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FLORIDA DEPARTMENT OF  
EDUCATION  
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**Civic Literacy Faculty Committee Meeting**  
**Executive Conference Room, 201, Fairwinds Alumni Center Building**  
**University of Central Florida**  
**Orlando, Florida October 11, 2017**  
**11:00 a.m. –3:00p.m.**

The first meeting of the civic literacy faculty committee began with introductions of the attendees, followed by an overview of the legislation and timeline for implementation.

A discussion followed regarding the overarching prescription of requirements into course syllabi. Concerns were expressed about how a new civics course may displace other courses from the general education core, possibly diminishing the offering of other general education courses, because allocations would go toward the one new civics course.

The question was raised about assessment of the civic literacy requirement and the statute was reviewed, which states that at least one “existing” assessment must be identified by the Board of Governors and the State Board of Education.

The question was asked whether there could be multiple courses to meet the civics literacy requirement. The statute was reviewed, which states that the faculty committee must develop a new course in civic literacy or revise an existing general education core course in American History or American Government to include civic literacy. Additionally, it was clarified that the delivery method of the designated civic literacy course is not specified in legislation and online courses are acceptable.

There was discussion about implementation of a specified course of History or American Government and related possible outcomes to various departments, such as FTEs and potential loss of adjuncts, depending upon which prefix was chosen. The suggestion was made to give the course a prefix outside of AMH or POS, such as ISS, AMS, CVS, and/ or to incorporate civic literacy learning competencies or outcomes into a pre-existing mandatory course, such as a student success course. Assigning the course an ISS prefix would give each institution flexibility and ownership of the course, compared to the course being housed in the history or political science department. Another suggestion was that institutions could offer an online course that could be administered by the campus unit that also provides the online hazing and student safety modules that students often take when they first arrive at the institution. A concern was raised about this option, however, because it could transfer the administration of the course to Student Affairs departments. Further, a comment was made that in some

institutions the required civic literacy competencies are covered in a course sequence rather than in one course.

There was a brief discussion about the range of courses offered by universities compared to colleges. The colleges rely on the foundational or introductory courses in history and political science more than universities, which can offer junior and senior level courses in the major, as well as graduate-level courses. It was decided that a list will be provided to the workgroup indicating which degree programs require American History and American Government courses as a prerequisite to those majors to better clarify possible impact.

There was discussion whether a newly developed civic literacy course may be incorporated into the common general education core, or added to the common general education core, and it was stated that the legislation is silent on this issue. However, it was also noted there is great concern about students not exceeding 120 credit hours and pressure by both the Board of Governors and other stakeholders to reduce time to degree.

The suggestion was made to create a zero or one credit hour mandatory module/lab, similar to an independent study, which could be taught in any department. Concern was raised over this suggestion to ensure SACSCOC accreditation standards are met in terms of instructor qualifications. It was stated that the institution could require that the course/lab must be taught by history and/ or political science faculty. Additional concerns were raised relating to administrative issues of implementing the course, such as course scheduling, finding sufficient faculty, faculty workloads, ownership of the course, and the ability of the institution to recoup the cost of offering many sections of the course.

Discussion shifted to the course competencies outlined in the statute, which are broadly stated and are required at a minimum to be included in either the newly developed or existing civic literacy course. A concern was raised whether competencies developed by the workgroup may be further refined or prescribed by decision-makers outside of the group, i.e., who has ownership of the syllabus, the content of what is taught, and how the course is taught. It was determined that while the statute states minimum competencies, faculty may add competencies to their syllabi.

Members worked in groups to develop ideas for course competencies. Suggestions ranged from:

- focusing on targeted areas such as landmark cases and avoiding making competencies too narrow and prescriptive
- adding “and practices” to basic principles, and “historical and contemporary” to the U.S. constitution
- adding the statement “faculty may add objectives”
- adding “landmark legislative” and “landmark executive” decisions, and “how the U.S. engages in the global world”

It was determined that an executive steering committee was needed. The seven nominees, who will be voted on by group members, in order of nomination include:

- Terri Fine, University of Central Florida
- David Proctor, Tallahassee Community College
- John Hilston, Eastern Florida State College
- Nicola Foote, Florida Gulf Coast University
- Steve Tauber, University of South Florida
- Victoria Brower, Broward College
- Alfred Cuzan, University of West Florida

The next meeting will take place via tele-conference on Friday, October 20<sup>th</sup> at 2:00 – 3:30 pm.