensions for particular courses, or even the appropriateness of particular courses for the FKL program. All of these decisions will have to be weighed against

the need to provide sufficient number of seats in all core areas so that students may fulfill their FKL requirements and graduate in a timely manner.

Assessment of the FKL program has been conducted by the Office of Institutional Effectiveness and Assessment (OIEA) with the assistance of Faculty Assessment Coordinators (FAC). The process for getting assessment data back to FKL faculty and how the assessment data will be used (closing the loop) needs to be addressed. Part of this will involve clarifying the relationship between the GEC and the OIEA/FAC. While three GEC members also serve as FAC, perhaps a more formal connection needs to be made.

Finally, there still remains much confusion and misinformation among the general faculty regarding the FKL program, its requirements, the submission/approval process, and the recertification process. A Marketing Committee was formed at the start of the 2010-2011 year in order to address these issues, but resolution of the pressing issues outlined above took precedence. The Marketing Committee should become a focus for next year.