



4-4-2014

## General Education Committee Meeting : 2014 : 04 : 04

General Education Committee

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## GENERAL EDUCATION COMMITTEE

### Agenda

Friday April 4 2014 10am Davis 100

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#### Committee Members:

1. Kathy Arthur, Chair
2. Deni Elliott (Arts and Sciences)
3. Kathy Carvalho-Knighton (Arts and Sciences) absent
4. Gary Austin (Library)
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*  
*Course Applications on*  
*google drive*  
*GE Instructions*  
*GE Help Document*  
*GE Day Notes*

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## AGENDA

March 7 Minutes review and approval

Chair Updates- GE Day

- Approval of minutes from meeting
  - GE day notes, what else do we want to do with the suggestions?
  - Assessment Tool- Mike Chen requested changes
    - Some online courses added later not on GE day tables
    - Make a place to associate SLO with specific critical assignment
    - Prepare database for spring 2014 data entering
  - Vice Chancellor and Chancellor meeting requested with Committee
- Revising GEC Application instructions for more permanent posting
- Eliminating state course information
  - Add Fall and Spring deadlines- 1<sup>st</sup> week of Oct & Feb?
- Posting Help Document on Website.
- Does the committee approve
- Faculty Senate and GEC member responsibilities document?
- Considerations for election of new GEC Chair for May 2 meeting

Review of State Courses that need our attention in bold below

## STATE COURSE REVIEW STATUS

### **GEC Only Review (already USFSP GE courses)**

1. ENC 1101- **Revised and Rereview on 4/4**
2. MAC 1105- GEC approved 3/7
3. MAC 2311- GEC approved 3/7
4. MGF 1106- **Revised and Rereview on 4/4**
5. MGF 1107- **Revised and Rereview on 4/4- Approved 4/4**
6. BSC 2010- GEC approved
7. CHM 2045- 3/7 revise required with faculty
8. EVR2001- GEC approved 3/7 awaiting Tampa though now goes to APC!
9. PHY 2053- **Revised and Rereview 4/4**
10. AMH 2020- **Revised and Rereview 4/4**
11. ECO 2013- GEC approved 3/7
12. PSY 2012- 3/7 pending and with faculty
13. SYG 2000- **Revised and Rereview 4/4**
14. LIT 2000- 3/7 revise and with faculty
15. BSC 1005- GEC approved 3/7

### **APC, UGC Review required**

1. ARH 2000 Art Appreciation—not in USF system,
  - GEC approved 2/21, approved by APC 3/21, approved by UGC 3/26
2. MUL 2010 Music Appreciation-not in USF system
  - awaiting faculty revisions
3. THE 2000 Theater Appreciation-not in USF system
  - awaiting faculty revisions
4. PHI 2010 Intro to Phil- not in USF system
  - GEC approved 2/21, approved by APC 3/21, rejected by UGC 3/26
5. HUM 1020- The Arts
  - Awaiting faculty revisions
6. STA 2023—switched from 4 to 3 hour course
  - **Rereview required 4/4 posted under revised folder on google drive**
7. BSC 2085- at USFSP but not currently a GE course
  - GEC approved email 3/17, approved APC 3/21, rejected by UGC 3/26,  
Now with faculty for revisions
8. CHM 2020—Not in USF system
  - GEC 3/7 pending approved via email 3/17, cleared with Tampa, sent to APC 4/1
9. ESC 2000-Not in USF system
  - GEC approved 3/7, approved by APC 3/21, rejected by UGC 3/26,  
Faculty member revised 3/28 and returned app to UGC
10. ANT 2000- switched from 4 to 3 hour course
  - GEC approved 2/21, approved by APC 3/21, approved by UGC 3/26
11. POS 2041—USFSP but not currently a GE course
  - **Rereview 4/4 required but also awaiting work with Tampa posted on google drive in revised folder**

## USFSP COURSE REVIEW

### **Review of USFSP Courses Communication and Humanities First SUBMITTED FOR USFSP**

**APC applications are priority & underlined and \* 12 out of 20**

#### **COMMUNICATION**

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ENC 1102 English Composition II- USFSP GE Comm

\*MMC 3602 Mass Comm & Society- USFSP GE Humanities & SS

\*MMC 2100 Writing for the Mass Media- USFSP but not GE

\*VIC 3001 Visual Communication-USFSP but not GE

\*FIL 3845 World Cinema- not USF not GE

#### **HUMANITIES**

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ARH 2051 History of Visual Arts II- USFSP GE HUM-

\*ENT 3613 Creat & Inno Entrepreneurship- USFSP not GE

\*WST 3015 Intro to Gender & Sexuality Studies- USFSP GE but SS

\*PHI 2630 Contempro Moral Issues- USFSP not GE

\*WOH 2030 World History since 1815- not USF not GE

#### **MATHEMATICS**

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PSY 3204 Psychological Statistics – USFSP GE Math

#### **NATURAL SCIENCES**

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ANT 2511 Biological Anthropology- USFSP GE NS-

\*EVR 2XXX Climate Change Debate- Not USF Not GE

\*EVR 2217 Energy, Enviro & Sustain- USF, not USFSP not GE

GEO 2000 Intro Physical Geography- USFSP GE NS

#### **SOCIAL SCIENCES**

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ANT 2410 Cultural Anthropology- USFSP GE SS

\*CPO 2002 Intro to Comparative Politics USFSP not GE

GEA 2000 World Geography- USFSP GE SS

\*CCJ 3024 Sur of Criminal Justice- USFSP not GE

ISS 1102 Self and Society USFSP GE SS-

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## MINUTES

March 7 Minutes reviewed and approved

Chair Updates- GE Day

- Approval of Minutes from GE meeting March 21
  - will work on through email
- GE day notes, what else do we want to do with the suggestions?
  - Review and then compile a list of recommendations for Fall and a list via for discussion with Chancellor and Vice Chancellor via email (Deni, Morgan, Adrian)
  - Review and then compile a list of recommendations for GEC to address in the next year (David, Richard, Hugh)
- Assessment Tool- Mike Chen requested changes
  - Some online courses added later not on GE day tables
  - Make a place to associate SLO with specific critical assignment
  - Prepare database for spring 2014 data entering
- Vice Chancellor and Chancellor meeting requested with Committee

Revising GEC Application instructions for more permanent posting

- Eliminating state course information
- Add Fall and Spring deadlines- 1<sup>st</sup> week of Oct & Feb
- Review and Revise through email

Posting Help Document on Website.

- Does the committee approve Yes, but review and revise through email

Faculty Senate and GEC member responsibilities document? Not yet reviewed

Considerations for election of new GEC Chair for May 2 meeting

- Not discussed move to next agenda

APC approved several applications (minutes attached)

- PHI 2010, ESCX000, ANT 2000, ARH 2000, BSC 2085

Undergraduate Council Meeting 3/26/14 reviews of GE Courses (minutes attached)

- Approved ANT 2000, ARH 2000, REJECTED BSC 2085, PHI 2010, ESC 2000
- BSC 2085 and ESC 2000 will be revised and resubmitted by faculty
- PHI 2010 will not be resubmitted to UGC by faculty
- Concerned that so many applications were rejected.
  - GEC will add/review future applications for UGC concerns to try and prevent future rejections – especially related to removing 1<sup>st</sup> person narrative on applications, making sure everything is grammatically correct, remove capitalizations, and ensuring syllabus is generic and not focused on a particular semester/faculty member.

## STATE COURSE REVIEW STATUS

### **GEC Only Review (already USFSP GE courses)**

1. ENC 1101- **Revised and Rereview on 4/4- approved 4/4**
2. MAC 1105- GEC approved 3/7
3. MAC 2311- GEC approved 3/7
4. MGF 1106- **Revised and Rereview on 4/4 – Not reviewed**
5. MGF 1107- **Revised and Rereview on 4/4- partially reviewed**
6. BSC 2010- GEC approved
7. CHM 2045- 3/7 revise required with faculty Not reviewed
8. EVR2001- GEC approved 3/7 awaiting Tampa though now goes to APC! **Tampa approved on 4/6 and application was sent to APC on 4/6**
9. PHY 2053- **Revised and Rereview 4/4- approved with syllabus change 4/4**
10. AMH 2020- **Revised and Rereview 4/4- approved 4/4**
11. ECO 2013- GEC approved 3/7
12. PSY 2012- 3/7 pending and with faculty
13. SYG 2000- **Revised and Rereview 4/4- approved**
14. LIT 2000- 3/7 revise and with faculty
15. BSC 1005- GEC approved 3/7

### **APC & UGC Review required**

12. ARH 2000 Art Appreciation—not in USF system,
  - GEC approved 2/21, approved by APC 3/21, approved by UGC 3/26
13. MUL 2010 Music Appreciation-not in USF system- **Approved 4/4 with syllabus change & write in complete SLOs**
14. THE 2000 Theater Appreciation-not in USF system **Approved 4/4 with syllabus change & write in complete SLOs**
15. PHI 2010 Intro to Phil- not in USF system
  - GEC approved 2/21, approved by APC 3/21, rejected by UGC 3/26
16. HUM 1020- The Arts -**Approved 4/4 with syllabus change & write in complete SLOs**
17. STA 2023—switched from 4 to 3 hour course
  - **Rereview required 4/4 posted under revised folder NOT reviewed**
18. BSC 2085- at USFSP but not currently a GE course
  - GEC approved email 3/17, approved APC 3/21, rejected by UGC 3/26, Now with faculty for revisions
19. CHM 2020—Not in USF system
  - GEC 3/7 pending approved via email 3/17, cleared with Tampa, sent to APC 4/1
20. ESC 2000-Not in USF system
  - GEC approved 3/7, approved by APC 3/21, rejected by UGC 3/26, Faculty member revised 3/28 and returned app to UGC
21. ANT 2000- switched from 4 to 3 hour course
  - GEC approved 2/21, approved by APC 3/21, approved by UGC 3/26
22. POS 2041—USFSP but not currently a GE course
  - **Rereview 4/4 required but also awaiting work with Tampa posted on google drive in revised folder NOT Reviewed**

## USFSP COURSE REVIEW

**Review of USFSP Courses Communication and Humanities First  
APC applications are priority & underlined and \* 12 out of 20**

### **COMMUNICATION**

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ENC 1102 English Composition II- USFSP GE Comm – **Approved 4/4 with Minor changes**

**\*MMC 3602 Mass Comm & Society- USFSP GE Humanities & SS- Revise and Resubmit 4/4**

**\*MMC 2100 Writing for the Mass Media- USFSP but not GE- Rejected 4/4**

**\*VIC 3001 Visual Communication-USFSP but not GE - Revise and Resubmit 4/4**

**\*FIL 3845 World Cinema- not USF not GE- Revise and Resubmit 4/4**

#### **ENC 1102 Comp II – Approved with minor revisions**

The committee thought that this was an appropriate Communication subject area course to be offered in the new program.

P. 5 for resources add in SACs wording for minimum qualifications

P. 8 SLO 3 remove all information after (Adnerson V.J. 1998)

P. 9 Take out bullets and write out in sentences correctly.

#### **MMC 3602 Mass Comm & Society- Revise and resubmit**

The committee thought that this was an appropriate Communication subject area course to be offered in the new program.

P. 3 Min qualifications needs to be changed

P. 5 no answer for first question, must be answered. Second question needs to include SACs wording for minimum qualifications

P. 7 must be answered for APC and UGC review

P. 8 & 9 keeps referring us to an attachment- add the information in the actual application.

#### **MMC 2100 Writing for the Mass Media- Rejected**

The committee was concerned that courses that two courses in the GE subject area Communications are pre-requisites for this course. Why would a student take a 3<sup>rd</sup> prerequisite in this subject area when only two are required.

ENC 1101 and 1102 are prerequisites. That is stated (a) in the checkboxes, (b) in the course description on p 6, and c) on the syllabus. Assuming we approve ENC 1102 - which seems likely - then this course appears to be unnecessary since the six hour communication requirement will already be

filled by the two English courses.

They could change prerequisites to avoid this problem. However, since they say three times that these are prerequisites, that suggests they think having them is critical. What would have has changed?

And, if it really is changed for a general population, should it be required for a major and minor.

P. 5 does not adequately address how this course will uniquely and contribute to this area of GE visa other courses.

### **VIC 3001- Visual Communication- Revise and Resubmit**

P. 6 & 7 need to be answered for APC and UGC

P. 8 & 9 put the information in the application eliminate Attached Chart A

### **FIL 3845 World Cinema- Revise and Resubmit**

p. 5. The specific knowledge makes it look more like a Humanities course rather than a Communications course. Make it clearer how this will advance students ability to communicate.

P;. 6. Since the course did not exist before, it did not change from 4 to 3 hours on this campus.

p. 7 Major topics should mention communication since this is being offered as a communications option.

Ditto on the course specific student learning outcomes. Makes sure the use of film to communicate play a significant role. Since once of the texts is writing about film, this should be easily doable.

p. 8. Explain how the course meets the Communication SLOs. Don't just point to the syllabus, especially since it is also unclear in the syllabus.

p. 9. The proposal should be a narrative rather than a list of bullet points.

Interim- FIL 3845 has a prerequisite, GEC Chair recommended that faculty create new course and 2000 level course to submit to SCNS.



## SYLLABUS

Under the course description, make it clearer how these meet the aims of a communication course.

## HUMANITIES

ARH 2051 History of Visual Arts II- USFSP GE HUM- **Approved 4/4 minor changes**

\*ENT 3613 Creat & Inno Entrepreneurship- USFSP not GE – **Rejected 4/4**

\*WST 3015 Intro to Gender & Sexuality Studies- USFSP GE but SS- **Rejected 4/4**

\*PHI 2630 Contempro Moral Issues- USFSP not GE- **Approved with revisions 4/4**

\*WOH 2030 World History since 1815- not USF not GE – **Approved with minor changes 4/4**

### Notes from review of \_Humanities Course Applications:

**ARH 2051 History of Visual Arts II- Accept with minor revisions.**

**The GE Committee decided that this would make an appropriate General Education course in the Humanities. It needs minor revisions**

P. 3 instructor qualification- stick to SACs requirement

*Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*

P. 4 good

P. 5 add in SACs requirements for minimum qualifications for instructor listed above. Take out individual instructor information.

P. 6 good

P. 7 good

P. 8 need clarification on what assignment fulfills which SLO for 1 and 2.

P. 9 good take out individual information and keep description broad to fit any instructor. i.e. do not use Bundrick in the description

P. 10. Not Applicable? No indication

**syllabus:** remove personal instructor information, add in religious observance as per Religious Preference Absence Policy-a reminder that students who anticipate being absent from class due to religious observance should inform the instructor by the second class meeting (suggested)

**ENT 3613 Creativity and Innovation Entrepreneurship: Decline**

**The GE committee decided that ENT 3613 is not an appropriate course for General Education in the Humanities subject area, for two reasons.** First, ENT 3613 is not a humanities course. Humanities is defined by the national endowment for the humanities as, the study and interpretation of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism and theory of the arts. Second, it is an upper division course and does not focus on introducing students to a broad topic.

We suggest that this course be resubmitted as an EXIT course in the Fall of 2014. However, it should be noted that EXIT courses review major literature and works in a particular field and this course would have to be revised, if the course is to be seriously considered as an EXIT course in the future.

P. 3 fill in semester contact hours, 45. Fixed hours.

P. 4 what are systematic tools? And a bit much and jumbled on resource answer

P. 5 check general education, description of faculty is too specific, stop after second sentence.

P. 6 good

P. 7 good

P. 8 What exactly are the assignments—they seem unclear. How is asking students to generate “large numbers of novel options” is the same as quantitative literacy.

P. 9 good

P. 10 Not accepting EXIT course applications now.

**Syllabus:** does not show how critical assignments assess the SLO's, no course calendar or specific assignments

### **WST 3015 Intro to Gender & Sexuality- Decline**

**The GE Committee decided that WST 3015 Gender & Sexuality (Introduction to Women's Studies) is not an appropriate course for the Humanities subject area in General Education.** The application as presented has several concerns. First, the title and course description are wrong for WST 3015. Faculty can not change course title and description listed in the USF system. A new course application is needed. Other campuses teach this course and it is unlikely they will approve these changes when they have an opportunity to vet the course. Second, this course was taught last semester under ISS and is a GE Social Science course as registered with the state. There is no letter indicating that they gave up this course to VVA. Third, the syllabus reads like a social science course rather than a humanities course.

We are not opposed to a women's studies course in General Education. The simple solution is to reapply in FALL 2014 using a new Course number, name, and description. Look at the SCNS website and look for a HUMANITIES Course. The course should be about literature, language, arts, and history to fit into the Humanities subject area. Try WST X611 Humanities Perspectives on Gender and Sexuality or perhaps a course already in your dept LIT Gender, Literature and Sexuality or a new course Women and Rhetoric?

P. 3 qualifications should be MA with 18 graduate....

P. 4

P. 5 who will teach this course be sure it adheres to p. 3 above

P. 6 It is unclear why this is a humanities rather than a social science class.

P. 7 why are there two nearly identical lists.

P. 8 SLOs need clarity—what exactly are the assignments for each SLO

P. 9

P.10

**PHI 2630 Contemporary Moral Issues- Accept with revisions**

**The GE Committee decided that this would make an appropriate General Education course in the Humanities. It needs some revisions.**

P. 3 switch box not a current GE course. Fix Minimum qualifications

*Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*

P. 4 good

P. 5 good, resources a bit unclear on the resources maybe strengthen with SACs wording added in.

P. 6

P. 7 fill out the rest of page 7 for APC and UGC committees

P. 8 can you clarify which written assignments--all the assignments? Self critical or Critical paper for each SLO?

P. 9

P.10 . Did you mean to select yes for EXIT course? This is a lower division course and should not be an EXIT course. Gordon Rule requires student is required to demonstrate college-level writing skills through multiple assignments.

Syllabus: remove specific faculty info from top of syllabus and indicate it is a sample syllabus.

GEC Chair- currently this is a Tampa owned course, need Tampa cooperation to make it a GE course in Humanities with the state.

## GEC Approved 5/2/2014

### **WHO 2030 World History since 1815-Approved with minor revisions**

**The GE Committee decided that this would make an appropriate General Education course in the Humanities. It needs some revisions.**

#### **application:**

P. 3 minimum qualification not correct, Required for? Prerequisites, etc not answered. Not currently a GE course wrong box

*Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*

P. 4

P. 5 Why is info about EUH 2001 in the application, leave out. Just say you will staff with existing full-time and follow SACs requirements listed above

P. 6

P. 7 You have to list objectives etc. for SCNS approval

P. 8

P. 9

P.10

**syllabus: Course Description--Far EASTER??**

GEC Approved 5/2/2014

**To be reviewed at next meeting**  
**MATHEMATICS**

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PSY 3204 Psychological Statistics – USFSP GE Math

**NATURAL SCIENCES**

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ANT 2511 Biological Anthropology- USFSP GE NS-  
\*EVR 2XXX Climate Change Debate- Not USF Not GE  
\*EVR 2217 Energy, Enviro & Sustain- USF, not USFSP not GE  
GEO 2000 Intro Physical Geography- USFSP GE NS

**SOCIAL SCIENCES**

---

ANT 2410 Cultural Anthropology- USFSP GE SS  
\*CPO 2002 Intro to Comparative Politics USFSP not GE  
GEA 2000 World Geography- USFSP GE SS  
\*CCJ 3024 Sur of Criminal Justice- USFSP not GE  
ISS 1102 Self and Society USFSP GE SS-

**REVIEWS OF USFSP COURSE APPLICATIONS TO BE REPOSTED ON WEBSITE**

**USFSP General Education Course Certification Process**  
approved by the USFSP GE Committee Sept. 27 & Oct. 25  
Modified December 13, 2013, Modified April 4 2014

**The General Education Committee (GEC) is a committee of the Faculty Senate. The Faculty Senate charged the GEC with overseeing the undergraduate Liberal Arts Requirements, which include General Education Courses, Gordon Rule Courses, and EXIT courses. Note that EXIT courses are NOT GE courses.**

**In the Spring of 2015, USFSP will offer a new GE program. All current GE courses will be eliminated from the list and we began certification of 2015 courses in 2014. We will begin a new GE program consisting of the State Core and USFSP courses in Fall 2015, as mandated by State Law Ch.2013-15 and as amended in Spring 2013.**

**The GE Committee will NOT guarantee that all or even any of the courses that you submit as USFSP specific courses will become future GE Courses.**

1. **Materials for Submission.** Each department will need to submit the following completed materials for ALL Courses intended to be part of the Fall 2015 GE Program and subsequent semesters.
  - **Submit all materials ELECTRONICALLY to the GEC Chair in 1 document.**
  - USFSP Course Approval Form 2013, which is located on the General Education Committee website. You must fill out the ENTIRE form. PDF and DOC versions are available on the website.
  - A sample Syllabus - see sample syllabus format below
  - For each courses a copy of the minutes from the Department/Program meeting indicating that the course has been vetted and approved by the department faculty is required.
  - From the SCNS website [http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp),
    - Go to: Find a Course/Find a Statewide Course and enter course prefix
    - A copy and paste a copy of the Statewide Course Detail and if available USF Institution description for the course you are submitting
2. **Deadlines for Course Applications**
  - Fall semester by the 1<sup>st</sup> week in October
  - Spring semester by the 1<sup>st</sup> week in February

**3. Review Process**

## GEC Approved 5/2/2014

- Each department should have 1 individual (chair and/or designee), who submits ALL the course applications (state and local) to the GE chair via email. We want 1 contact person per department for all GE course proposals.
- The GE chair will assign two faculty members for primary review of your application, though the entire committee will discuss and review the course. Faculty members on the GE committee, who are either personally or for whom their discipline are proposing applications, will recuse themselves from review and vote of those applications.
- Your department chair/individual, who submits the application, will be notified concerning the status of the application.
- The Committees reviewing your Application for Course Certification vary depending on the current status of the proposed course at USFSP.
  - If your course is a current USFSP GE course then it is only reviewed by the GE Committee and then it proceeds to the Vice Chancellor and the Registrations and Records Office.
  - If your course is NOT a current GE course it must be reviewed by the GE Committee AND
    - Relevant College Committee
    - Undergraduate Council
    - GE Committee a second time
    - Vice Chancellor
    - Registrations and Records Office

### **4. Criteria for Selection.**

- Departments can consider including new courses or previous GE courses
- Courses will generally be 1000 or 2000 level courses, though we higher level courses may be considered if they are broad in scope.
- USFSP specific courses that expand the diversity of disciplines offered in the State Core List. This diversity is intended to promote the General Education philosophy, which aims to expose students to as many disciplines as possible early in their academic career.
- The committee will focus on how well your philosophy adheres to the GE philosophy. (see below)
- We encourage courses that when appropriate include an international focus. Our goal here is to balance the State Core GE List and to reinforce USFSP' Strategic Plan
- The committee will also focus on the clarity of your Key/Critical Assignments for addressing each of the State and USFSP GE Student Learning Outcomes. (see below). These must be detailed and provide substantial information about the assignment. Submitting Exam or Paper is NOT enough information. Your course must assess ALL the SLOs for the subject area it falls under.
- The specific number of USFSP GE Courses a department may submit is not predetermined. However, as stated above we encourage courses that add to variation in discipline representation. In addition, we will be limiting

the number of courses offered in each Subject Area (State and USFSP specific) to between 10 and 15, which would limit our GE program to 50 to 75 courses. We encourage you to think carefully about which courses you want and to prioritize.

**5. Distance learning courses.** We want to ensure a quality general education program.

- Course must have the same syllabus content regardless of whether it is an online, hybrid or face to face course, this is a SACs accreditation demand as outlined in the SACS-COC Distance and Correspondence Education policy statement.
- We strongly encourage faculty who teach distance learning courses to periodically offer the course face to face.

**6. Faculty Responsibility.** On the course approval form under Department Resources, we expect that for each proposed course that the department have a full-time faculty member:

- who is qualified to supervise the teaching of the proposed course. You must list specifically on the form what the discipline is
  - SACs Accreditation document indicates for Minimum qualifications for instructor: *Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*
- to be responsible for ensuring that the course promotes the aims of the GE philosophy for 2015
- to be responsible for ensuring that the course clearly demonstrates thoughtful assessment with “critical assignments” in the course sample syllabi of EACH State and USFSP SLOs for your course’s subject area. You must assess all the SLOs designated for your courses subject area.



**General Education Committee Philosophy**

Applicable Fall 2015

Approved by the USFSP General Education Committee April 5, 2013

Approved by the USFSP Voting Faculty December 6, 2013

General education is the cornerstone of academic life at the University of South Florida St. Petersburg. It is shaped and inspired by the faculty's commitment to give our students the broad liberal arts education they need and deserve.

A liberal arts education provides students with broad knowledge of major areas of human learning, it instills and refines quantitative literacy and reading, understanding, reasoning, and communication skills, and it develops and strengthens essential intellectual virtues: curiosity, a healthy skepticism, intellectual honesty, the imagination to understand and fairly consider the perspectives of others, and the willingness and ability to constructively evaluate their own ideas and arguments. Such an education allows students to appreciate the cultural and biological diversity of an increasingly inter-connected world, provides them with critical thinking skills to engage issues shaping our global economy, environment, and lives. It thereby prepares them to continue their intellectual, cultural, and personal development long after college.

General Education courses in mathematics, social sciences, humanities, communication, and the natural sciences lay the groundwork for a quality liberal education. All require students to write clearly and think critically. We further encourage faculty to incorporate, where appropriate, discussion of diverse cultural perspectives and significant ethical debates into their respective discipline's general education courses.

Students explore a range of subjects, many outside their anticipated field or major. These courses encourage the development of a habit of inquiry that is flexible, disciplined, and able to grasp multiple perspectives; it is scholarly while understanding that the force of ideas extends beyond the classroom. A sound General Education curriculum empowers students to pursue a liberal arts education by giving them the academic tools required for success in their respective majors and minors.

Approved by the USFSP Voting Faculty Dec. 6, 2013

### **COMMUNICATIONS**

State mandated Student Learning Outcomes (SLO):

C1. Students will demonstrate the ability to communicate effectively.

C2. Students will demonstrate the ability to analyze communication critically.

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

C3. Students will demonstrate fluency in grammar, spelling and mechanics; they will communicate with accuracy, clarity and style, using numerical computations and interpreting statistical data where appropriate.

### **HUMANITIES**

State mandated Student Learning Outcomes:

H1. Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

H2. Students will acquire competence in reflecting critically upon the human condition

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

H3. Students will demonstrate the ability to analyze texts, express ideas clearly, and present written analyses in discipline appropriate vocabularies and using discipline appropriate techniques, including the relevant use of quantitative methods.

### **MATHEMATICS**

State mandated Student Learning Outcomes:

M1. Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.

M2. 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:

M3. Students will demonstrate the ability to accurately calculate and solve arithmetic, algebra, geometry and statistics problems;

M4. Students will demonstrate the ability to represent, comprehend, and evaluate quantitative problems numerically, graphically, symbolically, in a tabular way and/or in a written argument.

### **NATURAL SCIENCES**

State mandated Student Learning Outcomes:

## GEC Approved 5/2/2014

NS1. 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.

NS2. 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:

NS3. 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:

SS1. Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.

SS2. 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:

SS3. Students will demonstrate through written analysis the capacity to identify and critically evaluate social factors that contribute to shaping diverse human behaviors, experiences, and interactions, past or present.

SS4. Students will demonstrate knowledge of the quantitative and qualitative methods in the social sciences as they formulate and seek to answer questions about the nature of social organizations and institutions.

\*\* Format of this syllabus is based on USF System Course Syllabus Policy posted on the Graduate Council Website & USFSP College of Arts & Science Syllabus Policy

## **SAMPLE SYLLABUS CONTENTS**

<b>Course Title</b>	<b>Course Prefix</b>	<b>Course Number</b>	<b>Course Section</b>
<b>Instructor's Name</b>			
Department			
Office hours:	location:	phone number: 873-	email: @usfsp.edu

### **Course Description**

USFSP official descriptions [see http://www1.usfsp.edu/catalog-undergrad/](http://www1.usfsp.edu/catalog-undergrad/)

**Content/Topics-** concepts and skills

**Objectives or Aims**

**GE Student Learning Outcomes** (State and USFSP list each with critical assignment for assessment)

**Program or Department Outcomes and Assessment** if applicable

**Required textbooks and readings**

**Course Calendar-** course content, scheduled exams and dates, and assignments and dates due

### **Course Policies**

- Notice of permission/non-permission to sell notes or tapes of class lectures
- Attendance Policy
- Religious Preference Absence Policy-a reminder that students who anticipate being absent from class due to religious observance should inform the instructor by the second class meeting (suggested)
- Policy for making up missed work
- Incomplete Policy- may refer to USFSP Undergraduate catalogue <http://www1.usfsp.edu/catalog-undergrad/quotiquot-grade-policy.htm>
- Accommodation Policy- Students with disabilities requiring special needs and requesting classroom accommodation, please contact the Student Disability Service Office. It is the student's responsibility to provide the instructor with the proper documentation so that proper accommodations can be met.
- Academic Dishonesty and Plagiarism Policy- you may refer to the USFSP Student Handbook, Integrity of Students <http://www1.usfsp.edu/catalog-grad/academic-integrity-of-students.htm>
- Classroom Etiquette/Behavior/Disruption Policy- you may refer to Disruption of Academic Process and/or SOCATS
  - <http://www1.usfsp.edu/catalog-undergrad/disruption-of-academic-process.htm>
  - <http://www1.usfsp.edu/studentsofconcern/>
- Course Grading Policy and Scale- may refer to USFSP Undergraduate Catalogue <http://www1.usfsp.edu/catalog-undergrad/grading-system.htm>
- S-U Policy

REVIEW OF GEC HELP DOCUMENT FOR POSTING ON WEBSITE

**GENERAL EDUCATION HELP DOCUMENT FOR COURSE APPLICATION FORM**

P. 3

- Contact hours, should read semester contact hours! So for 3 hour course 45 and 4 hour course 60
- Minimum qualification for an Instructor:
  - SACs Accreditation document indicates for Minimum qualifications for instructor: *Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*

P. 4. Be sure you entered the State Profile Description instead of the Prefix description.

P. 5. You need to answer these questions, even if the course is currently offered. We want to know how it contributes to the GE program and how you are going to staff the course.

P. 6

- all courses are changed courses as there are new State and USFSP SLOs, UNLESS This is a NEW course

P. 7 is for New or Changed courses

You may want to fill this page out if your course is a new GE course, a new USFSP course, or a new USF system course. All these courses have to go to College and UGC for review. The APC or College Committee will require as will the UGC. So we are trying to save you some time here by filling it out now.

- List Student learning Outcomes are the course outcomes and not GE outcomes. Although not the concern of GE, however it will be needed for College Committee and UC review for courses that are forwarded to those committees

P. 8 SLO page, if you had comments perhaps this will help clarify...

Sorry if the instructions were unclear. What you need to here is to explain how the course as a whole achieves these SLOs. For instance, you *might* talk about topics you cover, the ways you cover them, and precisely how the assignments not only assess the SLOs but are means to help students acquire the knowledge, skills, and dispositions required by the SLOs. In short, we were looking for more than a method of assessment; we want your reflection on how this particular course promotes the specified aims of general education. Does this make sense? If you have questions, please ask.

P. 9. Philosophy page, if you had comments perhaps this will help clarify...

Focus your answer on **how** your course addresses the aims of the General Education program. We need to know the answer to how the course approaches the aims of GE, rather than just a copy of your course description indicating that it does meet these

aims. Please provide us with **specifics concerning how** your class helps students acquire the skills described in the quote such as quantitative literacy, reasoning, communication skills, critical thinking etc.

p. 10. *Rules for Gordon Rule courses from Undergraduate Catalogue, which align with the State regulation*

- 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.
- 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.

### GENERAL EDUCATION HELP DOCUMENT FOR COURSE APPLICATION FORM

P. 3

- Contact hours, should read semester contact hours! So for 3 hour course 45 and 4 hour course 60
- Minimum qualification for an Instructor:
  - SACs Accreditation document indicates for Minimum qualifications for instructor: *Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*

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APC CAS Minutes 3-21-2014

All members were present: Barnali, Melanie, Michael, Joan and Ella

- 1) PHI2010 and ESCX000 were approved as submitted
  
- 2) The following course submissions were approved with minor changes. They have been sent back to the GenEd committee for revisions:
  - ANT2000
  - ARH2000
  - BSC2085
  - ESC 2085: edits suggested by M.Francis were rejected by GenEd Chair
- 3) the following courses were approved with minor revisions. These courses are part of the Biophysics Minor being proposed. Melanie will send the Chair the revised submissions Monday at noon at the latest
  - PHY 4910: issue with variable hours
  - PHZ 4703: more details are needed in the syllabus
  - PHYXXXX: language needs to be added
- 4) The Graduate Geospatial Certificate was approved with minor revisions. Barnali will resubmit revised proposal
  
- 5) The submissions for HIS6925, HIS3938, and HIS3308 were discussed. There were a series of issues with this particular submission. The Chair is preparing a response draft that she will send to all members of the committee for their revisions and suggestions to be sent to Ray Arsenault asking him to revise and resubmit. Copy of that communication will be part of the minutes.



## Undergraduate Council Meeting Minutes

26 March 2014, 1:00 p.m., Conference Room, Piano Man Building

Members Present: Tom Ainscough (chair, COB), Bonnie Braun (COE), Linda Crossman (Registrar), Joan Eldridge (Academic Advising), Kevin Wang (CAS), Jim Schnur (LIB)

Regrets: None

Guests: Deby Cassill, Leon Hardy

Meeting: Called to order at 1:02 p.m. with quorum present by Tom

Minutes: N/A

## New Business

### ***Curricular Matters***

1. **Proposed New Minor in Biophysics.** Science faculty, represented at the meeting by Deby Cassill and Leon Hardy, have expressed an interest in adding a new minor to the catalog in Biophysics. The Undergraduate Council reviewed the proposal for the minor in its entirety, as well as three courses that would be applicable to the minor. In section 7 on page 3, clarification of the number of credit hours in PHY4910 and BSC4910 (Undergraduate Research) should occur. For example, is it expected that students will sign up for one of these courses one time with the full four credit hours, or can they take this course with variable credit on more than occasion or take both PHY and BSC sections for a total of four hours? In section 8 on page 3, expand upon "State's Prerequisite Requirements" by enumerating the actual courses required with their state course numbers so there is no ambiguity or misinterpretation by students who claim they have "a Physics" course when it is not an equivalent to state prerequisites. One of the courses listed, PHZ4702 (Applications of Physics to Biology and Medicine I) is not included for review at today's meeting and has not come to Undergraduate Council for review. Review and approval of PHZ4702 needs to occur before this proposed minor, as outlined, is complete. A suggestion was also given to revise the proposed catalog copy as a way to enhance the "marketing" of this minor, though the present language is sufficient and not problematic at all.

Following discussion, Jim **MOVED** that the Undergraduate Council **ACCEPT** the addition of the new minor in Biophysics contingent on revisions outlined above (clarification of credit hours in Undergraduate Research, addition of prerequisite courses, submission of paperwork for PHZ4702) and contingent on approval of other course proposals that will be subsequently reviewed. Bonnie **SECONDED** this motion. Hearing no further discussion, the **MOTION WAS UNANIMOUSLY APPROVED by vote of the Council.**

### 2. **Proposed Course in Computational Physics (PHY4xxx) offered in support of Minor in Biophysics.**

Science faculty, represented at the meeting by Deby Cassill and Leon Hardy, remained in the meeting during discussion of this proposed course. The following changes were recommended to assure that the course proposal moves forward without unnecessary delay after review on our campus: 1. For minimum grades on prerequisites (page 4), a grade (C,C-) needs to be supplied so there is no ambiguity about whether a "C-" sufficiently meets the prerequisite requirements. 2. In regards to Department/Program resources on page 5, use standard language of minimum SACS requirements (i.e., a master's degree with at least 18 graduate hours in an appropriate field). 3. Provide the name of the text or primary source that students will use, whether formally published, available in Open Access, or in some other format. This will show those above the institutional level that a textbook of some sort has been selected. 4. In the Student Learning Outcomes, change "should" to "will" for greater precision. 5. In syllabus and proposal, remove any references in the first person ("I" or "we"). 6. In the syllabus, adjust grading scale to make sure that all point ranges are covered (i.e. D equals 600-699 points or 60.0 to 69.9 percent).

Following discussion, Jim **MOVED** that the Undergraduate Council **ACCEPT** the course proposal contingent on the 6 revisions stated above. Joan **SECONDED** this motion. Hearing no further discussion, the **MOTION WAS UNANIMOUSLY APPROVED by vote of the Council.**

**3. Proposed Course in Undergraduate Research in Physics (PHY4910) offered in support of Minor in Biophysics.** Science faculty, represented at the meeting by Deby Cassill and Leon Hardy, remained in the meeting during discussion of this proposed course. In addition to the six changes noted in the Computational Physics course, above, the Undergraduate Council recommended that the syllabus be modified slightly to remove the word or association with a “class” or “classroom” since the nature of this course is individualized.

Following discussion, Jim **MOVED** that the Undergraduate Council **ACCEPT** the course proposal contingent on the revisions stated above. Kevin **SECONDED** this motion. Hearing no further discussion, the **MOTION WAS UNANIMOUSLY APPROVED by vote of the Council.**

**4. Proposed Course in Applications of Physics to Biology and Medicine (PHZ4703) offered in support of Minor in Biophysics.** Science faculty, represented at the meeting by Deby Cassill and Leon Hardy, remained in the meeting during discussion of this proposed course. In addition to the six changes noted in the Computational Physics course, above, the Undergraduate Council recommended that the short course title be abbreviated so it is clearly represented in thirty characters or less.

Following discussion, Jim **MOVED** that the Undergraduate Council **ACCEPT** the course proposal contingent on the revisions stated above. Bonnie **SECONDED** this motion. Hearing no further discussion, the **MOTION WAS UNANIMOUSLY APPROVED by vote of the Council.**

**5. Course Change Proposal: Introduction to Anthropology (ANT2000).** This course change for courses designated as General Education has already been reviewed by the General Education Committee and the College of Arts and Sciences’ Academic Program Committee. The Undergraduate Council reviewed the program for language and documentation since this proposal will be forwarded, when and if approved, as a General Education Course in the USF System’s course inventory. In regards to ANT2000, the following elements were discussed: 1. In regards to Department/Program resources on page 5, use standard language of minimum SACS requirements (i.e., a master’s degree with at least 18 graduate hours in an appropriate field). A generic statement should be used rather than one that describes who currently teaches the course because the qualifications should be standard regardless of the instructor of record. 2. Changes to course mentioned on the top and bottom of page 6 are highly problematic. Since this is a form to address how USFSP wants to add this course to the General Education course inventory, this is not the place to explain the specific effects and pedagogical challenges of revising this class from a four credit hour to three credit hour format. First person should not be used in this portion of the document (i.e., explaining that someone—the first person “I”—found it necessary to delete films). At the USF System or state level, these statements may be construed as an individual’s displeasure with changes caused by the change of credit hours that USF elected to do based upon other state university peers. 3. Question regarding Student Learning Outcomes on page 8: For SS3, do we need a level of specificity regarding type size, font, and margins as examples of how we translate state SLOs. Thus, if a student submitted the paper but used a different font, does that mean that they have failed to meet our interpretation of SS3? 4. Philosophy of education on page 9 should be rewritten to remove the first person “I,” since the faculty assigned to teach this course may change in the future and the course is a General Education standard of the University, not a course owned completely and entirely by one individual.

Following discussion, Jim **MOVED** that the Undergraduate Council **ACCEPT** the Course Change Proposal for GE, contingent on revisions as mentioned in 1, 2, and 4, above, with consideration of 3, above. Bonnie **SECONDED** this motion. Hearing no further discussion, the **MOTION WAS UNANIMOUSLY APPROVED by vote of the Council.**

**6. Course Change Proposal: Art and Culture (ARH2000).** This course change for courses designated as General Education has already been reviewed by the General Education Committee and the College of Arts and Sciences’ Academic Program Committee. The Undergraduate Council reviewed the program for language and documentation since this proposal will be forwarded, when and if approved, as a General Education Course in the USF System’s course inventory. In regards to ARH2000, the following elements

were discussed: 1. In regards to Department/Program resources on page 5, use standard language of minimum SACS requirements (i.e., a master's degree with at least 18 graduate hours in an appropriate field). A generic statement should be used rather than one that describes who currently teaches the course because the qualifications should be standard regardless of the instructor of record. This is not the place for an instructor to outline their individualized qualifications because approval of this course as part of the General Education curriculum is not contingent on it being taught solely by this instructor. It is assumed that the College and University will select faculty based upon SACS qualifications and other factors, but that autobiographical statements about qualifications and expertise are most appropriate within the sample syllabus, not the form. 2. Remove any annotation about textbook choice by USFSM, since we should be concerned in a USFSP application only with USFSP textbook recommendations. 3. On page 9, the language should be modified to remove the specific qualifications of an individual instructor, since this course is being considered as a General Education course that may be taught by different faculty. Specific skills and training of an individual faculty member may be appropriate as part of a sample syllabus, but not in this part of the form.

Following discussion, Jim **MOVED** that the Undergraduate Council **ACCEPT** the Course Change Proposal for GE, contingent on revisions as mentioned above. Joan **SECONDED** this motion. Hearing no further discussion, the **MOTION WAS UNANIMOUSLY APPROVED by vote of the Council.**

**7. Course Change Proposal: Anatomy and Physiology (BSC2085).** This course change for courses designated as General Education has already been reviewed by the General Education Committee and the College of Arts and Sciences' Academic Program Committee. The Undergraduate Council reviewed the program for language and documentation since this proposal will be forwarded, when and if approved, as a General Education Course in the USF System's course inventory. In regards to BSC2085, the following elements were discussed: 1. In regards to Department/Program resources on page 5, use standard language of minimum SACS requirements (i.e., a master's degree with at least 18 graduate hours in an appropriate field). A generic statement should be used rather than one that describes who currently teaches the course because the qualifications should be standard regardless of the instructor of record. 2. Use of yellow highlighting on the form is unnecessary and distracting. 3. On page 7, top, both "Applicable" and "Not Applicable" are checked. 4. On page 8, the state-mandated Student Learning Outcomes do not seem to correspond with key assignments, in some cases. For example, is written analysis of a newspaper or magazine article or an "online trusted source" USFSP's version of showing that students have mastered "the ability to examine and evaluate scientific observation, hypothesis, or model construction . . ." 5. There are problems with the syllabus, including the first paragraph of the course description ("This is an exciting class . . .") and questions about the nature of out-of-class assignments. 6. Is there a lab class built into this course, or the one offered in the second semester? Language in the syllabus is unclear (instead of "this class" explain the class that has the lab by giving its course number).

Following discussion, Jim **MOVED** that the Undergraduate Council **REJECT** the course change proposal and remand for appropriate revisions. Bonnie **SECONDED** this motion. Hearing no further discussion, the **MOTION WAS UNANIMOUSLY APPROVED by vote of the Council.**

**8. Course Change Proposal: Introduction to Earth Science (ESC2000).** This course change for courses designated as General Education has already been reviewed by the General Education Committee and the College of Arts and Sciences' Academic Program Committee. The Undergraduate Council reviewed the program for language and documentation since this proposal will be forwarded, when and if approved, as a General Education Course in the USF System's course inventory. In regards to ESC2000, the following elements were discussed: 1. In regards to Department/Program resources on page 5, use standard language of minimum SACS requirements (i.e., a master's degree with at least 18 graduate hours in an appropriate field). A generic statement should be used rather than one that describes who currently teaches the course because the qualifications should be standard regardless of the instructor of record. 2. In regards to Department/Program resources on page 5, a statement is made that this course "will not require a laboratory," yet the syllabus mentions in bold letters that "Enrollment in a laboratory section is mandatory." 3. Use of yellow highlighting on the form is unnecessary and distracting.

Following discussion, Jim **MOVED** that the Undergraduate Council **REJECT** the course change proposal and remand for appropriate revisions. Bonnie **SECONDED** this motion. Hearing no further discussion, the **MOTION WAS UNANIMOUSLY APPROVED by vote of the Council.**

**9. Course Change Proposal: Introduction to Philosophy (PHI2010).** This course change for courses designated as General Education has already been reviewed by the General Education Committee and the College of Arts and Sciences' Academic Program Committee. The Undergraduate Council reviewed the program for language and documentation since this proposal will be forwarded, when and if approved, as a General Education Course in the USF System's course inventory. In regards to Department/Program resources on page 5 for PHI2010, the following element was discussed: The application stated that "(w)ith current faculty, this cannot be offered often, at least not with qualified faculty. We hope the university decides to devote one—and preferably two—full-time faculty to Philosophy. Since this is a state-mandated course, if we don't teach it regularly, the students will take it elsewhere." Since this form is used for USFSP courses that will serve General Education requirements in the USF System and will be subject to review at the state level, this statement is highly problematic. By the admission of the faculty submitting this form, we do not have sufficient faculty resources at the present time to offer this course on a regular cycle. Therefore, lacking such resources, this proposal is predicated on the university securing additional resources to be able to offer the course in a manner or with regularity that will assure students can take it to fulfill General Education requirements. Based upon this fact alone, this statement invalidates the need for USFSP to add this as a General Education course within the USF System inventory at this time. This part of the form is meant to be where minimum requirements for faculty are enumerated, not a place to make a plea for additional faculty, a statement that may have negative political implications at the System and state level.

Following discussion, Jim **MOVED** that the Undergraduate Council **REJECT** the course change proposal based upon insufficient institutional resources. Bonnie **SECONDED** this motion. Hearing no further discussion, the **MOTION WAS UNANIMOUSLY APPROVED by vote of the Council.**

**10. Incomplete Nature of the Form Promulgated by the General Education Committee.** Jim addressed his concerns that the revisions to the form to create a "one-size-fits-all" approach has left very important information off of the forms we review for new courses and programs. For example, there is no clear place for a review of the impact on library resources. Even with the old form, librarians were rarely consulted, yet Jim said there are clear cost considerations for many degree programs and courses (especially in the sciences) and that our share of the cost of shared databases is directly impacted by courses and programs we have in place. To build upon this, others mentioned other deficiencies, such as the absence of fund account numbers, CIP information, and the need for our council to remind people regularly about language that was once populated into fields as standard language, such as minimum faculty credential requirements. Although a formal vote was not taken, a consensus did agree that the form created last year either requires revisions or we will need to explore the creation of an Undergraduate Council form *in addition to* this form before we consider courses and programs in the 2014-2015 academic year.

### **Announcements**

**Clarification regarding certificate programs.** After the last USF Tampa SACS visit, a slight change in SACS wording had important consequences for all USF System entities. SACS changed the phrase "degree programs" to "educational programs" when outlining programs subject to its review. This places certificate programs front and center on the radar as "educational programs" that SACS may evaluate during its review. Tampa responded by revoking many certificate programs; USFSP programs have been carefully vetted to make sure that they are in accordance with SACS requirements. Traditionally, colleges have been expected to create the physical certificates that are awarded to those who successfully complete requirements. The registrar may do it from this point forward for those programs clearly in accord with SACS guidelines, but cannot take the responsibility for conferring certificates retroactively that were never offered due to oversight by the colleges. Certificate programs will become more prevalent in the undergraduate catalog.

**USF System Policy on Distance Learning.** A proposed policy has been disseminated regarding obligations by USF personnel to comply with restrictions on conducting academic courses through distance education with those in certain countries with embargoes or other trade and asset restrictions mandated by the United

States government (such as Cuba, Iran, and North Korea). This is an admissions issue more than a library or distance learning issue in its purest form, because there are gray areas of interpretation (we have a number of students from these countries who have received F-1 visas, yet they may take courses).

**Fee structures established.** On March 24, we received approval for fee structures in the new academic year, so they may be added to the systems and students will have a clear understanding of tuition and other costs.

Having no further business, the meeting adjourned at 3:24 p.m. Next meeting: April 16, 2:00 p.m.

Respectfully Submitted,

Jim Schnur  
University Librarian