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

1-10-2014

General Education Committee Meeting : 2014 : 01 : 10

General Education Committee

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GENERAL EDUCATION COMMITTEE

Agenda

Friday January 10 Davis 100 12:15 pm

Committee Members:

1. Kathy Arthur, Chair
2. Deni Elliott (Arts and Sciences) excused
3. Kathy Carvalho-Knighton (Arts and Sciences) excused
4. Gary Austin (Library) excused
5. David John (Arts and Sciences)
6. Deanna Michael (Education)
7. Morgan Gresham (Arts and Sciences)
8. Hugh LaFollette (Arts and Sciences)
9. Adrian O'Connor (Arts and Sciences)
10. Rick Smith (Business)

Attached documents

- Draft of Dec. 13 minutes
- Gordon Rule Documents
- PHI 2010
- Assessment Plans

AGENDA

12:15-12:25- Minutes from December 13 approval

12:25-12:35- Chair and Committee updates

- Jan 2 meeting with VC Vivian Fueyo and Kathleen Moore USF System Strategic Initiatives
 - system wide communication for all (not just GE) new and changing courses going to SCNS
 - insurance that each institution be able to determine and maintain its own GE curriculum
 - is there a system wide GE assessment software tool available for all campuses to use
 -
- College Meetings Jan 17 CAS, Jan 31 ED
- Assessment Collection Fall 2013, Spring 2013, ENC 1101 &1102
- Application Deadlines Feb 3 and March 11
- Status of Assessment Tool

12:35-1:00- Gordon Rule regulations at USFSP

1:00-1:30- PHI 2010

1:30-2:00- Assessment Plan

MINUTES

12:15-12:25- Minutes from December 13 approval

Chair and Committee updates

- Jan 2 meeting with VC Vivian Fueyo and Kathleen Moore USF System Strategic Initiatives
 - system wide communication for all (not just GE) new and changing courses going to SCNS
 - insurance that each institution be able to determine and maintain its own GE curriculum
 - is there a system wide GE assessment software tool available for all campuses to use
 -
- K. Arthur presentations at College Meetings for updates
 - Jan 17 CAS, Jan 31 ED Scheduled
 - Will schedule with Business and Library
- Assessment Collection Fall 2013, Spring 2013, ENC 1101 & 1102
 - Liz Southard entering data into tool, tool easy to use
 - Will complete catch up through Fall 2012 by end of month
 - ENC 1101 and 1102 assessment was provided.
Assessment for these classes was complete, however, the system used by VVA was different and had to be converted to enter into GE data tool.
- Application Deadlines Feb 3 and March 11 and materials posted on website

Course Applications

- USFSP faculty have approved the 5 (ARH, MUL, PHI, THE, ESC) course applications to go forward for the state numbering system through Tampa and Sarasota. AST will not be taught by USFSP and there is no proposal so far on any campus for CHM. However, K. Arthur sent an email to K. Carvalho, the Tampa chemistry Chair, and Karla Davis requesting whether this course would be developed and by whom—no response as of yet.
- PHI needs signatures and will review postponed so that all reviewers can be present.
- Deni via email suggested that the two reviewers of each proposal write a paragraph reviewing the proposed course and that we spend 15 in the meeting discussing/presenting the review of each course. Committee members agreed.
- It was suggested that we also try and complete and review two other courses ANT and ECO to serve as examples for faculty. Rick and

Kathy A. said they would try and get these completed by the next meeting for review.

Writing Gordon Rule regulations at USFSP

- There was some misunderstanding or concern about misunderstanding about word count associated with Gordon Rule at USFSP. We collected many documents including Gordon Rule descriptions in our last SAC Comprehensive Reaffirmation report, the current Undergraduate Catalogue description, USF System Regulation 3.007, Florida State Wide Articulation Manual-Florida department of Education, and State Board of Education Rule 6A-10.030. We also consulted Linda Crossman for historical documentation and in an email she found no documents other than those listed above.
- The committee found no restriction or word count guidelines for Gordon Rule courses in any available USFSP document. The only word count guidelines located are for Liberal Arts Exit Literature and Writing Courses which fulfill Gordon Rule, as well as requiring at least 6000 words of writing.
- The committee decided we must then follow the guidelines outlined in the Undergraduate Catalogue for Gordon Rule.
Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate collegelevel writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements outlined in this section.
- In the course of our discussions Morgan and Hugh expressed interest in hosting a meeting inviting faculty who teach Gordon Rule to discuss their teaching methods. The meeting will not be a GE meeting, but may generate have recommendations for the GE committee in the future.

Assessment Plan

- Kathy A. expressed concern that there are faculty who do not understand assessment and suggest that next year the committee begin to offer assessment workshops. This however, maybe cleared up when faculty begin to directly enter their GE assessment into the database.
- Kathy A. presented the faculty with the current Assessment Plan which is present only in the SAC Reaffirmation Report. She expressed concern after attending the SACs conference that we did not have an expressly written plan, which is required. We need to update to reflect what is being done.

Approved Jan 24, 2014

- Kathy A. also suggested that we need an assessment plan for 2015, if it will be different. She also expressed the SACs expectation and requirement that we have rubrics for each of the SLOS and that we have faculty generate these on GE day. The committee indicated that
 - We should continue to collect data from every course in the fall and the spring
 - We should have annual meetings in which faculty discuss and review assessment data providing both quantitative and qualitative assessment. However, we will alternate every 3 years which subject areas are reviewed.
 - The idea of rubrics was not popular among some committee members, who expressed concern that it 1) undermines the expertise and authority of faculty to recognize/evaluate student competency and 2) it provides too rigorous quantification to a process that is more qualitative
 - Committee agreed to look at the AACU (Association of American Colleges and Universities) Rubrics.

Documents for Gordon Rule

1. **USFSP Catalogue**
2. **USFSP SACs Comprehensive Reaffirmation document**
3. **USF System Regulation 3.007**

<http://generalcounsel.usf.edu/regulations/current-regulations2.asp>

4. **Florida State Wide Articulation Manual- Florida department of Education**
5. State Board of Education Rule 6A-10.030
6. Document unknown source!

5. USFSP Courses to Satisfy Gordon Rule

Prior to receipt of an Associate in Arts certificate/degree from a public community college or university or prior to entry into the upper division of a public university or college, a student shall complete successfully the following:

1. Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements outlined in this section.
2. Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.
3. Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction pursuant to Rule 6A-10.024, F.A.C., and students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through one (1) or more of the acceleration mechanisms in Rule 6A-10.024, F.A.C., shall be considered to have satisfied the requirements in subsection 6A-10.030(2), F.A.C., to the extent of the college credit awarded.

Note: The Gordon Rule communication and computation requirements are considered met for any student entering the university with an A.A. from a Florida public University or community college. Gordon Rule communication requirement is considered met for any student entering the university with 60 or more semester hours. All State of Florida University and Community College labeled Gordon Rule are applicable to this requirement.

Students must achieve a proficiency level of at least C- in the course in order to receive Gordon Rule credit.

Liberal Arts Exit Requirements for Undergraduates in all Disciplines

Liberal Arts Requirements

(9 Semester Hours)

A student's liberal arts education will continue throughout the college years and not be limited to a relatively small number of required courses in the first two years of college. Exit requirements will provide students with an opportunity during their junior and senior years at USF St. Petersburg to integrate their knowledge within the context of liberal arts. Courses that satisfy the exit requirements will, where appropriate, incorporate considerations of values and ethics; international and environmental perspectives; race and ethnicity; and gender. By their junior and senior years, students will have a foundation in liberal arts and be better able to reflect upon ethical issues in a constructive way. Students seeking second baccalaureate degrees (those coded as 5B) are exempt from the liberal arts exit requirements.

Students will take at least one of the Liberal Arts Exit courses outside their disciplinary cluster(s). For purposes of this policy, the term "discipline" refers to the following fields: business, education, fine arts, letters, natural sciences, and social sciences (See list below of "Outside the Disciplinary Cluster" Liberal Arts Exit Courses). One of the Major Works and Major Issues courses, if taken outside the student's major disciplinary cluster(s), may be taken for S/U credit with the consent of the instructor. Only courses numbered 3000 or above may be used to satisfy the exit requirements. **Exit requirements must be completed with USF St. Petersburg courses.**

All exit requirement courses will be seminar-size courses in which enrollment will be targeted at approximately 20 to 25 students. These courses will be taught by regular faculty.

Students majoring in the College of Education are permitted to graduate with only six credits of Liberal Arts Exit courses, all of which may be taken in the College. The distribution of those six credits varies by major.

I. Major Works and Major Issues (6 credit hours required):

A portion of the exit requirements consists of a minimum of six (6) semester hours of approved coursework concerning major works and major issues. Courses will focus on major issues, documents, or works, and will allow students to read primary texts. These courses may allow students to delve into topics on an interdisciplinary basis. Students will be encouraged to write enough to fulfill Gordon Rule requirements. One of the Major Works and Major Issues courses, if taken outside the student's major discipline(s), may be taken for S/U credit with the consent of the instructor.

Major Works and Major Issues courses must offer the opportunity for integration of content. These courses will have a liberal arts content and, when appropriate, will contain in-depth discussions of values and ethics, international and environmental perspectives, race and ethnicity, and gender. Courses may be interdisciplinary and may be team taught.

This will provide students with an opportunity to explore, in-depth and on an interdisciplinary basis, major topics that are important but outside of the major field of study.

J. Literature and Writing (3 credit hours required):

In addition, students will take three (3) semester hours of approved exit requirement coursework in literature and writing. These courses will allow students to read significant literature of the world and write at least 6,000 words. These courses also meet the Gordon Rule Communications requirement. The writing requirement may be satisfied with assignments that include, for instance, revision and process writing. The course may be taken within the major if appropriate. The courses will focus on the dimensions of values and ethics, international and environmental perspectives, race and ethnicity, and gender.

All courses listed are certified as meeting the Exit requirement. Additional courses may have been certified since publication of this catalog. Please consult with an academic advisor for current and additional information.

COMPREHENSIVE STANDARDS

3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(College-level competencies)**

Compliance Partial Compliance Non-compliance

General Education at the University of South Florida St. Petersburg

As will be noted in the discussion that follows, USF St. Petersburg [1] identifies student-learning outcomes (SLOs) in general education, [2] monitors ongoing performance of students and graduates in terms of their general education, and [3] makes course-level and program-level adjustments to secure continued student success in general education. This response is structured along these three dimensions of assessment.

[1] USF St. Petersburg Identifies Student Learning Outcomes (SLOs) in General Education

A liberal arts education transcends any particular course of study. It inspires and fosters reflective skills and ways of looking at the world, and one's place in it, that may not otherwise be introduced during a student's course of study within her or his discipline. Liberal arts education is associated with human interaction in all its varied dimensions. It enhances the capability to relate to people, to events, to the physical and biological world, and to various ways of learning about the world. Liberal arts education is inclusive in that it crosses the boundaries among disciplines and between "learning as an end in itself" and "education for the purpose of developing a career." Academic inquiry in all disciplines, whether intellectual, practical, scientific, or aesthetic, contains perspectives that allow for more than one interpretation. Acquiring a liberal arts education entails awareness of the multiple interpretations of the world in its diverse dimensions.

The underlying themes of General Education at USFSP are:

- Valuing a process of learning that inspires curiosity and creativity, through exposure to and understanding divergent intellectual traditions and their associated value systems.
- Fostering an ability to think critically, solve problems and synthesize ideas and perspectives, in the process of intellectual exploration and development.

Areas of General Education:

The General Education requirements are the core of USFSP's liberal arts curriculum. Divided into seven areas of knowledge, the General Education course requirements, taken over thirty-six semester hours, provide an opportunity for each student to obtain the critical components of a liberal arts education. The USFSP General Education curriculum seeks to provide students with a coherent, purposeful direction of study. An extensive liberal arts education is gained by the students as they follow a course of study that includes a diverse array of inquiry in: English Composition, Quantitative Methods, Natural Sciences, Social Sciences, Historical Perspectives, Fine Arts, and Global Perspectives on Non-Western Cultures (ALAMEA).

Liberal Arts Education Requirements:

Students must complete 45 credit hours of course work to satisfy the Liberal Arts Requirements. The hours are distributed within two components, the General Education Requirements and the Exit Requirements. The bulk of the required Liberal Arts credits, 36 semester hours, fall into the General Education component, while the remaining 9 credits are Exit Requirements. The General Education Requirements and the Exit Requirements are listed in the table below. Because English Composition and Quantitative Methods are critical competencies that are also essential to the other General Education Requirements, we place particular emphasis on assessing the teaching and learning of these components.

Liberal Arts Education Requirements:

<u>General Education Requirements</u>	<u>Credit Hrs</u>
A. English Composition	6
B. Quantitative Methods	6
C. Natural Sciences.....	6
D. Social Sciences	6
E. Historical Perspectives.....	6
F. Fine Arts.....	3
<u>G. African, Latin American, Middle Eastern, or Asian Perspectives</u>	<u>3</u>
Total	36
<u>Exit Requirements Semester Hours</u>	<u>Credit Hrs</u>
H. Major Works and Major Issues	6
<u>I. Literature and Writing</u>	<u>3</u>
<u>Total</u>	<u>9</u>
Total Liberal Arts	45

To assess student and instructional performance in General Education, one needs clearly defined metrics. For USFSP, each of General Education components are assessed with respect to the student learning outcomes listed in the table below. These learning objectives were carefully selected because they are intrinsic to the topic, measurable, and can lead to instructional improvements when indicated.

USF St. Petersburg Student Learning Outcomes (SLOs) for General Education

A. English Composition

1. Students will demonstrate rhetorical knowledge by focusing on audience, purpose, context, medium, and message;
2. Students will demonstrate critical thinking, reading, and writing by developing writing over time through a series of tasks including finding, evaluating, analyzing, and synthesizing sources into their own ideas, and discussing language, power, and knowledge;
3. Students will demonstrate composing processes through prewriting, drafting, revising, and editing individually and with peers in a range of composing media;
4. Students will demonstrate knowledge of conventions by controlling tone, mechanics, and documentation in a variety of common formats and genres.
5. Students will demonstrate the ability to work rhetorically in electronic environments throughout the composing process: research, drafting, reviewing, revising, editing, and sharing texts.

B. Quantitative Methods

4. Demonstrate the ability to estimate and to apply arithmetic, algebra, geometry, and statistics appropriately to solve problems, and an awareness of the relevance of these skills to a wide range of disciplines.
5. Demonstrate the ability to represent and evaluate mathematical information numerically, graphically and symbolically.
6. Demonstrate the ability to comprehend mathematical arguments, formulas, and graphical representations, and use these to answer questions, understand the significance of the results and judge their reasonableness.

C. Natural Sciences

1. Demonstrate an appreciation and understanding of the scientific method of inquiry
2. Demonstrate knowledge of the evidence, ideas, and models that scientists use to make judgments about the natural world.
3. Demonstrate how the ideas and models of the natural sciences relate to societal issues including ethics.

D. Social Sciences

1. Demonstrate knowledge of the methods that social scientists use to investigate the human condition and to formulate basic questions about the nature of social organizations and institutions.
2. Demonstrate knowledge about the role played by factors such as race, age, gender, ethnicity, economic status, environment, etc., in influencing human social interaction.
3. Demonstrate awareness of the ethical dimensions of human behavior and the formation of social, cultural and/or religious values.

E. Historical Perspectives

1. Demonstrate knowledge of the history of human civilizations, societies and cultures, and an awareness of the human experience and its applicability to the contemporary world through study of political, social, cultural, environmental, and intellectual issues in premodern and modern eras.
2. Demonstrate the ability to situate primary historical records in their proper contexts and use these sources to construct historical arguments.

F. Fine Arts

1. Demonstrate the ability to explain the social, historical, cultural, intellectual and/or ethical contexts of works of creative expression.
2. Demonstrate some knowledge of the stylistic analysis, appropriate vocabulary, symbolism and techniques appropriate to the study of the fine arts and an understanding of the tradition and achievement of the creative process.
3. Demonstrate awareness of the relationship of the fine arts to everyday life.

G. African , Latin American, Middle Eastern or Asian Perspectives (ALAMEA)

1. Demonstrate knowledge of one of the above regions through analysis of examples of those regions' historical or contemporary social, political, economic, environmental, and/or cultural life.
2. Demonstrate understanding of contemporary interconnections between these regions related to one or more global issues, themes and/or conflicts.

After a pilot study from Fall 2005 through Spring 2008 in which student work was sampled and evaluated according to rubrics set up to assess the WPA learning outcomes, the following recommendations were implemented. The first recommendation was to employ a common textbook, the McGraw-Hill Guide: Writing for College, Writing for Life and, on the syllabi, instructors listed common course objectives based on the WPA Student Learning Outcomes. Secondly, instructors mandated that students generate a consistent amount of text in both ENC1101 and ENC1102 (in accordance with Gordon Rule expectations, each course would require 6250-7500 words in textual or digital production). Thirdly, instructors required both a midterm and end-of-term student reflection that asks students to discuss their understanding and achievement of the course learning outcomes. And finally, the use of an electronic portfolio was instituted, which must contain specific assignments to be assessed by the instructor and outside reviewers.

Each semester the faculty in the First-Year Composition Program read and evaluated a random 10% sample of midterm portfolios (the 2nd and 16th student from each section), and at the end of the semester all FYC portfolios were evaluated. The portfolios undergo three separate assessments; one by the instructor of record and two by other current composition faculty or trained and qualified outside assessors. These scores are then collected electronically in a spreadsheet. Scores are obtained for individual students for each student learning outcome, along with an overall score. These scores are then averaged by student, by SLO, by section, and by course as well as overall averages for each SLO for the First-Year Composition program. Portfolios and portfolio reflections are assessed using a 6-point scoring guide (0/No Attempt to 5/Highly Effective). A passing score is three (3) or higher.

Using the methods outlined above, the First-Year Composition Program has assessment data for three semesters. Due to the rigorousness of the assessment strategy, spring 2010 data are not available in time for this report:

Table 8: First-Year Composition Assessment Overview

ENC1101	SLO1	SLO2	SLO3	SLO4	SLO5	Overall
Fall 2008	3.63	3.75	3.64	3.65		3.67
Spring 2009	3.22	3.19	3.12	3.38		2.93
Fall 2009	3.45	3.35	3.37	3.32	3.29	3.41
Spring 2010*						
Average	3.43	3.43	3.38	3.45	3.29	3.34
ENC1102	SLO1	SLO2	SLO3	SLO4	SLO5	Overall
Fall 2008	3.58	3.51	3.42	3.42		3.48
Spring 2009	3.51	3.45	3.37	3.38		3.51
Fall 2009	3.4	3.3	3.2	3.17	3.01	3.17
Spring 2010*						
Average	3.50	3.42	3.33	3.32		3.39

*Spring 2010 data is not available as of this writing.

Average scores from fall 2009 (the most recent period for which assessment data are available) showed that pass rates on the submitted portfolios ranged from 9% to 95%. Not all of the enrolled students submitted portfolios; there is a strong correlation between the students who submitted a passing portfolio and those who passed the course, but passing the portfolio does not guarantee passing the course. The table below summarizes student portfolio data.

history courses expanded since initial implementation in spring 2006. Faculty also used Blackboard to a greater extent: i.e. to post handouts, assignments, and increase faculty/student communication.

Increased focus on experiential learning—the arts faculty worked to integrate outside-of-classroom experiences into the coursework in order to engage students more fully with the larger arts community. ARH2051 was revamped to include a museum project on a regular basis. IDS3362 emphasized museum, theater, and concert experiences.

Increased focus on writing skills—as part of a CAS-wide initiative, arts faculty in 2007/08 (and 2008/09) worked to enhance student achievement in writing. More time was spent in ARH2050/2051, for example, on such skills as crafting a thesis, building transitions, and developing an argument.

2008-2009

Continued expansion of Fine Arts course offerings—ARH3001 was reinstated after a hiatus of two years to further diversify the arts offerings. Positive response to MUL3012 in summer 2008 resulted in this course returning to the schedule in spring 2009. Both of these courses are planned to remain in regular rotation. The availability of Fine Arts courses reinforces student appreciation of the arts. If the institution does not provide enough courses to meet student demand, the message we would send is one of less importance. This is a first step in addressing the Alumni Survey results on student perception.

Efforts to raise student awareness and performance with regards to General Education learning outcomes—the department ensured that General Education learning outcomes were listed on all arts course syllabi along with any other learning outcomes the instructor might provide. In individual courses, professors modified assignments/examinations in order to enhance student performance as related to the outcomes. Thus ARH2050 and 2051 were modified in fall 2008 to include a comprehensive essay question in the final exam that covered the entire semester's work and concepts; students received the question in advance but wrote the essay during the test period. They were encouraged to make connections between artworks across broad time periods and cultures in this part of the exam. The professor teaching ART2201C developed a self-evaluation rubric to assist students with projects, and the professor teaching HUM1020 similarly introduced grading rubrics to enhance student performance. A clear understanding of outcomes, i.e. "awareness of the relationship of art to everyday life" may ultimately improve student responses to surveys on related issues.

Continued focus on writing skills—as reinforced by the results on the NSSE, the addition of a comprehensive essay question on the ARH2050/2051 final examination provided a supplemental writing assignment for students to further develop their ability to write about the arts. ARH3001 and HUM1020, both offered fall 2008, similarly used writing assignments as a way to enhance student skills. For example, the newly revamped critical assignment for ARH 3001, Introduction to Art, is a multifaceted Journal Project with a series of thematic and critical papers that respond to course readings, museum visits, and assigned topics. In-class freewriting is also incorporated into ARH3001. The courses ART2201C and 2203C (Concepts and Practices I and II) were made Gordon Rule courses in 2009, the result of a change made by USF Tampa. The instructors had to add more writing assignments to make the 4000-word requirement.

Continued focus on experiential learning— With a particular eye toward increasing student

Third, the institution has increased its implementation of digital resources to enhance student learning. The impacts of digital changes made in 2006/07 were felt immediately (both in student grades and in teaching evaluation scores/comments) and continued to be seen in 2007/08 and 2008/09. Students make constant use of Blackboard as a communication tool and an effective way to retrieve course materials.

Fourth, there has been an increased focus on experiential learning. Efforts to increase experiential learning during the 2007/08 and 2008/09 academic years have brought positive response from students. Most USFSP students do not attend museums, theater, or classical music performances as part of their everyday lives, and having these experiences related to coursework opens new doors. Anecdotally, professors overhear students commenting favorably on their trips; most USFSP students, for example, have never visited the Ringling Museum of Art in Sarasota, even though it is not far away, so when they go there to complete an assignment for ARH2051 or 3001, they return to the classroom surprised and energized by what they found. Even more gratifying, students often say they plan to visit again and take a friend. Efforts to increase visibility of the arts locally, and especially on campus, continue to be a major initiative. The new campus studio only opened in February 2009, so it is not yet possible to evaluate impact, but the faculty anticipate being able to do so over the next six months to one year.

Changes made to the arts curriculum and individual art gen-ed courses in 2008/09 were largely reported successful by the faculty teaching these courses. Faculty reported greater student engagement in the courses and successful understanding of the material as reflected in coursework. Some specific notes:

The professor teaching ARH2050 in spring 2009 observed after three spring semesters teaching the general-education art history survey as a night course that grades were lower than when the course was taught during the afternoon. In spring 2010, the instructor therefore shifted the class to an afternoon meeting time (and observed better performance). The majority of general-education arts offerings are now during the daytime hours.

Both instructors teaching ART2201C and 2203C (Concepts and Practices I and II) expressed frustration with the Gordon Rule requirement added to these courses by the USF Tampa Art Department. While both faculty already had required students to write brief process papers and a museum report, they determined 4000 words of writing detracted from what is ultimately a studio class.

To continue to meet high student demand for arts courses at USFSP as well as a need for more online courses, an online section of ARH3001 was piloted at USFSP in spring 2010. Following the submission of student evaluations, a decision will be made whether or not to offer this course again.

Proposed Changes for 2010-11:

After careful review of the ART2201/2203 courses and discussion with the faculty, the Program Coordinator for Art and Graphic Design at USFSP will be submitting a course change proposal in fall 2010 to eliminate the Gordon Rule requirement from these courses, effective fall 2011. (Note: USF Tampa will be doing the same, as they also determined the move to be unsuccessful.)

The expanded art history offerings over the past two years have made it possible for USFSP to

USF System USF USFSP USFSM

Number: USF3.007

Subject: Degree Requirements: Baccalaureate/Undergraduate

Date of Origin: 10-06-75

Date Last Amended: 07-25-12

Date Last Reviewed: 07-25-12

A student is academically eligible to receive a Baccalaureate degree from individual institutions in the University of South Florida System (USF System) when a student completes the requirements of entities including (1) the Board of Governors (BOG), (2) the USF System, (3) the Program, College or Institution requirements, and (4) general academic approval by the University. The requirements are outlined in more detail below.

(1) Board of Governors Basic Requirements: (established by Florida state law and the Board of Governors Regulation [6.017](#))

(a) Satisfactory completion of general education requirements consisting of a minimum of:

1. Thirty-six (36) semester hours in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, including:

a. Six (6) semester hours of English coursework (noted as Gordon Rule courses) in which the student is required to demonstrate college level writing skills through multiple assignments and six (6) additional semester hours of coursework with similar writing requirements. Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.

b. Six (6) semester hours of mathematics coursework (noted as Gordon Rule courses) at the level of college algebra or higher. Applied logic, statistics and other computation-based coursework that may not be offered by a mathematics department may be used to fulfill three (3) of the six (6) hours required by this section. Students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.

(b) Updates or changes to State and BOG Requirements. The USF System must comply with any updates or changes to state mandates or BOG requirements. The USF System will incorporate those changes in this Regulation by technical amendment as quickly as possible. However, at all times, including what may be an interim processing time, students will be held to the most current standards established by the BOG or state law.

(2) USF System Requirements. In addition to Florida Board of Governors and/or state requirements, the USF System has the following USF specific minimum requirements that are designed to assure the academic integrity of the degree programs at each System Institution:

(a) Successful completion of a minimum of 120 unduplicated semester credit hours through university coursework, acceleration mechanisms, and/or transfer credit, including courses specifically approved as repeatable for credit within the System (e.g. practica, ensembles and field experiences);

(b) A minimum adjusted grade point average (GPA) of 2.0 on all course work taken at the USF System Institution from which the degree is conferred and an overall 2.0 average on all college-level work attempted;

(c) Satisfactory completion of major requirements in a chosen degree program, including additional requirements set by the USF System Institution and college offering the degree;

(d) Successful completion of at least forty-eight (48) semester hours in courses numbered 3000 and above;

(e) Successful completion of at least 25% of the total credit hours required for the degree must be in courses offered by the USF System Institution conferring the degree;

(f) Registration and successful completion of at least thirty (30) of the last sixty (60) semester hours at the USF System Institution (home institution) from which the degree is to be conferred. In cases of emergency, a maximum of six (6) hours of the final thirty (30) semester hours may be completed by correspondence or residence at another accredited senior institution with the approval of the academic dean. *Exceptions* to the home institution rules in this paragraph may be made for students who are enrolled at other universities in USF-approved exchanges, study abroad programs, co-op training programs or correspondence courses from the University of Florida. CLEP credit does not count toward academic residence;

(g) Beginning fall semester 2012, must complete successfully at least 50% of the required courses in the major in courses offered by the USF System Institution conferring the degree. In cases of hardship or lack of course availability, individual exceptions may be approved by the respective College Deans or designees to help ensure timely graduation;

(h) Students who have entered a university in the State of Florida University System with fewer than sixty (60) hours of credit are required to earn at least nine (9) hours prior to graduation by attendance in one or more summer terms in courses offered by a USF System Institution or any one of the State University System of Florida institutions. This requirement may be waived in cases of unusual hardship to the individual;

(i) Satisfaction of the foreign-language admissions requirement by having two (2) sequential units of the same foreign language in high school, or eight (8) semester hours of the same foreign language in college, or documented equivalent proficiency; and

(j) The student's degree program (major) will appear on the baccalaureate diploma. (If a student satisfies all requirements for two (2) majors, including admission, prerequisite, core, etc., both majors may appear on the diploma).

(3) Program, College, or Institutional Requirements: All students must be aware of and satisfactorily complete any additional requirements that may be required by a specific program, college or institution from which they are graduating as set forth in handbook, catalogue, or other published criteria.

(4) General Academic Approval: Successful completion of academic coursework constituting the student's program of studies, minor, honors thesis, or certification examination does not guarantee award of the baccalaureate degree. Faculty judgment of the academic performance of the student is inherent in the educational process in determining whether the award of the baccalaureate degree or admission into a higher level degree program is warranted.

Authority: Art. IX, Sec. 7, Fla. Constitution; Fla. Board of Governors Regulations 1.001, 6.016, 6.017; 1007.25, F.S. History—New 10-6-75, Amended 7-3-79, 2-22-82, Formerly 6C4-3.07, F.A.C. Amended 4-19-90, 8-19-90, 12-2-92, 8-10-93, 7-17-94, 7-20-95, Formerly 6C4-3.007, F.A.C., Amended 2-21-11, 9-21-11, 07-25-12.

- Acceptance by the state universities of credits earned in accelerated programs (e.g. Dual Enrollment, CLEP, Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education)
- No additional general education core requirements;
- Advance knowledge of selection criteria for limited access programs; and
- Equal opportunity with native university students to enter limited access programs.

** Note: Students who have received an AA degree at a from an institution within the Florida College System are guaranteed admission with 60 semester hours into the State University System. *HOWEVER, admission into a specific program at a given university may not be assured.* Some degree programs may include additional admission requirements (e.g., higher grade point average and/or higher test scores, additional courses or prerequisites, or auditions and/or portfolios). These programs are referred to as “limited access” programs. For more information, see: http://www.flbog.org/documents_meetings/0024_0063_0424_8.pdf.

c. Policies Relating to 2+2 Articulation

- **General Education**

[Section 1007.25, Florida Statutes](#), mandates that Florida colleges and universities identify 36 hours of general education in the areas of communication, mathematics, social sciences, humanities, and natural sciences. In addition, [Chapter 6A-10.024, F.A.C./BOG Articulation Resolution](#), further stipulates that “After a state university or Florida college has published its general education core curriculum, the integrity of that curriculum shall be recognized by the other public postsecondary institutions.”

General education programs in Florida, while constant at 36 hours for completion, vary widely in the selection of required courses. Students who transfer with an associate in arts or associate in science degree, or who have completed their block of 36 general education hours do not have to meet the receiving institution’s general education program requirements. If a student does not complete the general education core curriculum prior to transfer, each course taken at the initial institution will be reviewed individually to determine if it meets the general education requirements of the new institution.

- **Gordon Rule**

State Board of Education Rule [6A-10.030/BOG Articulation Resolution](#), establishes mathematics and English requirements for the Associate in Arts and the baccalaureate degrees. Specifically, the “Gordon Rule” requires students to successfully complete six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each undergraduate student must also successfully complete six (6) semester hours of mathematics coursework at the level of college algebra or higher. For purposes of this rule, a grade of C or higher shall be considered successful completion. Students with certain types of disabilities may request test modification.

Each institution designates the courses that fulfill the writing requirement of the Gordon Rule and submits them to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated as meeting the writing requirements of the Gordon Rule. In addition, for purposes of completing the requirements for general education, Gordon Rule, or program prerequisites, credit for specific course

numbers awarded by exam should be treated no differently from credit earned in the same courses at the receiving institution. The requirement for successful completion of Gordon Rule courses with a grade of C or better applies to any transferable general education course, regardless of whether it is completed as part of an Associate of Arts Degree or an Associate in Science Degree.

- **Common Prerequisites**

In 1996, institutions of higher education in the state of Florida, under legislative mandate [[s. 1007.25\(5\), F.S.](#)] and through the direction of the Articulation Coordinating Committee, established a list of common prerequisite courses for every baccalaureate degree program. The purpose of such a list is to provide students, especially those who plan to transfer between institutions, with information regarding the courses that they will need to take to be admitted into upper division programs.

The Common Prerequisites Manual is a centralized compilation of program prerequisites that can be referenced by counselors and students in their academic planning. It is compiled annually in a format as established by the Oversight Committee of the Articulation Coordinating Committee.

Common Prerequisites and substitutions are for all public Florida institutions and apply to all students (native and transfer). Common Prerequisites are required components of the degree programs within the State University System or Upper Division programs of the Florida College System. Common Prerequisites for a specific academic program must be the same at all institutions in order to facilitate efficient transfer among all 39 public Florida public postsecondary institutions, except for specific program tracks and program exceptions approved by the Oversight Committee and the Articulation Coordinating Committee. For more information, see: <http://www.fldoe.org/articulation/>, please select “Common Prerequisite Manual” under ‘Postsecondary 2+2 Articulation’ which is listed under ‘Advising Resources’.

Each program of study listed in the Common Prerequisite Manual provides information regarding the required common prerequisites for that program. Some programs do not require common prerequisite courses. Others (referred to as Limited Access) may have additional requirements for acceptance into that program such as Grade Point Average or grades on specified courses. Students are advised to consult university catalogs, counseling manuals, and advisors at the receiving institution to ensure accurate academic planning. For program listing by alphabetical order, please select the ‘Catalog Year’ and then select “Program Listing by Alphabetical Order” which is listed under ‘Index of Common Prerequisites by Program’.

Also, see memos on Common Prerequisites:
<http://www.fldoe.org/articulation/pdf/fu0910cpm.pdf> and
http://www.fldoe.org/articulation/pdf/Memo_CommonPrerequisites.pdf.

- **College-Level Academic Skills (CLAS)**

Senate Bill 1676 (effective July 1, 2009) eliminated the College-Level Academic Skills Test (CLAST) as an examination. The bill amended section 1007.25, Florida Statutes, to require that an associate in arts or baccalaureate degree may not be conferred upon any student who fails meet College Level Academic Skills (CLAS) in the achievement of a

6A-10.030 Other Assessment Procedures for College-Level Communication and Computation Skills.

(1) In addition to assessments that may be adopted by the State Board of Education or Board of Governors to measure student achievement in college-level communication and computation skills, other assessment requirements shall be met by successful completion of coursework in English and mathematics. For the purposes of this rule, a grade of C or higher shall be considered successful completion.

(2) Prior to receipt of an Associate of Arts degree from a public community college or university or prior to entry into the upper division of a public university or college, a student shall complete successfully the following:

(a) Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements outlined in this section.

(b) Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.

(c) Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction pursuant to Rule 6A-10.024, F.A.C., and students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through one (1) or more of the acceleration mechanisms in Rule 6A-10.024, F.A.C., shall be considered to have satisfied the requirements in subsection 6A-10.030(2), F.A.C., to the extent of the college credit awarded.

(3) Exemptions and Waivers. Any public community college or university desiring to exempt its students from the requirements of subsection 6A-10.030(2), F.A.C., shall submit an alternative plan to the Department of Education. Upon approval of the plan by the Department, the plan shall be submitted to the State Board of Education or the Board of Governors as appropriate. Upon approval by the State Board of Education or the Board of Governors, said plan shall be deemed effective in lieu of the requirements of subsection 6A-10.030(2), F.A.C.

Specific Authority 1001.02(1), (2)(n) FS. Law Implemented 1001.02 FS., Section 15, Chapter 87-212, Laws of Florida. History—New 1-11-82, Formerly 6A-10.30, Amended 6-8-88, 12-18-05.