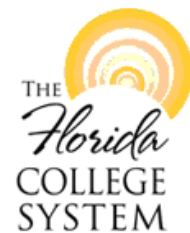


General Education Core Course Options
Pursuant to Section 1007.25, Florida Statutes

Initial Draft Recommendations of the
General Education Steering and Faculty Committees
December 2012



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors



Introduction

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

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

Steering Committee Members

Sector	Name	Inst.	Alternate	Inst.
FCS	Judy Bilsky*	FSCJ	Barbara Howard	LSCC
FCS	Pamela Menke**	MDC	George Bishop	GCCC
FCS	Sharon Erle	NFCC	Ken Ross	PSC
FCS	Leana Revell	SOFL	Michael Vitale	DSC
FCS	Karen Borglum	VCC	Craig Johnson	HCC
SUS	Douglas Robertson	FIU	Tom Westcott	UWF
SUS	Karen Laughlin	FSU	Jim Wohlpart	FGCU
SUS	Diane Chase*	UCF	Donald Palm	FAMU
SUS	Bernard Mair	UF	Bob Sullins	USF
SUS	Mark Workman	UNF	Edward Pratt	FAU

*Co-chairs

**Approved as a co-chair in December 2012

Summary of Major Activities

July 31, 2012

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

August 14, 2012

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

September 21, 2012

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

October 25, 2012

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

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

November 13, 2012

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

December 13, 2012

The initial faculty committee draft recommendations were completed and submitted to the Steering Committee for review.

December 14, 2012

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

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

The following represents the draft recommendations of the general education faculty committees. This document represents the work of more than 60 faculty members and hours of in-person and electronic discussions. Each faculty committee reached consensus, if not unanimity, in these recommendations. While there are many issues still to be resolved, these recommendations represent a significant step forward in implementing the statutory requirements. The General Education Steering Committee appreciates the faculty time given thus far and the diligence with which they have approached the task.

These initial draft recommendations will be distributed to Florida College System and State University System chief academic officers in December 2012. This initial institution review period will conclude by February 2013, at which time the Steering Committee will conduct a review and revision of the recommendations. An institution faculty review period is scheduled from March to August 2013, with a public comment period beginning in June 2013. Please refer to Appendix B for the project timeline.

General Education Faculty Committee Initial Draft Recommendations
General Education Competencies and Core Courses
December 2012

Communication

Students will demonstrate the ability to communicate effectively.
Students will demonstrate the ability to analyze communication critically.

ENC X101 English Composition I

Humanities

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

ARH X000 Art Appreciation
HUM X020 Introduction to Humanities
LIT X100 Introduction to World Literature
MUL X010 Introduction to Music Literature/Music Appreciation
PHI X010 Introduction to Philosophy

Mathematics*

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

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

Natural Sciences*

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

BSC X005 General Biology
CHM X020 Chemistry for Liberal Studies
PHY X020 Fundamentals of Physics
ESC X000 Introduction to Earth Science
EVR X001 Introduction to Environmental Science

Social Science

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

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

PSY X012	Introduction to Psychology
SYG X000	Principles of Sociology
WOH X040	20th Century World History
CPO X001	Comparative Politics
ANT X000	Introduction to Anthropology

*For the mathematics and natural science core course options, the following policy should apply:

If a student completes a course in a subject area for which one of the general education core course options in the same subject area is a prerequisite, that student should be considered to have completed the portion of the core in that subject area. In some instances there may be courses similar in content in the general education program that are at a more advanced level, but do not include a core course as a prerequisite, in these instances the more advanced, similar course will be considered to have completed the portion of the core in that subject area.

Appendix A

The 2012 Florida Statutes

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

- (1) The department shall identify the degree programs offered by public postsecondary educational institutions.
- (2) The department shall identify postsecondary career education programs offered by Florida College System institutions and district school boards. The department shall also identify career courses designated as college credit courses applicable toward a career education diploma or degree. Such courses must be identified within the statewide course numbering system.
- (3) The chair of the State Board of Education and the chair of the Board of Governors, or their designees, shall jointly appoint faculty committees to identify statewide general education core course options. General education core course options shall consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. Each general education core course option must contain high-level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course. Beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, each student must complete at least one identified core course in each subject area as part of the general education course requirements. All public postsecondary educational institutions shall offer and accept these courses as meeting general education core course requirements. The remaining general education course requirements shall be identified by each institution and reported to the department by their statewide course number. The general education core course options shall be adopted in rule by the State Board of Education and in regulation by the Board of Governors.
- (4) The department shall identify those courses offered by universities and accepted for credit toward a degree. The department shall identify courses designated as either general education or required as a prerequisite for a degree. The courses shall be identified by their statewide course numbers.
- (5) The department shall identify common prerequisite courses and course substitutions for degree programs across all institutions. Common degree program prerequisites shall be offered and accepted by all state universities and Florida College System institutions, except in cases approved by the State Board of Education for Florida College System institutions and the Board of Governors for state universities. The department shall develop a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each baccalaureate degree program.
- (6) The universities and Florida College System institutions shall work with their school districts to ensure that high school curricula coordinate with the general education curricula and to prepare students for college-level work. General education curricula for associate in arts programs shall be identified by each institution and, beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, shall include 30 semester hours in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.

(7) An associate in arts degree shall require no more than 60 semester hours of college credit and, beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, include 30 semester hours of general education coursework and demonstration of competency in a foreign language pursuant to s. [1007.262](#). Except for college-preparatory coursework required pursuant to s. [1008.30](#), all required coursework shall count toward the associate in arts degree or the baccalaureate degree.

(8) A baccalaureate degree program shall require no more than 120 semester hours of college credit and, beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, include 30 semester hours of general education coursework, unless prior approval has been granted by the Board of Governors for baccalaureate degree programs offered by state universities and by the State Board of Education for baccalaureate degree programs offered by Florida College System institutions.

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

(10) Students at state universities may request associate in arts certificates if they have successfully completed the minimum requirements for the degree of associate in arts (A.A.). The university must grant the student an associate in arts degree if the student has successfully completed minimum requirements for college-level communication and computation skills adopted by the State Board of Education and 60 academic semester hours or the equivalent within a degree program area and, beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, include 30 semester hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, consistent with the general education requirements specified in the articulation agreement pursuant to s. [1007.23](#).

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

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

Appendix B

General Education Project: Timeline (Revised December 20, 2012)

Dates	Activity
July 31, 2012	Cross-Sector Meeting with Representative Proctor/ Organizational Meeting
August 15, 2012	First Steering Committee Meeting, Conference Call
September 21, 2012	Steering Committee Meeting, Valencia College
October 5, 2012	Chancellors Approve Faculty Committees
October 24, 2012	Articulation Coordinating Committee Update
October 25, 2012	Initial Meeting of Faculty Committees
November 13, 2012	Steering Committee Meeting, Conference Call
November-December 2012	Ongoing Faculty Committee Discussion of Draft Recommendation Courses and Competencies via Listserv and Conference Calls
December 2012	Faculty Discipline Committee Draft Recommendations, Courses and Competencies to Steering Committee
December 14, 2012	Steering Committee Final Draft Recommendations, Courses and Competencies via Conference Call
December 2012	Faculty Discipline Committee Initial Draft Recommendations, Courses and Competencies
December 21, 2012 – January 31, 2013	Faculty Review/Institution (CAVP/CIA) Review*, Initial Feedback
February 1-8, 2013	DOE/BOG Compile Institution Initial Feedback
Mid-Late February 2013	Steering Committee and Faculty Committee Review Initial Institution Feedback
March 2013	Steering Committee/Faculty Committee Meeting, Date-Location TBD
March – April 2013	Steering Committee Sends Second Draft to Institutions for Review and Institutional Approval
June 2013	State Board of Education and Board of Governors Initiate Rule/Regulation Development
June 2013	Recommendations Released for Public Comment**
July - August 2013	Articulation Coordinating Committee Review Draft Recommendations
July - August 2013	Faculty/(CAVP/CIA)/Public Comment Reviewed
August 2013	All Feedback Received
August 2013	Steering Committee Finalize Recommendations
September 2013	Final Recommendations Submitted to Chancellors
September 2013	State Board of Education and Board of Governors Rule/Regulation Approval of Core Course Options
September 2013	Communications to Florida College System and State University System Institutions, Courses and Competencies

*CAVP/CIA/Institution Review: Faculty on the campus will submit comments to Provost/Chief Academic Officer (or designee)

**DOE/BOG will manage wider public comment in a separate process

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

The Southern Association of Colleges and Schools Commission on Colleges policy statement on “Substantive Change for Accredited Institutions of the Commission on Colleges” includes “developing a new general education program” as an example of an expansion of the institution’s degree level. These actions listed in this document will represent key changes in the general education program at each institution. As such, submission and approval of a new general education program would require a minimum six-month period commencing upon the approval of State Board of Education rule and Board of Governors regulation.

General Education Committee 2012 Philosophy Redone after 11/30/12 meeting

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 reading, understanding, reasoning, quantitative literacy, 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 interconnected 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.

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. All higher level courses should build upon, reinforce and expand students' knowledge, boost their skills, and strengthen their intellectual virtues.



USFSP Faculty's Concerns about HB 7135

The faculty of the University of South Florida Saint Petersburg is extremely concerned about the effects of HB 7135, recently signed into law by Governor Scott. Although we are confident that the legislature's and the governor's intentions were well-reasoned, we are adamant that this law will deprive students of the quality education they deserve and is contrary to the best interests of the state of Florida.

In brief our concerns are these:

- Since many students change majors many times during college as they are introduced to new subjects, this law will inevitably slow students' time to graduation and increase the cost of their undergraduate education, undermining progress towards the Dept of Education's goal of substantially decreasing the six-year graduation rate and the Governor's plans for accelerated degrees.
- These changes will jeopardize the accreditation of Florida's state colleges and universities by both regional and national agencies. These agencies require that each institution's faculty have primary responsibility for *"the content, quality, and effectiveness of the curriculum . . ."* This law undermines institutional autonomy in ways likely to threaten accreditation.
- This law will require most of the state's colleges and universities to depend even more heavily than they currently do on legions of adjunct instructors to teach these state-mandated courses. Even the best adjuncts cannot perform these critical teaching roles as well as the faculty mentors who bring continuity and personalized attention to undergraduate education.
- This change will increase the student-to-permanent faculty ratio. That diminishes the quality of education we offer our students and undermines the regional and national prestige of these schools, making it harder to attract first-rate students and faculty to the state. This in turn promises to have negative consequences for the state economy in both the short and long term.
- This change eliminates international studies in the State Core Subject, which will be detrimental to our students' ability to work within and across international cultures and businesses. This is a particularly pressing concern for Florida, given the state's increasingly diverse international resident population, and given that our number one industry is tourism (83 million people, a top world tourist destination), closely followed by international business (40% US exports to Central and South America pass through Florida).
- With the number of required course reduced by six hours, Florida state colleges and universities will be unable to provide the well-rounded and breadth of general education that our students need both on the job market and throughout life.
- We will be unable to expose students to the array of disciplines, subjects, ideas, and analytic methods they need

We hope that our concerns will be received as an expression of our devotion to serving the students and people of this state, that they will be considered on their merits, and that they will be taken into account as legislators in Tallahassee and people across the state consider the future of higher education in Florida. More detailed explanations of these concerns and of our response to the state government's recent legislative efforts regarding state-supported institutions of higher education are provided in the pages that follow.



Detailed explanation of the University of South Florida system faculties' concerns about recent legislation regarding the structure and content of state-supported higher education in Florida, especially HB 7135:

The most significant of the state's legislative actions regarding higher education have focused on the place of "General Education" courses in university curricula. Recent legislation has made three changes to the General Education system in state college and state university institutions. First, it has reduced the number of General Education credit hours required of students from 36 to 30. Second, it has reduced the number of content areas comprising General Education from 7 to 5. Third, it has called for the establishment of a common General Education "core," a list of state-determined courses in each of the General Education content areas. Each institution would be mandated to offer and to accept as part of its General Education program the courses on these state-generated lists, and students would be compelled to complete 15 of their 30 General Education credit hours by taking courses on those lists.

Taken in aggregate, we are concerned that these legislative actions weaken institutions' abilities to offer students the quality education those students deserve, that they represent an inappropriate intrusion into academic curricula and a usurpation of faculty control over universities, and that they are contrary to the best interests of the state colleges, state universities, the students who will enroll in those institutions in the coming years, and to the long-term interests of the people and state of Florida.

Our concerns are many, but they coalesce around several central points: our desire to offer students a first-rate education in state-supported institutions; our belief in the important role of the General Education program in contributing to that quality education; our commitment to academic autonomy and independence for faculty and for institutions; our belief that such autonomy and independence are central to the mission and purpose of a public system of higher education; and our commitment to making the state college and university systems the best they can possibly be.

The first of our concerns focuses on the reduction of required General Education hours from 36 to 30, a reduction that will hinder our institution's ability to provide a quality and well-rounded education to



our students. The reduction is particularly troubling when viewed alongside the legislature's efforts to compel students to take 15 of those 30 credit hours in state-determined courses. This limitation undermines one of the basic functions of a general education program: to expose students to an array of disciplines, subjects, ideas, and analytic methods. A second concern related to this reduction in General Education hours, and in the limited distribution of those hours, is that it may (even if inadvertently) slow students' time to graduation, as it delays their exposure to fields in which they might eventually decide to major. The average student changes his or her major three times while in college, and most do so at least once. This consequence would be particularly troubling in a system such as ours, where credit hours beyond the minimum 120 needed to graduate cost students more than do earlier credit hours, penalizing them for changing majors and/or pursuing their interests as those interests develop. Among the most important functions served by institutions of higher learning is to expose students to new and innovative ideas and forms of knowledge, and to then offer them an opportunity to pursue those interests, ideas, and ambitions in directions they could not have foreseen. This sort of curricular exposure and institutional flexibility are among the attributes that have made universities one of the best sites for research, technological innovation, and economic opportunity in modern history, and they ought not to be jeopardized by legislative interference, no matter how well intentioned. In a recent presentation to the FL State Board of Governors – attended by Governor Scott – Dr Donal O'Shea (a mathematician) pointed out that just 30% of the graduates from New College – a state liberal arts college – were in science, technology, engineering and mathematics (STEM) disciplines.

A more systemic concern focuses on the consequences these legislative actions might have for the Florida state colleges' and universities' standing with regional and national accreditation agencies. The requirements that each school teach all of the state-mandated 15 courses and that each school accept those courses as transfer credits from any other institution in the state-college or state-university system violate Comprehensive Standards 3.4.1 and 3.4.10 of the Southern Association of Colleges and Schools requirements for accreditation, which place primary responsibility for *“the content, quality, and*



effectiveness of the curriculum with [each institution 's] faculty.” Usurping institutional discretion and quality-enforcement related to accepting these courses as transfer credits undermines institutional autonomy broadly and threatens to undermine accreditation for every institution within the Florida university and college systems.

This problem is aggravated by the fact that the steering committees created to consult on the selection of the state-mandated course offerings do not include representatives from all of the state college and state university institutions; do not represent equitably or justly those institutions which do have a member on a committee, and certainly do not represent anything approximating faculty “responsibility” for the content, quality, or effectiveness of the education offered at an institution. Without such informed and responsible expertise, it is impossible for institutions to meet SACS requirement 3.4.1, which requires that programs of study be approved by each institution’s faculty.

Standards such as these set by SACS exist for a reason, and undermining the role of faculty in universities and in establishing university curricula is directly contrary to the interests of those institutions, their students, and the state. Faculty members pursue careers at universities not for wealth or fame, but because we are devoted to the fields we study, are invested in contributing to and spreading knowledge of those fields, are passionate about our teaching and our responsibilities to the university and to the community – and because we believe in the importance of universities and of education. By undermining faculty control over the content and caliber of the education offered in our institutions, and by inserting a state-mandated roadblock between students and faculty, this law weakens one of the attributes that makes universities unique and uniquely valuable places, and threatens to introduce a “lowest common denominator” culture of General Education throughout and among the institutions of the Florida state college and university systems.

On a more practical note related to faculty and university well-being, this law will almost certainly require many, probably most, of the colleges and universities in the state systems to depend even more than they already do on legions of adjunct instructors to teach these state-mandated courses. This

will cement Florida's place among the national problem areas of contingent academic labor, an issue that should be of concern to university administrations and faculties, to students enrolled at those universities, and to those who seek to put the state college and university systems on a sustainable path towards long-term success. Reliance upon adjunct instructors and contingent academic labor undermines the sense of continuity and community on our campuses, hinders faculty members' efforts to get to know and to interact personally with their students, and hurts students when they pursue career opportunities after they graduate but have nobody from their time at college from whom they can get a personalized and credible letter of reference.

Among the consequences of reliance on adjunct instructors and the state's desire to mandate that specific courses be taught throughout the system will be increases in the student-to-permanent faculty ratio at state colleges and state universities. Given the importance of such ratios for regional, national, and international rankings, as well as for our universities' membership or position in honors societies or other bodies that confer prestige upon our institutions, this law could lead to a foreseeable plummet in prestige and in prominence for institutions of all levels in Florida. The consequences of this law could amount to a system-wide rot that would undermine the prestige and position of state institutions at all levels.

We recognize that those state legislators and those in the state administration who seek to overhaul higher education in the state of Florida may do so with some conviction that their efforts will improve the education offered in our state colleges and our state institutions. However, we believe that their efforts are misguided and ill-informed, that they threaten the quality, stability, and long-term interests of the state colleges and the state universities, and that they run counter to the interests of our students and of the people of the state of Florida. We hope that our concerns will be received as an expression of devotion to our mission of serving the students and people of this state, that they will be considered on their merits, and that they will be taken into account as people in Tallahassee and across the state consider the future of higher education in Florida.

Signed



Kathryn J. Arthur, PhD
Chair, USFSP General Education Committee
USF Saint Petersburg

Signed



Susan F. Allen, PhD
President, USFSP Faculty Senate
USF Saint Petersburg



UNIVERSITY OF
SOUTH FLORIDA
ST. PETERSBURG

Approved by Dept. Chair _____
Approved by College Committee _____
Approved by College Dean _____
Approved by GE Com _____
Approved by Faculty Senate _____
Submitted to VCAA Office _____
USFSP Registrar _____
Submitted to SysAdmin _____
Approval from SysAdmin _____

General Education Course Application Form

Department Chairs should submit a signed copy of the completed form and copy of the syllabus of the proposed course to the Chair of the General Education Committee.

Submitter _____ Email: _____ Phone: _____
 College/Department _____ Date _____
 Account # (from dean): _____
 Course prefix and number: _____
 Course Title: _____
 Credit hours: _____
 Prerequisites: None Yes _____
 Corequisites: None Yes _____
 Permit Required: No Yes _____
 Gordon Rule: No Yes _____ Gordon Computation: No Yes _____
 Does this proposed course count for both GE and the major? No Yes _____
 Section Type (select one): Class Lecture Laboratory Internship
 Individual Performance Directed Independent Study
 Delivery Method (select one): Face-to-face Online Both
 Contact Hours: _____
 Proposed number of sections: fall ___ spring ___ summer _____
 Registration Restrictions: No Yes _____
 If Yes, indicate appropriate include/exclude variables beside each applicable restriction category:

	Include	Exclude
College (CAS, COE, COB)		
Major		
Class (FR, SO, JR, SR)		
Level (Undergrad, Grad)		
Campus (SP, SM, T, L)		

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

Course Description:

Courses granted one-time approval are not eligible for general education credit.

Approved by Dept. Chair _____
Approved by College Committee _____
Approved by College Dean _____
Approved by GE Com _____
Approved by Faculty Senate _____
Submitted to VCAA Office _____
USFSP Registrar _____
Submitted to SysAdmin _____
Approval from SysAdmin _____

Check the appropriate General Education categories below.

(Non-applicable areas may be deleted from completed form for legibility.)

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 their writing over time through a series of tasks. These tasks include 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: researching, drafting, reviewing, revising, editing, and sharing texts.

Quantitative Methods

1. Students will demonstrate the ability to estimate and to apply arithmetic, algebra, geometry, and statistics, appropriately, to solve problems. They will demonstrate an awareness of the relevance of these skills to a wide range of disciplines.
2. Students will demonstrate the ability to represent and evaluate mathematical information numerically, graphically and symbolically.
3. Students will demonstrate the ability to comprehend mathematical arguments, formulas, and graphical representations, and use this comprehension to answer questions, understand the significance of the results, and judge the reasonableness of their answers.

Natural Sciences

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

Social Sciences

1. Students will 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. Students will demonstrate knowledge about the role played by factors such as race, age, gender, ethnicity, economic status, environment, etc., in influencing human social interaction.
3. Students will demonstrate awareness of the ethical dimensions of human behavior and the formation of social, cultural and /or religious values.

Fine Arts

1. Students will demonstrate the ability to explain the social, historical, cultural, intellectual and/or ethical contexts of works of creative expression.
2. Students will 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. Students will demonstrate awareness of the relationship of the fine arts to everyday life.

Courses granted one-time approval are not eligible for general education credit.

Form last updated: 11/18/2010

Approved by Dept. Chair _____
Approved by College Committee _____
Approved by College Dean _____
Approved by GE Com _____
Approved by Faculty Senate _____
Submitted to VCAA Office _____
USFSP Registrar _____
Submitted to SysAdmin _____
Approval from SysAdmin _____

□ Historical Perspectives

1. Students will 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 pre-modern and modern eras.
2. Students will demonstrate the ability to situate primary historical records in their proper contexts and use these sources to construct historical arguments.

□ ALAMEA

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

□ Major Works and Major Issues

1. Students will demonstrate the knowledge of the impact of one or more of the following on the major issues of a particular discipline: culture, environment, race, gender, and/or values and ethics.
2. Students will demonstrate the ability to critically analyze the primary texts and major documents or works (including visual and musical) of a particular discipline within appropriate context.

□ Literature and Writing

1. Students will demonstrate the ability to write a well organized and well substantiated analysis of primary literature and crucial sources in a particular discipline.
2. Students will demonstrate the ability to determine the nature and extent of information needed, evaluate information and sources critically, and write persuasively through the effective use of evidence derived from credible information sources.

Complete the following table linking the above-listed GE outcome with the course-specific outcome. Then explain how the course helps meet the GE outcomes. GE outcomes can be abbreviated with the initials and outcome number, e.g. EC1, HP2,

GE Outcome	Course-specific outcome	Briefly explain how this course helps students meet this outcome:

Courses granted one-time approval are not eligible for general education credit.

Approved by Dept. Chair _____
Approved by College Committee _____
Approved by College Dean _____
Approved by GE Com _____
Approved by Faculty Senate _____
Submitted to VCAA Office _____
USFSP Registrar _____
Submitted to SysAdmin _____
Approval from SysAdmin _____

Please provide following information:

1. Course Topics
2. Learning Strategies
3. Assessment Techniques, especially with regard to how the above-listed SLOs will be assessed.
4. Explain how the course will affect other departments and other course offerings.
5. Explain how the course will address communication and the critical thinking objectives.
6. Syllabus

General Education
Communication SLOs

What about the "common competencies" also mandated by the law?

The committee articulated two:

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

Clearly, we kept them broad on purpose. We expect these to be elaborated locally.

Composition SLOs

Student Learning Outcomes

- Students will demonstrate **Rhetorical Knowledge** by focusing on audience, purpose, context, medium, and message;
- 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;
- Students will demonstrate **Composing Processes** through prewriting, drafting, revising, and editing individually and with peers in a range of composing media;
- Students will demonstrate **Knowledge of Conventions** by controlling tone, mechanics, and documentation in a variety of common formats and genres.
- Students will demonstrate the ability to work rhetorically in **Electronic Environments** throughout the composing process: researching, drafting, reviewing, revising, editing, and sharing texts.

LEARNING OUTCOMES FOR GENERAL EDUCATION AND EXIT-LEVEL COURSES

b. quantitative methods - revised by Erika, George and Maria Luisa

1. Demonstrate the ability to accurately calculate and solve arithmetic, algebra, geometry and statistics problems.
2. Demonstrate the ability to represent quantitative problems numerically, graphically, symbolically and in a tabular way.
3. Demonstrate the ability to comprehend and evaluate mathematical problems numerically, graphically, symbolically and tabular.
4. Demonstrate the ability to apply mathematical information in a reasonable way.

Learning Outcomes for General Education USFSP

D. Social Sciences

1. students will demonstrate the ability to critical think, synthesize, and accurately represent information about the role played by factors such as race, age, gender, ethnicity, sexual orientation, cultural and political geographies, and economic status in influencing human diversity and interaction in the past or present.
2. students will demonstrate knowledge of quantitative and qualitative methods that social scientist use to investigate the human condition and to formulate basic questions about the nature of social organizations and institutions.
3. students will demonstrate awareness of the ethical dimensions of human behavior and their impact on shaping the diversity of perspectives and lifestyles shaping the world.
4. students will demonstrate the ability to evaluate and select reliable information to construct a quality argument in well-written prose concerning the human condition past or present

Prospective SLOs for Humanities (draft):

- 1. Students will engage with a range of fields in which the humanities have been and are explored, and will demonstrate some knowledge of the analytic vocabularies and techniques appropriate to the various disciplines of humanistic study.**
- 2. Students will demonstrate the ability to analyze the relationship between social, political, historical, or cultural contexts and the ideas, peoples, events, and themes that have shaped the human experience.**
- 3. Students will demonstrate the ability to read closely, think critically, and to construct logically rigorous arguments.**
- 4. Students will demonstrate the ability to express ideas, construct analyses, and present arguments clearly and in well-written prose.**