
USF St. Petersburg Faculty Senate Committee: General Education: Meetings USF St. Petersburg Faculty Senate Committee: General Education

9-6-2013

General Education Committee Meeting : 2013 : 09 : 06

General Education Committee

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GENERAL EDUCATION COMMITTEE

Agenda

Friday September 6, 2013 Davis 100

Committee Members:

1. Kathy Arthur, Chair
2. Deni Elliot (Arts and Sciences)
3. Kathy Carvalho-Knighton (Arts and Sciences) absent
4. Gary Austin (Library)
5. David John (Arts and Sciences)
6. Deanna Michel (Education) present only at the beginning of meeting, excused
7. Morgan Gresham (Arts and Sciences)
8. CeCe Edwards (Arts and Sciences)
9. Hugh LaFollette (Arts and Sciences)
10. Adrian O'Connor (Arts and Sciences)
11. Rick Smith (Business) excused
12. J. E. Gonzalez (Ex-Officio)

AGENDA

- 10:00-10:15 Senate Charge to the Faculty
10:15-10:30 Meeting Schedule and draft Issues to cover for Fall and Spring (see below)
10:30-10:45 Chair Updates—State changes and USFSP Course Form
10:45-11:00 SLOs Approval
Circulation?
11:00-11:30 Discuss how to proceed concerning Assessment ideas and Methods
11:30-12:00 University wide Gen ed Fall meeting

Attached documents

GE State Steering Committee Final Recommendations
SLOs
Undergrad and GE Course Application
Current USFSP Assessment Form

MINUTES

Senate Charge to the Faculty-

Deanna Michel, who also is a member of the Faculty Senate provided us with our charge.

Senate Charge for General Education Committee 2013-2014

1. Continue to monitor the FL legislation that will impact Gen Ed requirements and courses, maintaining contact with the steering committees and discipline-specific committees that will be making recommendations for the implementation of the legislation.
2. Continue to provide guidance to faculty in all colleges as they assess current GE courses in their disciplines and course pre-requisites to anticipate possible consequences of the legislation on their discipline's courses at USFSP.
3. Continue to evaluate and revise the existing list of student learning outcomes (SLO)
4. Making suggestions to improve GE assessment.
5. Set up criteria for acceptance of new campus specific courses for GE

Ernie Gonzalez and Assessment Issues

1. ETS testing with Freshman not completed this year. We need a plan for regularly administering this test across all 3 colleges for freshmen and seniors. Requested that the GE Committee get involved in encouraging faculty to encourage students to complete the testing. He suggested that perhaps particular classes could provide incentives to get Freshman in the Fall and Seniors in the Spring to take the tests, which are 1 hour multiple choice tests concerning their General Education knowledge.

The committee made several suggestions that the student government get involved or that perhaps advising get involved in encouraging these testing. We wanted to know if students who took the exam and faculty could know the results, it seemed the answer was yes but that the raw score means little until you know the national or university average. The committee also expressed concern if the test actually represented accurately assessment of General Education on this campus since many of our students take their GE elsewhere and transfer in and if this could be included in the calculation of the final data.

2. Assessment Tool. K. Arthur as Chair of GE committee requested from Ernie via email data we have been requesting for the last two years

A) a list for each semester of the courses for which we have and do not have assessment. The lists would need to include Fall 2010, Sp 2011, F2011, Sp2012, F2012, and Sp2013. Kathy's concern is that we are weak in some semesters and we need to contact faculty whose data has been misplaced or never submitted-before Blackboard goes away and faculty can no longer access their grade book. Kathy will work with Susan Toler to compile the missing submissions and ensure they are on the q drive to be entered into the Assessment tool.

B) Tables summarizing the assessment data for each subject area, so that we can meet with faculty this fall to discuss assessment.

Ernie's response was that Mike Chen who created the Assessment tool would need to be rehired so that he could generate the information that we need. Ernie does not know how to generate the information himself from the tool.

Fall Meeting Schedule

We decided to meet every two weeks in the Fall semester
Sept. 27, Oct. 11, Oct. 25, Nov. 8, Nov. 22, Dec. 13 and discussed the possibility of meeting 1 a week in the spring.

Fall 2013

- Draft response to State Course Core List
- Faculty Wide Meeting
- Finish SLOS
- Review & Revise Assessment Methods
- Outline criteria for

Spring 2014

- Submission & review State mandated Course applications
- Submission & review of Campus Course applications

Applications need to be approved so that scheduling can move forward in Fall 2014 for Fall 2015

State Steering Committee Updates

Bob Sullins (USF Tampa State GE Steering Committee Alternative) sent an email stating that each institution is encouraged to comment on the current State Core Course List.

Kathy as GE chair will send the list to all GE departments and to our Business and Education College members and request input on the course lists by Sept 20. Committee will meet on Sept. 27 to draft faculty and committee response to provide to Vivian Fueyo (Vice Chancellor USFPS) by the beginning of October.

USFSP Course Form was approved by the Senate in Late Spring
Committee found a few typos, Kathy will see if we can get these changed
before the form is finally sent out.

USFSP Specific Course Criteria

Decided

- All current GE courses will be eliminated and we will start fresh with new applications for all State and USFSP Gen-ed Courses in Spring 2014
- Faculty members on the GE committee who are either personally or for whom their department are proposing applications will recuse themselves from review of those applications
- Demonstrate course promotes the aims of the GE Philosophy
- Demonstrate thoughtful assessment in course for students of ALL SLOs for both State and USFSPS specific courses

Suggestions

- Limit the total list (state and local) to 10 courses in each subject area
- Diversity in subject areas
- Encourage full-time faculty to be responsible for at least 1 section of the course each semester the course is taught

Assessment

The committee began to discuss new ways to conduct our assessment. We wonder if there are specific indications/requirements from SACs and Morgan will bring that to our next meeting. We mostly discussed trying to integrate more qualitative comments and more faculty wide meetings. We will continue to discuss assessment methods throughout the fall.

Tabled for next meeting:

SLOs Discussion and Approval
University wide Gen ed Fall meeting

General Education Core Course Options
Pursuant to Section 1007.25, Florida Statutes

Final Recommendations of the
General Education Steering and Faculty Committees
August 2013



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors



Introduction

In 2012 HB 7135 (Chapter 2012-195, Laws of Florida), amended Section 1007.25, Florida Statutes, to make significant changes to the general education program. The current 36-hour requirement was changed to 30 hours in the five subject areas of communication, humanities, mathematics, natural science, and social science. Faculty committees appointed by the chairs of the State Board of Education and Board of Governors, or designees, were directed to identify a listing of no more than five postsecondary courses in each subject area, making up the general education core course options. The statute mandates that all institutions must offer and accept these general education core courses, and that students initially entering a Florida College System institution or state university in 2014-2015 must complete at least one identified core course in each subject area. To be in compliance with the statute, this general education core must be adopted in rule by the State Board of Education and in regulation by Board of Governors.

The chairs of the State Board of Education and Board of Governors designated the Chancellors of the Florida College System (FCS) and State University System (SUS), respectively, to implement the directives of this legislation. The Chancellors then appointed a General Education Steering Committee made up of five members each from the Florida College System and State University System; alternates were also appointed. The Steering Committee directs the work of the faculty committees and the entire general education project. Co-chairs from each sector were approved by the membership.

Current Steering Committee Membership

Sector	Name	Inst.	Alternate	Inst.
FCS	Barbara Howard	FSCJ		
FCS	George Bishop	GCSC		
FCS	Sharon Erle	NFCC	Ken Ross	PSC
FCS	Leana Revell	SFSC	Michael Vitale	DSC
FCS	Karen Borglum*	VC	Craig Johnson	HCC
SUS	Douglas Robertson	FIU	Tom Westcott	UWF
SUS	Karen Laughlin	FSU	Jim Wohlpart	FGCU
SUS	Diane Chase*	UCF	Donald Palm	FAMU
SUS	Bernard Mair	UF	Bob Sullins	USF
SUS	Edward Pratt	FAU		

*Co-chairs

Senate Bill 1720 (Laws of Florida 2013-51)

During the process of faculty committee and Steering Committee meetings, several issues were raised regarding the implementation of the general education core course options, with recommendations for revision. The 2013 Legislature acted upon these recommendations in Senate Bill 1720, which enacted the following:

- The general education program is restored to 36 hours.
- Revisions to the core or additional courses in excess of the five-course maximum in each subject area is allowed if recommended by faculty committees and the Articulation Coordinating Committee, and approved by the State Board of Education and Board of Governors.

- The mandate that each institution offer each core course is removed. Each institution must still accept the core course in transfer as a general education core course in that subject area.
- The implementation of the general core course options are for students initially entering a Florida College System institution or state university in 2015-2016.

See Appendix A for the full text of Section 1007.25, Florida Statutes, effective July 1, 2013.

Summary of Major Activities

July 31, 2012

The University of Florida hosted a meeting of more than 50 institution administrators, faculty, Department of Education and Board of Governors staff, and legislative staff to review the legislation and, with the attendance of Representative Proctor, confirm legislative intent. The group discussed the project, faculty committees, communication plans, and timeline.

August 14, 2012

The General Education Steering Committee conducted a conference call to discuss the scope of the project, agree to a timeline, and determine the process for selecting faculty committees. The Committee agreed to five subject area faculty committees of 12 members each, evenly represented among FCS and SUS faculty.

September 21, 2012

Valencia College hosted a meeting of the Steering Committee to select members and determine the activities of the faculty committees. Each sector selected six members for each committee, with one sector alternate. Steering Committee members would serve as faculty committee co-chairs, but would be non-voting members of the committee.

October 25, 2012

The University of South Florida hosted the initial meeting of the general education faculty committees. Faculty were provided information about the process and were allowed time to discuss details and implications of the project. They then split into the five committees representing communication, humanities, mathematics, natural science, and social science to begin the process of determining competencies and a maximum of five core course options.

Between the conclusion of this meeting and these initial draft recommendations, the faculty committees participated in a number of discussions about the proposed competencies and course lists. These engaging conversations, via both conference calls and listservs, afforded each member a forum for continuing conversations about the project. These resulted in revisions and additions to the recommendations from the October meeting. Many members also shared these recommendations with institution colleagues to provide greater input to the deliberations.

November 13, 2012

The General Education Steering Committee met via conference call to discuss the status of each faculty committee's recommendations and provide guidance for next steps in the project.

December 14, 2012

The General Education Steering Committee met via conference call for updates about legislative staff discussions and faculty committee recommendations. The Committee agreed to a draft set of recommended subject area competencies and core courses, and a communication plan.

December 20, 2012

The initial draft recommendations of the faculty committees and Steering Committee were distributed to the chief academic officers of the Florida College System institutions and state universities. The institutions were requested to distribute these materials to faculty members and submit comments on the recommendations.

May 16, 2013

The Steering Committee met at Valencia College to discuss the results of institution feedback and to finalize the general education core course recommendations. Based on legislative activity and institution feedback the core course recommendations in Humanities, Natural Science, and Social Science were revised. The Committee voted to approve the competencies and core courses in each section. The authorization to include additional courses was determined to be appropriate in the Mathematics and Natural Science subject areas. An institution survey would assist in determining the process of identifying these additional core courses.

August 21, 2013

The Steering Committee met via conference call to discuss the results of the additional core course survey and to finalize the core course list in Mathematics and Natural Science. The Committee determined that institutions should have discretion to employ a course that has an identified core course as an immediate prerequisite. These will be reported to the Statewide Course Numbering System. The Committee also added to the core course list those more advanced courses in which a student may be directly placed, but do not have as a prerequisite one of the designated core courses. These final recommendations will be distributed to institutions for faculty review and approval.

More information related to the general education project can be found at:
<http://www.fldoe.org/articulation/hb7135gep.asp>.

General Education Faculty Committee Final Recommendations
General Education Competencies and Core Courses
August 2013

Communication

Students will demonstrate the ability to communicate effectively.

Students will demonstrate the ability to analyze communication critically.

ENC X101 English Composition I

Humanities

Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

Students will acquire competence in reflecting critically upon the human condition.

ARH X000 Art Appreciation
HUM X020 Introduction to Humanities
LIT X000 Introduction to Literature
MUL X010 Music Literature/Music Appreciation
PHI X010 Introduction to Philosophy
THE X000 Theatre Appreciation

Mathematics

Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.

Students will apply appropriate mathematical and computational models and methods in problem solving.

MAC X105 College Algebra
MAC X311 Calculus I
MGF X106 Liberal Arts Mathematics I
MGF X107 Liberal Arts Mathematics II
STA X023 Statistical Methods

Any student who successfully completes a mathematics course for which one of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the mathematics core.

Natural Sciences

Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and to use the scientific method to explain the natural world.

Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

AST X002	Descriptive Astronomy
BSC X005	General Biology
BSC X010	General Biology I
BSC X085	Anatomy and Physiology I
CHM X020	Chemistry for Liberal Studies
CHM X045	General Chemistry I
ESC X000	Introduction to Earth Science
EVR X001	Introduction to Environmental Science
PHY X020	Fundamentals of Physics
PHY X048	General Physics with Calculus
PHY X053	General Physics I

Any student who successfully completes a natural science course for which one of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the natural science core.

Social Sciences

Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

AMH X020	Introductory Survey Since 1877
ANT X000	Introduction to Anthropology
ECO X013	Principles of Macroeconomics
POS X041	American Government
PSY X012	Introduction to Psychology
SYG X000	Principles of Sociology

Appendix A

The 2013 Florida Statutes

1007.25 General education courses; common prerequisites; other degree requirements.—

- (1) The department shall identify the degree programs offered by public postsecondary educational institutions.
- (2) The department shall identify postsecondary career education programs offered by Florida College System institutions and district school boards. The department shall also identify career courses designated as college credit courses applicable toward a career education diploma or degree. Such courses must be identified within the statewide course numbering system.
- (3) The chair of the State Board of Education and the chair of the Board of Governors, or their designees, shall jointly appoint faculty committees to identify statewide general education core course options. General education core course options shall consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The core courses may be revised, or the five-course maximum within each subject area may be exceeded, if approved by the State Board of Education and the Board of Governors, as recommended by the subject area faculty committee and approved by the Articulation Coordinating Committee as necessary for a subject area. Each general education core course option must contain high-level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course. Beginning with students initially entering a Florida College System institution or state university in 2015-2016 and thereafter, each student must complete at least one identified core course in each subject area as part of the general education course requirements. All public postsecondary educational institutions shall accept these courses as meeting general education core course requirements. The remaining general education course requirements shall be identified by each institution and reported to the department by their statewide course number. The general education core course options shall be adopted in rule by the State Board of Education and in regulation by the Board of Governors.
- (4) The department shall identify those courses offered by universities and accepted for credit toward a degree. The department shall identify courses designated as either general education or required as a prerequisite for a degree. The courses shall be identified by their statewide course numbers.
- (5) The department shall identify common prerequisite courses and course substitutions for degree programs across all institutions. Common degree program prerequisites shall be offered and accepted by all state universities and Florida College System institutions, except in cases approved by the State Board of Education for Florida College System institutions and the Board of Governors for state universities. The department shall develop a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each baccalaureate degree program.
- (6) The universities and Florida College System institutions shall work with their school districts to ensure that high school curricula coordinate with the general education curricula and to prepare students for college-level work. General education curricula for associate in arts programs shall be

identified by each institution and include 36 semester hours in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.

(7) An associate in arts degree shall require no more than 60 semester hours of college credit and include 36 semester hours of general education coursework. Beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, coursework for an associate in arts degree shall include demonstration of competency in a foreign language pursuant to s. 1007.262. Except for developmental education required pursuant to s. 1008.30, all required coursework shall count toward the associate in arts degree or the baccalaureate degree.

(8) A baccalaureate degree program shall require no more than 120 semester hours of college credit and include 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Governors for baccalaureate degree programs offered by state universities and by the State Board of Education for baccalaureate degree programs offered by Florida College System institutions.

(9) A student who received an associate in arts degree for successfully completing 60 semester credit hours may continue to earn additional credits at a Florida College System institution. The university must provide credit toward the student's baccalaureate degree for an additional Florida College System institution course if, according to the statewide course numbering, the Florida College System institution course is a course listed in the university catalog as required for the degree or as prerequisite to a course required for the degree. Of the courses required for the degree, at least half of the credit hours required for the degree shall be achievable through courses designated as lower division, except in degree programs approved by the State Board of Education for programs offered by Florida College System institutions and by the Board of Governors for programs offered by state universities.

(10) Students at state universities may request associate in arts certificates if they have successfully completed the minimum requirements for the degree of associate in arts (A.A.). The university must grant the student an associate in arts degree if the student has successfully completed minimum requirements for college-level communication and computation skills adopted by the State Board of Education and 60 academic semester hours or the equivalent within a degree program area, including 36 semester hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, consistent with the general education requirements specified in the articulation agreement pursuant to s. 1007.23.

(11) The Commissioner of Education shall appoint faculty committees representing both Florida College System institution and public school faculties to recommend to the commissioner for approval by the State Board of Education a standard program length and appropriate occupational completion points for each postsecondary career certificate program, diploma, and degree offered by a school district or a Florida College System institution.

History.—s. 351, ch. 2002-387; s. 107, ch. 2004-357; s. 115, ch. 2007-217; s. 20, ch. 2009-59; s. 93, ch. 2011-5; s. 8, ch. 2011-177; s. 10, ch. 2012-195; s. 15, ch. 2013-51.

Appendix B

General Education Project: Timeline (Revised May 16, 2013)

Dates	Activity
July 31, 2012	Cross-Sector Meeting with Representative Proctor/ Organizational Meeting
August 15, 2012	First Steering Committee Meeting, Conference Call
September 21, 2012	Steering Committee Meeting, Valencia College
October 5, 2012	Chancellors Approve Faculty Committees
October 24, 2012	Articulation Coordinating Committee Update
October 25, 2012	Initial Meeting of Faculty Committees
November 13, 2012	Steering Committee Meeting, Conference Call
November-December 2012	Ongoing Faculty Committee Discussion of Draft Recommendation Courses and Competencies via Listserv and Conference Calls
December 2012	Faculty Discipline Committee Draft Recommendations, Courses and Competencies to Steering Committee
December 14, 2012	Steering Committee Final Draft Recommendations, Courses and Competencies via Conference Call
December 2012	Faculty Discipline Committee Initial Draft Recommendations, Courses and Competencies
December 21, 2012 – January 31, 2013	Faculty Review/Institution (CAVP/CIA) Review, Initial Feedback
February 1-8, 2013	DOE/BOG Compile Institution Initial Feedback
Mid-Late February 2013	Steering Committee and Faculty Committee Review Initial Institution Feedback
May 16, 2013	Steering Committee Meeting to Finalize Core Course Recommendations
May 20	Provide final SC core recommendations to institutions and request identification of related/advanced courses
August 1	Institutions submit related/advanced courses
August 15	Steering Committee Meeting
August 16	Provide final SC recommendation of related/advanced courses for review by SUS/FCS
August-October	Review by institution curriculum or general education committees
November 1	Institution submits final faculty and administrative approval of core
November 7	Steering Committee Meeting
November 8	Chancellors review
November 15	Initial State Board rule development/public comment period begins
January 2014	Board of Governors regulation noticing
March 2014	State Board/Board of Governors rule/regulation on agenda

The activities listed in this timeline reflect those leading to State Board of Education and Board of Governors approval of rule and regulation, respectively. Each institution has its own internal process regarding the approval of new general education programs—these internal processes are not reflected in this timeline.

Course Prefix _____ **Number** _____ **and Title** _____

Instructions:

Department Chairs should submit to the Dean of their College the following materials:

- a signed copy of this completed form
- a sample syllabus a hard copy and an electronic copy to appropriate committees
- a revised copy of all the USFSP Catalog text related to the proposed course

Once the course application is submitted to the Dean it will proceed through 1 of the 2 following routes:

1. **New* and Changed Undergraduate Courses that are NOT General Education Courses**
 - will NOT go to the General Education Committee (GEC) and will NOT require the GEC recommendation or the GEC chair signature to move forward.
 - Non-GE courses WILL proceed from the Dean directly to the either the CAS APC, COB UCC, or COE CPC committee for approval and chair signature.
 - The application will then proceed to the USFSP Undergraduate Council and the USFSP Regional Vice Chancellor of Academic Affairs for approval and signatures.
 - Finally, this application will go to the USFSP Registration and Records office.
2. **New* and Changed Undergraduate General Education Courses** will proceed directly from the Dean to the General Education Committee (GEC)
 - New* GE courses and any courses being proposed as GE courses that currently exist in the USFSP Catalogue as non-GE courses will be reviewed by the GE committee, the relevant College Committee, and the Undergraduate Council.
 - The General Education Committee will first indicate on this application whether to forward the application or not. If forwarding is recommended the application will proceed directly to the either the CAS APC, COB UCC, or COE CPC committee for approval and chair signature.
 - The application will then proceed to the USFSP Undergraduate Council and then return to the GEC for final approval and chair signature.
 - The application will then be forwarded to the USFSP Regional Vice Chancellor of Academic Affairs for approval and signature.
 - Finally, this application will go to the USFSP Registration and Records office.

Course Prefix _____ Number _____ and Title _____

* Note that New courses refer to all courses not listed currently in the USFSP Catalogue. All previously taught courses that are being submitted on this application with a new Course prefix, number, and title will be considered new courses.

APPROVAL SIGNATURES

- Department/Discipline Approval
Department/Discipline Name _____
Discipline/program chair signature acceptable only in the absence of a Department chair

Chair/Coordinator 's Signature _____ date _____

Chair/Coordinator's email _____@usfsp.edu Phone # 873- _____

Name of individual proposing course _____
email _____@usfsp.edu Phone # 873- _____

- College Dean Approval
Circle one College of Arts and Sciences Business Education

Dean's Signature _____ date _____

Budgetary Accessory Account # (from Dean): _____
- General Education Committee Recommendation (only for GE courses)
Committee recommends forwarding the application _____ date _____

- College Committee Approval
Circle one CAS APC COB UCC COE CPC
Chair's Signature _____ date _____

- USFSP Undergraduate Council Approval

Chair's Signature _____ date _____

- General Education Committee Approval (only for GE courses)

Chair's Signature _____ date _____

- USFSP Regional Vice Chancellor of Academic Affairs Approval

Signature _____ date _____

USFSP Registration and Records Office _____

Course Prefix _____ Number _____ and Title _____

COURSE INFORMATION

Select either GEC or NGECE then only boxes under that Category that apply:

General Education Course

- Currently Listed SCNS Course Yes No
- Currently Listed as USF Course Yes No
- Currently Listed as USFSP Course Yes No
- New USFSP GE Course Yes No
- Change in current USFSP GE Course Yes No
- GE Course Type: State Mandated Core (SMC)
- USFSP Specific Course (USC)
- GE Subject Area or Liberal Arts requirement:
- Communication Humanities
- Mathematics Natural Sciences
- Social Sciences
- Exit Major works and Major Issues
- Exit Literature and Writing (Gordon Rule)
- Gordon Rule Writing
- Gordon Rule Computation

Non-General Education Course

- Currently Listed SCNS Course Yes No
- Currently Listed as USF Course Yes No
- Currently Listed as USFSP Course Yes No
- Change in a current USFSP Course Yes No

All Courses:

Taught under Previous name and number _____
 Previous Enrollment _____ Eliminate this previous course in catalogue Yes No
 How often is it expected that the course will be offered: _____
 Proposed number of sections: fall___ spring___ summer___ Expected Enrollment _____
 Minimum qualifications of instructor _____
 Required for (circle one) : Major Minor Neither Major/Minor title _____
 Credit hours: _____ Contact Hours: _____ Fixed Hours or Variable Hours range _____
 Section Type (select one): Class Lecture Laboratory
 Delivery Method (select one): Face-to-face Online Both
 Is course necessary for accreditation or certification Yes No
 Prerequisites: None Yes _____
 Co-requisites: None Yes _____
 Permit Required: No Yes Registration Restrictions: No Yes
 If Yes, indicate appropriate include/exclude variables beside each applicable restriction category:

	Include Original	Exclude Original	Include Change/New	Exclude Change/New
College (AP, BP, EP, SP)				
Major				
Class (FR, SO, JR, SR)				
Level (Undergrad, Grad, Non-degree)				
Campus (SP, SM, T, L)				

(e.g. Include all AP College Code—only gives access to CAS majors. Questions: Contact Registrar 873-4143)



**Undergraduate and General Education
Course Application Form**

Course Prefix _____ Number _____ and Title _____

ALL COURSES MUST COMPLETE THE FOLLOWING QUESTIONS pp. 4-5:

State Course Profile Description for all currently existing courses (see following website:
http://scns.fldoe.org/scns/public/pb_index.jsp)

New Course title (must be no more than 30 characters for USFT/SCNS standards)

USF/USFSP Course Description: (contact Director of Academic Affairs: Cynthia Collins for clarification on campus ownership of course)

Description must be no more than 255 characters.

New Changed (provide original and new description) Currently in USFSP Catalogue



**Undergraduate and General Education
Course Application Form**

Course Prefix _____ **Number** _____ **and Title** _____

What specific knowledge does this course offer that is not covered by courses currently listed?
And how will it strengthen the associated program?

Undergraduate General Education Liberal Arts Requirement

What effect would this course's inclusion have on the use of department/program resources?
Please be specific regarding the ability to regularly offer and staff this course in a quality
manner.

Course Prefix _____ **Number** _____ **and Title** _____

If changes are being made to a course that already exists, please justify those changes and provide details concerning what the changes will be: Applicable Not Applicable

If changes are being made, what will be the student impact of the change?

Course Prefix _____ **Number** _____ **and Title** _____

Answer the following only if this is a New State Course or a Changed Course: Applicable
Not Applicable

List Objectives:

List Major Topics

List Student Learning Outcomes (For non-GE courses only)

List Recommended Textbooks

Course Prefix _____ Number _____ and Title _____

GENERAL EDUCATION COURSES ONLY pp. 8-9.

How will your course satisfy (a) the state mandated and (b) USFSP-specific Student Learning Outcomes? How will the course assignments demonstrate that students have met the SLOS. Be specific. Your course **MUST** demonstrate assessment of ALL state and ALL USFSP SLOs. (There may be some overlap in your answers).

GE State mandated SLO's

[insert subject area state-mandated SLO's here.]

GE USFSP amplification of the state-mandated SLOs

[insert subject area USFSP specific SLOs here]

Course Prefix _____ Number _____ and Title _____

EXIT and Gordon Rule Courses are under the review of the General Education Committee

Exit Course : Major works and Major Issues Literature and Writing (Gordon Rule)

How will the course meet these objectives

Gordon Rule Course Circle one: Writing Computation

How will the course meet these objectives

**UNIVERSITY OF SOUTH FLORIDA SAINT PETERSBURG
GENERAL EDUCATION
STUDENT LEARNING OUTCOMES**

❖COMMUNICATIONS ❖

State mandated Student Learning Outcomes (SLO):

- Students will demonstrate the ability to communicate effectively.
- Students will demonstrate the ability to think critically.

In pursuit and amplification of State SLO, it is expected that in USFSP courses:

- Students interpret the theoretical, legal, ethical, and practical underpinnings of communication and assess of the connection between communication and other disciplines.
- Students demonstrate fluency in grammar, spelling and mechanics; they communicate with accuracy, clarity and style for different audiences and across multimedia platforms.
- Students locate, evaluate, organize and use research material collected from physical and virtual world sources. Students perform basic numerical computations and interpret statistical data regarding communication intent and audience analysis, and apply these concepts in the creation and consumption of communication.
- Students demonstrate the ability to work with a range of visual communication techniques as well as evaluate and communicate potential influences, impact, and limitations of visual communication.

❖HUMANITIES❖

State mandated Student Learning Outcomes:

- Students will demonstrate interpretive ability and cultural literacy.
- Students will demonstrate competence in reflecting critically upon the human condition

In pursuit and amplification of State SLO, it is expected that in USFSP courses:

- Students will demonstrate some **Knowledge of the Vocabularies and Techniques** appropriate to the discipline, including the relevant use of quantitative methods.
- Students will demonstrate the ability to **Analyze the Relationship** between social, political, historical, or cultural contexts and the ideas, peoples, events, and themes that have shaped the human experience;
- Students will demonstrate the ability to **Analyze** texts, **Express** ideas, and **Present** arguments in clear and **Precise Prose**.

❖MATHEMATICS❖

State mandated Student Learning Outcomes:

- Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.
- Students will apply appropriate mathematical and computational models and methods in problem solving

In pursuit and amplification of State SLO, it is expected that in USFSP courses:

- Students demonstrate the ability to accurately **Calculate and Solve** arithmetic, algebra, geometry and statistics problems;
- Students demonstrate the ability to **Represent, Comprehend, and Evaluate** quantitative problems numerically, graphically, symbolically, in a tabular way and/or in written prose;

❖NATURAL SCIENCES❖

State mandated Student Learning Outcomes:

- Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and the use of scientific method to explain the natural world.
- Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

In pursuit and amplification of State SLO, it is expected that in USFSP courses:

- Students will **communicate in Writing** the examination of scientific observations, hypotheses or models, to include **Quantitative Analyses** and relevance to societal issues.

❖SOCIAL SCIENCES❖

State mandated Student Learning Outcomes:

- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

In pursuit and amplification of State SLO, it is expected that in USFSP courses:

- Students will demonstrate that they understand and can **Critically Evaluate** the role played by factors such as race, age, gender, ethnicity, sexual orientation, cultural and political geographies, and economic status in shaping human behaviors and interactions, past or present.
- Students will **Demonstrate Knowledge of Quantitative and Qualitative Methods** of social scientific analysis, as well as the ways in which social

scientists formulate and seek to answer questions about the nature of social organizations and institutions.

- Students will demonstrate the ability to **Identify and Evaluate** information related to social scientific inquiry, **Analyze and Assess** arguments built upon that information, **Construct a quality argument** from such data, and present that argument **in Well-Written Prose**.

DRAFT

Please Save Your File As: Semester_Year_Course_Subject_Number_Section_Instructor Last Name
 Example: Sp 11 MAC 1140 601 Asano

GE Assessment Tool

Semester / Year:

Course Subject / Number / Section:

Instructor:

GE or Excl- level Area (see SLOs)	Place 'X' next to SLO	End of Semester Data							End of Semester Data							End of Semester Data								
		Critical Assignment(s)	Place 'X' next to Code	Place 'X' if Scoring Rubric is Used	Threshold for Meeting Performance Standard	No. of Students Graded	No. of Students that Met Standard	No. of Students that Did Not Meet Standard	Critical Assignment 2	Place 'X' next to Code	Place 'X' if Scoring Rubric is Used	Threshold for Meeting Performance Standard	No. of Students Graded	No. of Students that Met Standard	No. of Students that Did Not Meet Standard	Critical Assignment 3	Place 'X' next to Code	Place 'X' if Scoring Rubric is Used	Threshold for Meeting Performance Standard	No. of Students Graded	No. of Students that Met Standard	No. of Students that Did Not Meet Standard		
A1		Critical Assignment #1						Test Final Exam Paper* Comprehensive Research Paper* Presentation/Project* Group Presentation/Project* Other (Describe)							Test Final Exam Paper* Comprehensive Research Paper* Presentation/Project* Group Presentation/Project* Other (Describe)									
A2		Test																						
A3		Final Exam																						
A4		Paper*																						
B1		Comprehensive Research Paper*																						
B2		Presentation/Project*																						
B3		Group Presentation/Project*																						
C1		Other (Describe)																						
C2																								
C3																								
D1		Critical Assignment #2																						
D2		Test																						
D3		Final Exam																						
E1		Paper*																						
E2		Comprehensive Research Paper*																						
F1		Presentation/Project*																						
F2		Group Presentation/Project*																						
F3		Other (Describe)																						
G1																								
G2																								
H1		Critical Assignment #3																						
H2		Test																						
I1		Final Exam																						
I2		Paper*																						
D & E		Comprehensive Research Paper*																						
D & G		Presentation/Project*																						
E & F		Group Presentation/Project*																						
E & G		Other (Describe)																						
D, E & G																								
H & I																								
		*Please attach Scoring Rubric if you would like to share your idea with other faculty.							*Please attach Scoring Rubric if you would like to share your idea with other faculty.							*Please attach Scoring Rubric if you would like to share your idea with other faculty.								