

GENERAL EDUCATION COUNCIL

MEMBER RESOURCE GUIDE

UNIVERSITY OF SOUTH FLORIDA

GENERAL EDUCATION COUNCIL (GEC) BASIC INFORMATION

OVERVIEW

The General Education Council (GEC) was formed as an independent standing committee of the Faculty Senate and receives authority for its actions through that body. The GEC has direct lines of communication and coordination with the Undergraduate Council and is composed mainly of faculty, with appropriate administrative support from the areas of Undergraduate Studies, Academic Assessment, and Institutional Effectiveness. The GEC reviews and approves general education courses, promotes and distributes assessment data from the program to the University community as formative feedback, and oversees the continuing curriculum improvement process.

CHARGE

The General Education Council is responsible for the ongoing development, implementation, and assessment of an effective general education program. Responsibilities include the evaluation and approval of courses for the liberal arts curriculum, as well as the periodic evaluation of the general education policy. The council shall advise the Provost and the Senior Vice President for USF Health or their designees on the development of future general education programs at the university and provide continuous assessment of the general education curriculum.

RESPONSIBILITIES

The council shall develop its own operating procedures, subject to approval by the Senate Executive Committee, which shall include:

1. Provision for establishment of a collegial process that encourages the widest possible faculty participation in the development and delivery of general education courses;
2. Provision for approval (certification) of courses following the criteria established in the Enhanced General Education Program;
3. Provision for the development of additional general education courses, especially in areas where options for students are limited;
4. Provision for review of approved courses on a periodic basis (e.g., every three years) to ensure that the courses continue to satisfy the established criteria;
5. Provision for continuous assessment of the general education curriculum to ensure that the expectations established by the Enhanced General Education Program are met.

MEMBERSHIP

1. With the exception of the College of Arts and Sciences (CAS) and the Honor's College, membership shall consist of two (2) faculty representatives from each college offering an undergraduate program and two (2) members from USF Libraries. The Honor's college shall have one representative. Due to the nature of the general education program, CAS shall have eight (8) representatives, distributed such that (a) each of the three schools in CAS has two (2) representatives and (b) each campus has at least one representative. There shall be two (2) at-

large representatives from the St. Petersburg campus and one (1) at-large member from the Sarasota-Manatee campus. Faculty members of the council will be appointed for staggered three-year terms, with one-third retiring each year. Members may serve two consecutive terms, after which they must retire from the council for one full year before seeking reappointment.

2. Three undergraduate students to be appointed for one-year terms; may be reappointed. Students are full members of the council with voting privileges.
3. Registrar (ex officio and nonvoting) or designee
4. Chair of the General Education Council from the preceding year (ex officio and nonvoting)
5. Dean of Undergraduate Studies or designee (ex officio and nonvoting)
6. Chair of the Undergraduate Council (ex officio and nonvoting)
7. Director of the Academy for Teaching and Learning Excellence (ex officio and nonvoting)
8. Each campus Regional Vice Chancellor for Academic Affairs or designee (ex officio and nonvoting)

If a member of the General Education Council accumulates three unexcused absences per year from regularly scheduled meetings, that person shall automatically cease to be a member of the council and shall be replaced promptly according to the standard procedures for nomination and appointment. Excused absences may be granted by the Chair/Coordinator or Vice Chair/Coordinator of the General Education Council and shall not exceed four in number per year.

STANDING SUBCOMMITTEES AND AD HOC COMMITTEES

All subcommittees and ad hoc committees shall report to the full membership of the General Education Council and may only make recommendations to the council. Such recommendations will be voted upon by the full membership of the General Education Council.

APPOINTMENT

Nominees will submit nomination forms to the Committee on Committees of the Faculty Senate, which will review each nominee. The Faculty Senate President will appoint the members of this council upon the recommendation of the Faculty Senate.

CHAIR

The Chair shall be elected annually by the Council from among its members. The Chair shall be a voting member of the Council.

MEETING SCHEDULE

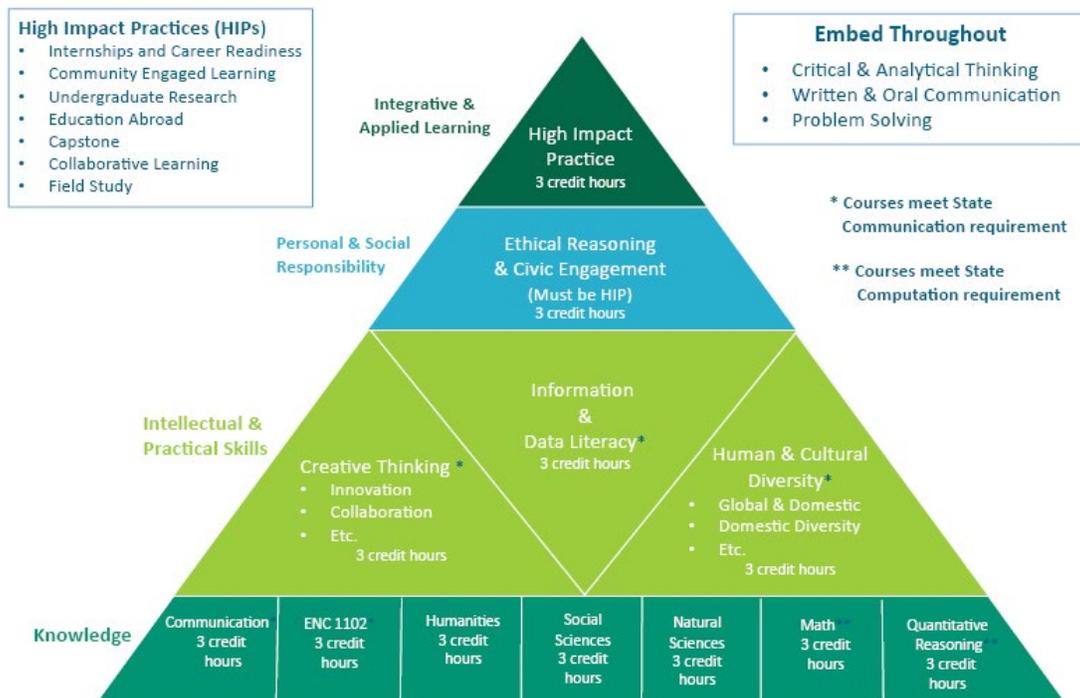
The GEC generally is scheduled to meet from 3 p.m. until 5 p.m. the first Monday and the third Monday of each month during the fall and spring semesters, except during the winter break. GEC meetings normally are not held during the summer unless essential decisions must be made, in which case meetings can be convened remotely.

GEC meetings will be conducted following general procedures outlined in Robert’s Rules of Order.

Most of the preceding content was taken verbatim (with a few minor edits) from the General Education Council (GEC) Charge posted by the Faculty Senate, which is located at <https://usf.app.box.com/s/00sp7tz0xleb9h0oglhunt77fwdi3rym>.

ENHANCED GENERAL EDUCATION (EGE) PROGRAM

The EGE requirements are outlined in the following pyramid, which includes four tiers comprised of 36 credit hours. Most of the information in this section was taken verbatim from the Enhanced Curriculum webpage located on the General Education website, the link to which is: <https://www.usf.edu/undergrad/general-education-council/enhanced-gened/enhanced-curriculum.aspx>.



Courses in the tiers certified above the Knowledge tier must have one grader per 45 students. In addition, it is recommended that these courses are designed using resources from the Academy for Teaching and Learning Excellence (ATLE), the GEC, the Office of Undergraduate Research (OUR), the Library, the Global Citizens Project (GCP), and the Undergraduate Council (UGC). Each course is required to have multiple writing assignments and include standardized student learning outcomes as well as opportunities for students to learn problem solving and critical/analytical thinking.

In 2012, the Florida legislature amended the Florida Statutes such that the general education requirements at colleges and universities in the state include 15 hours of course work in five subject areas, which include communication, humanities, mathematics, natural sciences, and social sciences. Students entering a Florida College System institution in the 2015-2016 academic year or later must complete at least one designated course in each core subject area. Each core course must include critical-thinking skills and other proficiencies needed to be successful in the course. Remaining hours in a general education program are determined at the discretion of the college or university.

- **Knowledge Tier**—includes courses that provide knowledge essential for student success.

Following are the state-mandated Gen Ed courses. At least one course must be completed in each area. Where possible, the course numbers provided correspond to courses offered at USF that satisfy the state-mandated core requirements.

1. Communication:

ENC 1101 English Composition I or A course with an ENC prefix for which ENC 1101 is a prerequisite.

2. Humanities:

ARH 2000 Art and Culture	HUM 1020 Intro to Humanities
LIT 2000 Intro to Literature	MUL 2010 Music and Culture
PHI 2010 Intro to Philosophy	THE 2000 Theatre and Culture

3. Mathematics:

MAC 1105 College Algebra	MAC 2311 Calculus I
MGF 1106 Finite Mathematics (?)	MGF 1107 Mathematics for Liberal Arts
STA 2023 Introductory Statistics I	

Or a mathematics course for which one of the above general education core course options in mathematics is a prerequisite.

4. Natural Sciences:

AST 2002 Descriptive Astronomy	BSC 1005 Biological Principles for Non Majors
BSC 2010 Cellular Processes	BSC 2085 Anatomy and Physiology I
CHM 2020 Chem for Liberal Studies I	CHM 2045 General Chemistry I
ESC 2000 Intro to Earth Science	EVR 2001 Intro to Environmental Science
PHY 2020 Conceptual Physics	PHY 2048 General Physics I – Calculus Based
PHY 2053 General Physics I	

Or a natural science course for which one of the above general education core course options in natural science is a direct prerequisite.

5. Social Sciences:

AMH 2020 American History II	ANT 2000 Intro to Anthropology
ECO 2013 Economic Princ. (Macro)	POS 2041 American National Government
PSY 2012 Intro to Psychological Science	SYG 2000 Intro to Sociology

In addition to the state-mandated courses, the USF EGE requires students to complete ENC 1102—Composition II as well as at least three (3) credit hours in the area of Quantitative Reasoning.

- **Intellectual & Practical Skills Tier**—students must complete at least three (3) credit hours in each of the three attributes in this tier, which are Creative Thinking, Information & Data Literacy, and Human & Cultural Diversity. Every course certified in each of the three areas includes at least two indicators of achievement selected from the lists that follow. In addition, each course must incorporate Critical & Analytical Thinking, Problem Solving, and Communication (written, oral, or both).

1. *Creative Thinking*

- a. Demonstrate responsiveness within an established disciplinary context to new information, experiences, and ideas through a process of re-evaluating the ideas and/or approaches.
- b. Create an original contribution within a specific discipline.
- c. Evaluate the limitations imposed on any new approach or solution within a discipline to propose original contributions to problems.
- d. Synthesize disparate or conflicting thoughts when evaluating questions/problems to form cohesive and collaborative solutions.
- e. Break down complex problems to examine, propose, and support potential solutions, even if those solutions deviate from acceptable, mainstream solutions.

2. *Information & Data Literacy*

- a. Use research tools and indicators of authority to determine the credibility of sources, while identifying any legal and ethical restrictions placed on the use of information.
- b. Critically interpret quantitative evidence (such as graphs, tables, charts) in order to identify false claims, incorrect use of evidence, or contradictory statements.
- c. Contribute to scholarly conversations using discipline-appropriate communication in different modalities, such as local online communities, guided discussions, undergraduate research journals, and conference presentations/poster sessions.
- d. Revise submitted coursework by integrating new sources of information and determining relevance of existing sources.
- e. Critically compare and contrast opposing claims regarding the same fact or hypothesis, when the various sides are credible according to discipline-specific indicators of authority.
- f. Summarize the key changes in scholarly perspective over time on a particular topic within a specific discipline.

- g. Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, data, then use the questions as a guide to organize information in meaningful ways.

3. *Human and Cultural Diversity**

- a. Demonstrate the ability to see issues from the perspective(s) of other groups/cultures by describing the values and communication styles found in groups different from one's own and the way in which those differences can affect styles of verbal and nonverbal communication.
- b. Define personal values and beliefs using appropriate language and communication methods that consider others' points of view and respect differences.
- c. Analyze how diversity affects interactions with major societal institutions (such as health care, criminal justice, education, employment, voting, military) from contemporary and/or historical perspectives.
- d. Weigh options/planned actions (such as policies and practices) to formulate possible solutions to reduce inequality and disparities in access and success in major societal institutions (such as health care, criminal justice, education, employment, voting, military).
- e. Analyze the ethical, social, and environmental challenges of global systems to formulate possible solutions regarding international cooperation and collaboration.

*Courses certifying under Human and Cultural Diversity are also required to select two global student learning outcomes from the Global Citizens Project.

- **Personal & Social Responsibility Tier**—students must complete at least three (3) credit hours in Ethical Reasoning & Civic Engagement (ERCE). Courses in this tier focus on student engagement with global and national problems with relevance to the Tampa Bay area. The fundamental goal of the ERCE is to help prepare students for their public lives as citizens, members of communities, and professionals in society.

As with courses in the Intellectual & Practical Skills tier, courses certifying as ERCE must incorporate Critical & Analytical Thinking, Problem Solving, and Communication (written, oral, or both). ERCE courses must also be High Impact Practice (HIP) courses. Following are standardized indicators of achievement (student learning outcomes) ERCE courses must contain:

1. Global Citizens Project (GCP) Student Learning Outcomes (required if course is not already certified or not certifying as a GCP course)
 - a. Students will be able to evaluate the impact of individual choices on local and global communities.
 - b. Students will be able to communicate ideas and information to diverse audiences.

2. ERCE Indicators of Achievement (must include at least three)
 - a. Students will demonstrate the capacity to collect data within and apply explanatory and predictive models to local communities.
 - b. Students will connect and extend knowledge (facts, theories, etc.) from their own academic fields of study to civic engagement and their own participation in civic life, politics, and government.
 - c. Students will demonstrate the ability to comprehend, express, and adapt to ideas based on others' perspectives.
 - d. Students will work across and within community contexts to achieve a civic aim.
 - e. Students will independently and accurately apply ethical perspectives and concepts to ethical questions or civic projects as appropriate and demonstrate the ability to consider the full implications of this application.
 - f. Students will demonstrate an ability to recognize ethical and professional responsibilities.
- **Integrative & Applied Learning**—students must complete at least three (3) credit hours in a High Impact Practice (HIP) course in the Integrative & Applied Learning tier. These HIP courses include active learning practices that have been shown to increase student engagement and retention. The areas of HIP courses authorized by the General Education Council include:
 1. Internships
 2. Community Engaged Learning
 3. Undergraduate Research
 4. Education Abroad
 5. Capstones
 6. Collaborative Learning
 7. Field Study

Although each area listed here has its own requirements, regardless of the area, all HIP courses must include the following four Indicators of Achievement:

1. Students will engage in meaningful critical reflection in required coursework.
2. Under professional oversight, students will utilize contextually-appropriate behaviors, tools, techniques and/or dispositions.
3. Students will integrate discipline-specific knowledge into the contextualized experience.
4. Students will synthesize discipline-appropriate learning via a culminating assignment.

As with courses in the Intellectual & Practical Skills tier, courses certifying as HIP must incorporate Critical & Analytical Thinking, Problem Solving, and Communication (written, oral, or both).

- **Transfer Students**

Students who transfer to USF after completing either an Associates of Arts (AA) degree or an Associates of Science (AS) degree at institutions in the State University System or Florida College System are deemed to have fulfilled their general education requirements at the Florida institution to which they transfer. Transfer students who have not completed an AA degree or an AS degree are required to satisfy the requirements of the institution to which they transfer, including completing courses in each of the five core areas. Any course accepted by an institution in the Florida College System or State University System as meeting the general education core at that institution shall be accepted as meeting the core requirements at all institutions. Transfer students must meet all other general education requirements of the receiving institution. All credit earned by students transferring from institutions not in the State University System of Florida College System shall be evaluated by the receiving institution on a course-by-course basis to determine core equivalency.

REVIEW OF COURSE PROPOSALS

- Curriculog Proposal System—Curriculog, which can be accessed at <https://usf.curriculog.com/>, is a web-based system used for management of submissions and approvals of course and curricular proposals. Proposals can be submitted to the GEC for certification of general education attributes, such as creative thinking, HIP, ERCE, and so forth, for either existing courses or newly created courses or for substantive changes/modifications to courses previously approved by the GEC.
- Before a proposal reaches the GEC queue, it is vetted at various levels, including the department/school, the college, Undergraduate Studies, and other areas based on the type of certification requested. Proposals requesting HIP certification should also be vetted by the following offices:
 - Global Citizens (Global Citizens Project)
 - Internships (Office of Internships and Career Readiness)
 - Field Study (Office of Internships and Career Readiness)
 - Undergraduate Research (Office of Undergraduate Research)
 - Community Engaged Learning (Office of Community Engagement and Partnerships)
 - Education Abroad (Office of Education Abroad)
- When a proposal reaches the GEC queue, it must be vetted by the Chair of the GEC to ensure the proposal is complete and the required files have been uploaded. If the Chair determines the proposal is ready for review by the GEC, it is released (approved by the Chair) to the entire Council; otherwise, it is returned to an earlier step.

- Before releasing a proposal to all members of the GEC, the Chair will assign at least two GEC members to perform in-depth reviews of the course proposal. Although all GEC members can review the proposal, each assigned reviewer is responsible for performing a comprehensive review of the proposal.
- Proposal reviewers will be provided rubrics, or checklists, that can be used to assist with completion of the reviews. (The rubrics are included in the appendix to this document.) Upon completion of a review, each assigned reviewer should provide a summary of the review, including any suggested revisions, and an overall recommendation to the GEC Chair. The overall recommendation can be one of the following:
 1. Approve—the proposal is acceptable as is or requires a few extremely minor corrections;
 2. Approve with Revisions—the proposal is complete, but some non-substantive revisions are required for it to be considered acceptable; or
 3. Revise and Resubmit—the proposal is not acceptable because it is not complete, inconsistencies exist, more information is needed, or some requirements are missing or not considered appropriate; in this case, fairly substantive revisions are recommended
- The Chair will consolidate the reviewers’ summaries and recommendations into a single document. At this point, the Chair will ensure the reviewers’ summaries and recommendations are consistent.
- Once the reviews for a proposal are consolidated, the GEC Chair will contact the proposer to discuss the results of the reviews. The Chair will consult with the proposer regarding any necessary revisions or supplementary materials requested by the reviewers. At this stage, if necessary, the proposal will be returned to the proposer so the recommended revisions can be included in the proposal. Any revisions to the proposal will be shared with the original reviewers to ensure their recommendations and concerns have been addressed.
- Throughout the review process, GEC members will be informed of the status of a proposal in regular Council meetings. Once the proposal is deemed acceptable, it will be placed on the agenda for approval by the entire GEC. The proposer will be invited to attend the meeting at which the course proposal will be considered for approval to ensure questions that might arise are addressed.
- After a course proposal is approved by the GEC, it must be approved by the Dean of Undergraduate Studies or their designee. Proposals for new courses and existing courses that include substantive revisions must be sent to the Florida Department of Education to be assigned a permanent number according to the Statewide Course Numbering System (SCNS) or to be updated in their database.
- A course certified by the GEC can be taught as a Gen Ed course in the semester following its final approval at USF.

EGE ASSESSMENT

One of the responsibilities of the GEC is to assess the EGE to determine how well the curriculum promotes essential learning outcomes students should acquire to achieve success upon completion of undergraduate studies and how well the program encourages students to be intentional learners. Information gathered from these assessments is used to refine and enhance the EGE.

Faculty who teach Gen Ed certified courses are expected to participate in the assessment process each semester. Following are the steps included in the assessment process:

- Each semester, for assessment purposes, students enrolled in Gen Ed courses must submit to Canvas one of the two graded General Education Assignments (i.e., the #GEAs) they are required to complete in the courses.
- The faculty member who teaches the course will score a random sample of the submitted assignments using the Canvas Outcomes appropriate for that course. The random sample must include at least 10 percent of students enrolled in the course. At the conclusion of the semester, the scored #GEAs and the associated Canvas Outcomes scores will be downloaded and stored, without student identification information, in a general education database for future evaluation.
- To conduct interrater reliability, 10 percent of all the scored #GEAs added to the general education database each semester will be randomly selected. The selected #GEAs will be sent to the appropriate departments/schools to be re-scored by designated faculty groups.
- Assessment data are published on the General Education website. New data are added each semester as soon as they are available.
- The GEC reviews assessment data annually. The results of the GEC's evaluation are used to adjust EGE curriculum as necessary.

RECERTIFICATION OF EGE COURSES

Courses in the upper three tiers of the EGE pyramid (Intellectual & Practical Skills, Personal & Social Responsibility, and Integrative & Applied Learning) must be recertified every three (3) years.

- The GEC will request the following documents/information from the department/school in which the course is offered:
 - A recertification application that requests information about the course, including the number of sections taught each academic year, the average number of students enrolled in each section, the number of instructors who teach the course, the number of GAs used, and so forth.
 - A master syllabus for each course offered during the previous three academic years. If multiple sections are offered, at least two syllabi should be submitted that are representative of the syllabi used in individual sections.

- Copies of the #GEA assignments and the rubrics used to assess the assignments. If multiple sections are offered, master templates should be submitted for the #GEA assignment and the assessment rubrics. For each course, representative assignments completed by students should be submitted. These representative assignments should include at least two assignments that were assessed in each of the following categories: exceeds expectations, satisfactory (meets expectations), and needs improvement (does not meet expectations).
- The GEC will:
 - Check to ensure the current Gen Ed SLOs match the SLOs selected in the original proposal.
 - If the current SLOs do not correspond with the original SLOs, the GEC will consult with the course coordinator to better align the SLOs or to formally revise the original SLOs.
 - Verify the SLOs and the required Gen Ed attributes (communication, problem solving, and critical thinking) are being appropriately assessed in the course.
 - Review assessment data for the course.
 - If assessments have not been submitted to the GEC, one or both of the following actions can be taken:
 - Require assessment data to be submitted from the most recent semester in which the course was offered before the recertification application can be completed.
 - The course is recertified, but it is placed on probation with the stipulation that assessments are completed in the following and subsequent semesters.
- If a course is placed on probation, the GEC will provide the course coordinator with required revisions that must be made to the Gen Ed requirements embedded in the course to maintain certification. To be recertified, the required revisions must be completed within one semester of when the department/school is notified.
- The recertification process should be used as a self-reflection exercise in which coordinators/instructors provide their thoughts about how the course can be improved. As a result, coordinators/instructors will be asked how they intend to use their experience with their course and assessment data to modify the course, assignments, and/or rubrics to improve student learning.
- Instructors/directors will be invited to attend the GEC meeting in which recertification for their course is discussed. Attendance will be mandatory if issues remain that must be addressed before recertification can be approved.

APPENDIX
RUBRICS USED TO REVIEW COURSE PROPOSALS

I. INTELLECTUAL & PRACTICAL SKILLS TIER

CREATIVE THINKING (TGEC) COURSE PROPOSAL CHECKLIST

Course: _____

I. Creative Thinking SLOs—*must select two*

- _____ 1. Demonstrate responsiveness within an established disciplinary context to new information, experiences, and ideas through a process of re-evaluating the ideas and/or approaches.
- _____ 2. Create an original contribution within a specific discipline.
- _____ 3. Evaluate the limitations imposed on any new approach or solution within a discipline to propose original contributions to problems.
- _____ 4. Synthesize disparate or conflicting thoughts when evaluating questions/problems to form cohesive and collaborative solutions.
- _____ 5. Break down complex problems to examine, propose, and support potential solutions, even if those solutions deviate from acceptable, mainstream solutions.
- _____ **The selected SLOs are incorporated in the course content and included in the syllabus verbatim.**

II. GCP SLOs (if also applying for GCP certification)—at least two Global Citizens Project (GCP) SLOs must be selected from the list provided in the proposal.

- _____ **The GCP SLOs are incorporated in the course content and included in the syllabus verbatim.**
- _____ **A GCP assignment is included that meets the specified requirements and assesses the selected SLOs.**

III. Gen Ed Syllabus Statement: *“This course is part of the University of South Florida's General Education Curriculum. It is certified for Creative Thinking. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.”*

- _____ **The Gen Ed statement is included in the syllabus verbatim.**

IV. _____ The following GEC required attributes are embedded and assessed in the course.

- Critical and Analytical Thinking
- Communication—written, oral, or both
- Problem Solving

- V. **#GEA assignments**— two assignments (named #GEA1 and #GEA2) must be uploaded to the course proposal system. The following conditions should be met with regard to the #GEA assignments.
- _____ Two #GEA assignments are uploaded.
- _____ The Gen Ed SLOs and the required Gen Ed attributes are clearly embedded in the assignments.
- _____ The Gen Ed SLOs and the required Gen Ed attributes are adequately assessed with the assignments.
- _____ Grading rubrics are included with the assignments. The Gen Ed Council prefers to have grading rubrics included with the uploaded assignments that show how the SLOs and Gen Ed attributes are assessed.
- VI. _____ **Communication** – A communication selection has been made (written, oral, or both), and the methods for achieving the communication requirement are clearly described. If Written Communication is chosen, the process for students to receive and use feedback has been detailed.
- VII. _____ **The proposal is complete, especially with respect to the explanations/justifications.**
- VIII. _____ **The course is designed to sufficiently convey the SLOs and Gen Ed attributes to students.**
- IX. Recommendation: _____ Approve _____ Approve with revisions _____ Revise & resubmit
- X. Comments:

INFORMATION & DATA LITERACY, IDL, (TGEI) COURSE PROPOSAL CHECKLIST

Course: _____

- I. **IDL SLOs—*must select two***
- _____ 1. Use research tools and indicators of authority to determine the credibility of sources, while identifying any legal and ethical restrictions placed on the use of information.
- _____ 2. Critically interpret quantitative evidence (such as graphs, tables, charts) in order to identify false claims, incorrect use of evidence, or contradictory statements.
- _____ 3. Contribute to scholarly conversations using discipline-appropriate communication in different modalities, such as local online communities, guided discussions, undergraduate research journals, and conference presentations/poster sessions.
- _____ 4. Revise submitted coursework by integrating new sources of information and determining relevance of existing sources.

- _____ 5. Critically compare and contrast opposing claims regarding the same fact or hypothesis, when the various sides are credible according to discipline-specific indicators of authority.
- _____ 6. Summarize the key changes in scholarly perspective over time on a particular topic within a specific discipline.
- _____ 7. Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, data, then use the questions as a guide to organize information in meaningful ways.
- _____ **The selected SLOs are incorporated in the course content and included in the syllabus verbatim.**

II. GCP SLOs (if also applying for GCP certification)—at least two Global Citizens Project (GCP) SLOs must be selected from the list provided in the proposal.

- _____ **The GCP SLOs are incorporated in the course content and included in the syllabus verbatim.**
- _____ **A GCP assignment is included that meets the specified requirements and assesses the selected SLOs.**

III. Gen Ed Syllabus Statement: *“This course is part of the University of South Florida’s General Education Curriculum. It is certified for Information & Data Literacy. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.”*

- _____ **The Gen Ed statement is included in the syllabus verbatim.**

IV. _____ The following GEC required attributes are embedded and assessed in the course.

- Critical and Analytical Thinking
- Communication—written, oral, or both
- Problem Solving

V. #GEA assignments— two assignments (named #GEA1 and #GEA2) must be uploaded to the course proposal system. The following conditions should be met with regard to the #GEA assignments.

- _____ Two #GEA assignments are uploaded.
- _____ The Gen Ed SLOs and the required Gen Ed attributes are clearly embedded in the assignments.
- _____ The Gen Ed SLOs and the required Gen Ed attributes are adequately assessed with the assignments.
- _____ Grading rubrics are included with the assignments. The Gen Ed Council prefers to have grading rubrics included with the uploaded assignments that show how the SLOs and Gen Ed attributes are assessed.

VI. _____ Communication – A communication selection has been made (written, oral, or both), and the methods for achieving the communication requirement are clearly described. If Written

Communication is chosen, the process for students to receive and use feedback has been detailed.

VII. The proposal is complete, especially with respect to the explanations/justifications.

VIII. The course is designed to sufficiently convey the SLOs and Gen Ed attributes to students.

IX. Recommendation: _____ Approve _____ Approve with revisions _____ Revise & resubmit

X. Comments:

HUMAN & CULTURAL DIVERSITY, HCD, (TGED) COURSE PROPOSAL CHECKLIST

Course: _____

I. HCD SLOs—*must select two*

- _____ 1. Demonstrate the ability to see issues from the perspective(s) of other groups/cultures by describing the values and communication styles found in groups different from one's own and the way in which those differences can affect styles of verbal and nonverbal communication.
- _____ 2. Define personal values and beliefs using appropriate language and communication methods that consider others' points of view and respect differences.
- _____ 3. Analyze how diversity affects interactions with major societal institutions (such as health care, criminal justice, education, employment, voting, military) from contemporary and/or historical perspectives.
- _____ 4. Weigh options/planned actions (such as policies and practices) to formulate possible solutions to reduce inequality and disparities in access and success in major societal institutions (such as health care, criminal justice, education, employment, voting, military).
- _____ 5. Analyze the ethical, social, and environmental challenges of global systems to formulate possible solutions regarding international cooperation and collaboration.

_____ **The selected SLOs are incorporated in the course content and included in the syllabus verbatim.**

II. GCP SLOs—two Global Citizens Project (GCP) SLOs must be selected from the list provided in the proposal.

_____ **These SLOs are incorporated in the course content and included in the syllabus verbatim.**

III. **Gen Ed Syllabus Statement:** *“This course is part of the University of South Florida's General Education Curriculum. It is certified for Human & Cultural Diversity. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.”*

_____ **The Gen Ed statement is included in the syllabus verbatim.**

IV. _____ **The following GEC required attributes are embedded and assessed in the course.**

- Critical and Analytical Thinking
- Communication—written, oral, or both
- Problem Solving

V. **#GEA assignments**— two assignments (named #GEA1 and #GEA2) must be uploaded to the course proposal system. The following conditions should be met with regard to the #GEA assignments.

_____ Two #GEA assignments are uploaded.

_____ The Gen Ed SLOs and the required Gen Ed attributes are clearly embedded in the assignments.

_____ The Gen Ed SLOs and the required Gen Ed attributes are adequately assessed with the assignments.

_____ Grading rubrics are included with the assignments. The Gen Ed Council prefers to have grading rubrics included with the uploaded assignments that show how the SLOs and Gen Ed attributes are assessed.

VI. _____ **Communication** – A communication selection has been made (written, oral, or both), and the methods for achieving the communication requirement are clearly described. If Written Communication is chosen, the process for students to receive and use feedback has been detailed.

VII. _____ **The proposal is complete, especially with respect to the explanations/justifications.**

VIII. _____ **The course is designed to sufficiently convey the SLOs and Gen Ed attributes to students.**

IX. Recommendation: _____ Approve _____ Approve with revisions _____ Revise & resubmit

X. Comments:

II. PERSONAL & SOCIAL RESPONSIBILITY TIER (ETHICAL REASONING & COMMUNITY ENGAGEMENT, ERCE) (TGEE)

PERSONAL AND SOCIAL RESPONSIBILITY (ERCE) TIER COURSE PROPOSAL CHECKLIST

Course: _____

I. **GCP SLOs—both are required** to be incorporated in the course (and included in the syllabus) if course is not certified (or certifying) as a GCP course

1. Students will be able to evaluate the impact of individual choices on local and global communities.
2. Students will be able to communicate ideas and information to diverse audiences.

_____ **These SLOs are incorporated in the course content and included in the syllabus verbatim.**

II. **ERCE SLOs—must select three**

- _____ 1. Students will demonstrate the capacity to collect data within and apply explanatory and predictive models to local communities.
- _____ 2. Students will connect and extend knowledge (facts, theories, etc.) from their own academic fields of study to civic engagement and their own participation in civic life, politics, and government.
- _____ 3. Students will demonstrate the ability to comprehend, express, and adapt to ideas based on others' perspectives.
- _____ 4. Students will work across and within community contexts to achieve a civic aim.
- _____ 5. Students will independently and accurately apply ethical perspectives and concepts to ethical questions or civic projects as appropriate and demonstrate the ability to consider the full implications of this application.
- _____ 6. Students will demonstrate an ability to recognize ethical and professional responsibilities.

_____ **The selected SLOs are incorporated in the course content and included in the syllabus verbatim.**

III. Which HIP attribute is selected? Although all ERCE courses should identify a HIP attribute, it is **not mandatory** that the proposal includes a specific HIP SLO.

- | | | |
|----------------------------------|------------------------------|-------------------|
| _____ No HIP was selected | _____ Internship | _____ Field Study |
| _____ Community Engaged Learning | _____ Education Abroad | _____ Capstone |
| _____ Undergraduate Research | _____ Collaborative Learning | |

IV. The GEC recommends that each ERCE course involve a substantial portion (20 percent or more) of class time engaged with problems in the Tampa Bay area. **(This is not mandatory for approval.)**

_____ **At least 20 percent of class time deals with problems in the Tampa Bay area.**

- V. _____ **A U.N. Sustainable Development Goal(s) is selected. (*This is not mandatory for approval.*)**
- VI. **Gen Ed Syllabus Statement:** "This course is part of the University of South Florida's General Education Curriculum. It is certified for Ethical Reasoning & Civic Engagement. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas."
 _____ **The Gen Ed statement is included in the syllabus verbatim.**
- VII. _____ **The following GEC required attributes are embedded and assessed in the course.**
- Critical and Analytical Thinking
 - Communication—written, oral, or both
 - Problem Solving
- VIII. **#GEA assignments**— two assignments (named #GEA1 and #GEA2) must be uploaded to the course proposal system. The following conditions should be met with regard to the #GEA assignments.
- _____ Two #GEA assignments are uploaded.
- _____ The Gen Ed SLOs and the required Gen Ed attributes are clearly embedded in the assignments.
- _____ The Gen Ed SLOs and the required Gen Ed attributes are adequately assessed with the assignments.
- _____ Grading rubrics are included with the assignments. The Gen Ed Council prefers to have grading rubrics included with the uploaded assignments that show how the SLOs and Gen Ed attributes are assessed.
- IX. _____ **Communication** – A communication selection has been made (written, oral, or both), and the methods for achieving the communication requirement are clearly described. If Written Communication is chosen, the process for students to receive and use feedback has been detailed.
- X. _____ **The proposal is complete, especially with respect to the explanations/justifications.**
- XI. _____ **The course is designed to sufficiently convey the SLOs and Gen Ed attributes to students.**
- XII. Recommendation: _____ Approve _____ Approve with revisions _____ Revise & resubmit
- XIII. Comments:

III. INTEGRATIVE & APPLIED LEARNING TIER, HIP (TGEH)

INTEGRATIVE AND APPLIED LEARNING (HIP) TIER COURSE PROPOSAL CHECKLIST

Course: _____

I. **HIP SLOs**—the course content and the syllabus **must include all four** of the following SLOs:

1. Students will engage in meaningful critical reflection in required coursework.
2. Under professional oversight, students will utilize contextually-appropriate behaviors, tools, techniques and/or dispositions.
3. Students will integrate discipline-specific knowledge into the contextualized experience.
4. Students will synthesize discipline-appropriate learning via a culminating assignment.

_____ **These SLOs are incorporated in the course content and included in the syllabus verbatim.**

II. Which HIP attribute is selected in the course proposal? **ONE must be selected.**

- | | | |
|----------------------------------|------------------------------|----------------|
| _____ Internship | _____ Field Study | _____ Capstone |
| _____ Community Engaged Learning | _____ Education Abroad | |
| _____ Undergraduate Research | _____ Collaborative Learning | |

III. All HIP courses must include the four SLOs listed above. Some HIP courses are required to include **additional SLOs**. Following are the additional SLOs listed based on the specific HIP attribute that is selected. Additional required SLOs **must be included in the course syllabus**. Go to the HIP attribute that you selected to ensure the appropriate SLOs are incorporated in the course or the questions posed in the proposal are answered.

INTERNSHIP (INT): Internship courses must be vetted by the Office of Internships and Career Readiness (INT). These courses are required to include the following two additional SLOs:

1. Students will apply classroom knowledge to critically consider and address issues.
2. Students will provide discipline-appropriate evidence of their learning in the course via a culminating assignment (e.g., essay, e-portfolio, performance, etc.)

_____ **These SLOs are incorporated in the course content and included in the syllabus verbatim.**

All Internship courses must include the following:

- Detailed syllabus
- Career-launching experience
- On-boarding/orientation and supervisory support
- Assignments; one of which should be critical reflection

_____ **Each of these is present in the course.**

COMMUNITY ENGAGED LEARNING (CEL): CEL courses must be vetted by the Office of Community Engagement & Partnerships. All CEL courses must include at least one SLO that addresses each of these questions:

1. What knowledge do you want student to acquire from the CEL experience?

2. What skills/abilities do you want students to develop from their CEL experience?

_____ **The course SLOs address these questions.**

Other CEL Required Components

- Assignments in CEL courses must link the community engagement experience to the course content.
- All CEL courses must have a self-reflection assignment that encourages students to link what they are learning during the community engaged learning experience to the course content.

_____ **These requirements are met.**

UNDERGRADUATE RESEARCH (UGR): UGR courses must be vetted by the Office of Undergraduate Research (UGR). UGR courses must meet the following criteria:

1. Work individually or in groups to pose or work from a defined research question or framework
2. Apply methods of inquiry to generate findings
3. Share findings with others through presentation and publication

_____ **These requirements are met.**

Required syllabus language (in addition to the regular Gen Ed syllabus statement)

“This course is attributed as an Undergraduate Research Course (UGR) for integrating the high-impact practice of research which has been found to benefit students from varied backgrounds (AAC&U LEAP). The Council on Undergraduate Research (CUR) defines this as follows: an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. In this course, you will conduct a project that enables you, individually or in groups, to pose or work from a defined research question, apply methods of inquiry to generate findings, and share the findings with others through presentation and/or publication.”

_____ **This statement is included in the syllabus verbatim.**

EDUCATION ABROAD (EDR): EDB courses must be vetted through Education Abroad. One of the following additional SLOs must be included in each EDB course:

1. Through critical reflection, students will compare differences between their own and host contexts as related to the course subject.
2. Through critical reflection, students will evaluate the unique learning opportunities offered by the host context as related to the course subject.

_____ **At least one of these SLOs is incorporated in the course content and included in the syllabus verbatim.**

FIELD STUDY (FST): Field Study is defined as a project, investigation, or activity carried out “in the field,” outside or away from the learner’s school, college, or university. FST courses are required to include the following additional SLOs:

1. Students will apply classroom knowledge to real world observations through the collection of empirical data (quantitative or qualitative).
2. Students will produce an end product or products (e.g., learning journals, final paper, presentation) that clearly integrate(s) classroom knowledge with field study observation.

_____ **These SLOs are incorporated in the course content and included in the syllabus verbatim.**

All Field Study Courses must include an assignment or series of assignments in which students must demonstrate their ability to connect their out-of-classroom experiences to their assigned readings, lectures, and other classroom learning activities. These assignments should include a reflective component (i.e., what the student observed and how these observations contributed to the student's overall learning in the course). Field study activities may be completed individually or collaboratively, but must total 15-20 hours of out-of-classroom observations and data collection. Field study learning assignments should constitute approximately 15 – 20 percent of the student's overall assessment for the course.

_____ **This requirement is met.**

CAPSTONE (CST): All capstone courses are required to have a:

1. Culminating experience that students will go through. This should be culminating the students' overall academic career and *not just the course*.
2. Self-reflection assignment that ties to the required HIP SLO: "Students will engage in meaningful critical reflection in required coursework."

_____ **These requirements are met.**

COLLABORATIVE LEARNING (CLB): Collaborative Learning courses are required to include the following additional SLO:

1. Students will utilize collaborative skills to plan and execute a rigorous project central to the course learning outcomes, employing flexibility, and internal conflict resolution as necessary.

_____ **This SLO is incorporated in the course content and included in the syllabus verbatim.**

Nature of Collaboration: Two (2) of the following that describe graded elements of the collaborative learning in the course are required:

- Students identify, acknowledge, and manage conflict.
- Each student supports a constructive team climate by doing the following: Treats team members respectfully, motivates teammates, and provides assistance and/or encouragement to team members.
- Students offer alternative solutions or courses of action that build on the ideas of others.
- Students engage group members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.

_____ **Two of these elements are included in the course content.**

IV. Gen Ed Syllabus Statement: The following statement must be included in the course syllabus.

"This course is part of the University of South Florida's General Education Curriculum. It is certified for High Impact Practice. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas."

_____ **This statement is included in the syllabus verbatim.**

V. _____ The following GEC required attributes are embedded and assessed in the course.

- Critical and Analytical Thinking
- Communication—written, oral, or both
- Problem Solving

VI. #GEA assignments— two assignments (named #GEA1 and #GEA2) must be uploaded to the course proposal system. The following conditions should be met with regard to the #GEA assignments.

_____ Two #GEA assignments are uploaded.

_____ The Gen Ed SLOs and the required Gen Ed attributes are clearly embedded in the assignments.

_____ The Gen Ed SLOs and the required Gen Ed attributes are adequately assessed with the assignments.

_____ Grading rubrics are included with the assignments. The Gen Ed Council prefers to have grading rubrics included with the uploaded assignments that show how the SLOs and Gen Ed attributes are assessed.

VII. _____ Communication – A communication selection has been made (written, oral, or both), and the methods for achieving the communication requirement are clearly described. If Written Communication is chosen, the process for students to receive and use feedback has been detailed.

VIII. _____ The proposal is complete, especially with respect to the explanations/justifications.

IX. _____ The course is designed to sufficiently convey the SLOs and Gen Ed attributes to students.

X. Recommendation: _____ Approve _____ Approve with revisions _____ Revise & resubmit

XI. Comments: