
Ex-Officio/Guests: Diane Williams, Drew Smith, Janet Moore, Terri Flateby, Arka Bhattacharya.

The meeting was called to order at 9.09 a.m. in SVC 5012. Drs. Kersaint/Potter presided over the meeting.

Minutes – The Minutes of May 22nd, 2007 were approved by all with the suggested amendments.

Discussions –

1. Discussion on Exit Course language:
   The GEC members discussed the exit course requirements and guidelines. The sections on the Interdisciplinary experience, Capstone Course, Writing Course and Core Curriculum Assessment were discussed at length and modifications were made. The GEC members approved the Exit course language in the meeting.

   **Approved Exit Course Language:**

   “Exit courses extend the Core Curriculum throughout the baccalaureate program, signaling that the university values a liberal education as a vital part of any USF degree. The Exit Course Program requires students to take two exit courses (six credits total): at least one writing-intensive course and at least one capstone course. The capstone class could be either within the major (and be restricted to majors or open to both majors and non-majors), or a capstone course for the Core Curriculum. Enrollment in these courses is restricted to upper level students. Each course must emphasize critical thinking, inquiry-based learning, and at least one of the other dimensions of the general education curriculum as described in The Foundations of Knowledge and Learning Core Curriculum (http://www.ugs.usf.edu/gec/fklcc.htm).

   **Interdisciplinary Experience**

   Each course should include an interdisciplinary experience that extends the liberal arts goals of the Core Curriculum. An interdisciplinary approach leads students to reflect on specific issues and problems in the context of perspectives outside the discipline of the course.

   **The Capstone Course**

   Capstone courses provide students with a culminating education experience, either for the major or for the Core Curriculum. Capstone courses within the major discipline typically bring together knowledge from the discipline into a culminating learning experience for deeper understanding of the discipline. A capstone course for the Core Curriculum should integrate multiple areas of knowledge and dimensions (intellectual strategies, approaches to knowledge and processes, perspectives, and competencies). Capstone courses should challenge students to view human inquiry beyond disciplinary boundaries. These courses, by definition, must lead to a summative product, such as a project, a paper, a proposal, or a performance.
The Writing Course

Write-intensive courses continue the emphasis of the Core Curriculum on writing. In addition, these courses may focus on writing within the discipline, where students gain skills that assist in their preparation for professional work or graduate studies. In all cases, the emphasis is on the processes of communication both within and among disciplines and for multiple audiences. Writing-intensive courses must meet or exceed the current Gordon Rule communication requirements (Link to Gordon Rule).

Core Curriculum Assessment

As part of assessing the Core Curriculum, faculty who teach exit courses may be asked to participate in its ongoing assessment. Their students may be asked to complete writing assignments, respond to surveys, or participate in other measurements designed to assess the Core Curriculum learning outcomes.

Exit courses typically should be taught by regular faculty, who are in the best position to provide feedback to the department on the preparedness of students on an ongoing basis. To help ensure focus on the development of critical thinking and inquiry-based learning skills, writing-intensive courses should not have more than 30 students per grader and capstone courses are recommended to have no more than 50 students per instructor or graduate assistant.

Course Proposal Review Status –

Approved Courses

- **AFH 3200 – African History since 1850**
  This course is an introductory survey of the history of Africa since 1850. The Course looks at the state of the African continent in 1850 and the local and global factors that have shaped Africa’s history since that time. The course and a funding amount of $10,000 were approved.
  
  **Core Area:** Humanities  
  **Dimensions:** CT, I, GC, HHCP.

- **AMH 3572 - African American History since 1865**
  This course explores the history of African Americans since 1865. Major topics include the struggle for equality, class and gender dimensions of the Black freedom struggle, and the varied approaches in the fight against oppression and inequality. The course and a funding amount of $5,000 was approved.
  
  **Core Area:** Humanities  
  **Dimensions:** CT, I, HCD, HHCP.

- **MGF 1106 - Finite Mathematics**
  This course features topics that demonstrate basic mathematical ideas used to analyze questions of individual or societal need. Topics include Mathematical Logic, Sets and Counting Techniques, Probability, Statistics, and Geometry. The course and a funding amount of $142,000 was approved.
  
  **Core Area:** Mathematics  
  **Dimensions:** CT, I, SP, QL.

- **PSY 2012 - Intro to Psych Science**
  This course is an introduction to psychology for majors and non majors. It presents psychological theory and methods in a survey of various areas of psychology including clinical, cognitive, developmental, health, industrial, social and biopsychology. The course and a funding amount of $121,500 was approved.
  
  **Core Area:** Social and Behavioral Sciences  
  **Dimensions:** CT, I, SP, HCD.
Approved Courses pending Funding Approval

- **THE 4401 - American Drama**

  This course examines seminal American plays and high quality film adaptations derived from them. Each play is examined as a script for performance and as an object in an aesthetic, social and historic context. This course was approved by the GEC and there were no funding requests. The course content was approved by GEC; the funding requests will be reviewed by the funding subcommittee separately. The approval decision is tabled till next meeting.

  **Core Area:** Exit Course  
  **Dimensions:** CT, I, HHCP, CIPE.

The next meeting will be on Tuesday, June 19th, 2007, at **9:00 am** in **SVC 5012**. The meeting was adjourned at 11:45 am.

**Appendix (Acronyms used):**

- CT: Critical Thinking  
- HHCP: Human Historical Context and processes
- I: Inquiry-based Learning  
- HCD: Human and Cultural Diversity.
- SP: Scientific Processes.  
- GC: Global Context
- QL: Quantitative Literacy  
- EP: Ethical Perspectives
- IL: Information Literacy  
- CIPE: Creative and Interpretive Processes and Experiences.
- WLC1: Written Language Competency 1
- ENP: Environmental Perspective
- IRD: inter-relationships among Disciplines.