

GENERAL EDUCATION PROJECT
Faculty Committee Meetings
October 25, 2012
University of South Florida - Tampa Campus

Meeting Notes

Welcome and Introductions

Dr. Judy Bilsky and Dr. Diane Chase, Steering Committee co-chairs, welcomed the faculty participants and thanked Dr. Bob Sullins for his work in providing the meeting space, parking, and other accommodations.

General Education Project Overview and Timeline

Mr. Matthew Bouck presented an overview of the statutory requirements of section 1007.25(3), Florida Statutes (HB 7135). The presentation included a summary of the faculty committee process and timeline.

For students initially entering an institution in the Florida College System or State University System in 2014-2015 and thereafter:

- ✓ General education requirement in associate in arts and baccalaureate degree programs changed from 36 to 30 hours
- ✓ Faculty committees will identify statewide general education core course options consisting of a maximum of five courses in each of the general education areas: Communication, Humanities, Mathematics, Natural Science, and Social Science
- ✓ Students must complete at least one identified course from each subject area
- ✓ All institutions must offer and accept these courses for general education
- ✓ Remaining general education at the discretion of the institution
- ✓ The general education core course options will be adopted in State Board of Education Rule and Board of Governors Regulation

A Steering Committee was created to help guide the project

Five members each from the Florida College System (FCS) and State University System (SUS)

Steering Committee met August 15 and September 21

Faculty Committees

Five committees appointed representing the general education areas

12 voting faculty members each (6 SUS, 6 FCS)

Two Steering Committee members (one each from FCS and SUS) chair the committees

Timeline

October 25, 2012	Initial Meeting of Faculty Committees
December 2012	Faculty Discipline Committee Initial Recommendations, Courses and Competencies
Dec 2012 – Jan 2013	Steering Committee Meeting Review Draft Recommendations
January 2013	Steering Committee Finalize Draft Recommendations
Jan 2013-May 2013	Faculty Review/Institution (CAVP/CIA) Review

February 2013	State Board of Education and Board of Governors Initiate Rule/Regulation Development Recommendations Released for Public Comment Articulation Coordinating Committee Review Draft Recommendations
Mar 2013-May 2013	Faculty/(CAVP/CIA)/Public Comment Reviewed
May 2013-June 2013	Steering Committee Finalize Recommendations
June 2013	Final Recommendations Submitted to Chancellors
June 2013-July 2013	State Board of Education and Board of Governors Rule/Regulation Approval
July 2013	Communications to Florida College System and State University System Institutions, Courses and Competencies

Faculty Committee Discussion

The Steering Committee led an open discussion of the faculty participants to work out details of the project prior to committees beginning their work. The following is a compilation of the discussion issues, but should not be viewed as the final recommendations or policy decisions. The Steering Committee and faculty committees will continue the discussion to resolve these and future issues.

Gordon Rule

The changes to the general education program—completion of the core course options—do not nullify the Gordon Rule. Moreover, the changes regarding the core course options are in statute, while the Gordon Rule is a State Board of Education Rule/Board of Governors Regulation.

History Discipline

For the purposes of planning, the History discipline was placed into the Social Science faculty committee, rather than in the Humanities faculty committee, since the majority of general education History courses are identified in the Social Sciences area. However, this is an issue that needs to be resolved among the Social Science and Humanities committees.

General Education Credit Reduction

The general education program was reduced from 36 to 30 hours to allow for greater flexibility in institution programs. Also, it is consistent with the general education component required by SACS. This reduction will also allow more flexibility to implement the new requirement for 2014-2015 that students complete the foreign language requirement as a part of the associate in arts degree. The general education program will be capped at 30 hours. Many institutions, however, require certain courses as graduation requirements over the hours required for general education.

Remaining General Education Courses

While each institution's general education program must be partially composed of the core course options, there is flexibility in the selection of general education courses outside of the core. To make up the remaining general education credit to the total 30 hours, institutions have discretion over the selection of courses and how they will be distributed among all or some of the general education areas.

Differences in Course Credits

The Steering Committee understands that there may be differences in credits among the institutions for the identified core courses. It is an issue for discussion to ensure consistency and that we do not disadvantage students.

Natural Science Lecture and Labs

Many science courses are 4 college credits and contain a lecture and lab component. There was a question about whether the lab would count as one of the five identified core courses. Dr. Chase mentioned that it may be appropriate to only count the lecture portion within the core but it is still a matter that needs to be resolved.

Project Timeline

The timeline presented requires that institutions must begin the process now of determining how the entire general education program will be implemented. There are many processes that must be considered: institutional faculty review, SACS reporting requirements regarding substantive changes, program changes and revisions to catalogs and publications. Institutions should not wait until final recommendations are made to begin these discussions.

Number of Identified Core Courses

The statute mandates that faculty committees may identify a maximum of five courses per general education core subject area, but this does not mean that there must be five courses selected. Each faculty committee may choose fewer courses for the subject area core. Having fewer courses may help smaller institutions that may not be able to offer all selected courses.

Higher Level Courses in Mathematics

If a student completes a mathematics course for which one of the general education core course options is a prerequisite, that student should be considered to have completed the mathematics portion of the core.

Credit-by-Examination Guidelines

Students are able to complete core courses via an accelerated mechanism (credit-by-examination, dual enrollment). For those examinations that are equated to a core course the Steering Committee will need to discuss if there should be an Articulation Coordinating Committee review of the ACC Credit-by-Exam Guidelines to determine if the equivalencies are still valid.

Faculty Control of General Education

SACS requires that faculty control the institution's general education program, the concern is that this mandate removes the academic freedom and faculty control. This process, however, will be transparent, with faculty leadership and involvement at each step. The faculty participants should also see themselves as "ambassadors" to their own institutions, to bring back these issues and engage the faculty in discussions. Not only is there faculty review prior to final recommendations, but there will also be time for review and comment during the State Board of Education Rule and Board of Governors Regulation development process.

Course substitutions

Currently, the statutory language does not allow the flexibility of faculty committees or institutions identifying core course substitutions.

Transfer Students

There are two components to ensuring student completion of the general education program is recognized in transfer by all Florida public institutions. First, because all institutions must offer and accept all core course options, students may transfer that core credit without penalty via the Statewide Course Numbering System. Second, the Rule and Regulation that guarantees acceptance of the entire general education program will need to be amended to account for the 30-hour program.

The Steering Committee then described a process that will guide the work of the discipline committees. Each faculty committee should determine a set of competencies or learning outcomes for the general education area. The courses identified for the core should be those that meet those competencies/learning outcomes. Staff will complete a prepared template with committee recommendations and future activities.

Faculty Committee Meetings

The faculty committees in Communication, Humanities, Mathematics, Natural Science, and Social Science then broke into their respective groups to begin the discussion.

Steering Committee Debrief

The Steering Committee met after the faculty meetings to discuss the status of each faculty committee and future steps. Three of the committee reported having determined competencies/learning outcomes and the courses to be included in the core. Two faculty committees identified area learning outcomes, but will have further discussions regarding course selection.

General Education Project: COMMUNICATION Faculty Discipline Committee

October 25, 2012

<p style="text-align: center;"><u>Competencies/Learning Outcomes</u></p> <p>Competency ONE: Students will demonstrate the ability to communicate effectively.</p> <p>Competency TWO: Students will demonstrate the ability to think critically.</p>	<p style="text-align: center;"><u>Recommended General Education Core Course</u> (with accompanying statement)</p> <p style="text-align: center;">ENC 1101 – English Composition I</p> <p style="text-align: center;"><i>The Committee affirms to all public postsecondary institutions the critical importance of providing instruction in other forms of communication, particularly oral communication.</i></p>
<p style="text-align: center;"><u>Issues and Concerns</u></p> <ul style="list-style-type: none">• There is a need for a statewide review of the scoring, award thresholds, and impact of the state’s approved acceleration mechanisms, particularly the Advanced Placement exams.• There are Credit Transfer issues that need to be reviewed by the Articulation Coordinating Committee, including the acceptance of awarded core credits and inconsistent course numbering issues.• The Gordon Rule writing requirements should be maintained as a graduation requirement.	<p style="text-align: center;"><u>Next Steps</u></p> <ul style="list-style-type: none">• Communication Faculty Discipline Committee will review draft meeting notes and recommendations.• Following Committee review and input, staff will revise draft documents and share with full Steering Committee.• Staff will upload Committee documents to General Education Website.• Institution faculty and administrators will review Committee recommendations.

<p style="text-align: center;"><u>Discussion Notes</u></p> <ul style="list-style-type: none">• Extensive discussion occurred among Committee members regarding the inclusion of a core course that contains a “writing” component. The Committee recognizes that writing is a critical component of the skills needed by a college graduate and that ENC 1101 is already part of a common core for all state postsecondary institutions and is a prerequisite for all Gordon Rule writing courses.• The Committee approved an accompanying statement for inclusion with the recommended general education core course in order to emphasize the critical need and value of instruction in oral communication.

General Education Subject Area: Humanities

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<p style="text-align: center;"><u>Competencies</u></p> <ol style="list-style-type: none">1. The student will acquire interpretive ability and cultural literacy.2. The student will acquire competence in reflecting critically upon the human condition.	<p style="text-align: center;"><u>Courses</u></p> <p>ARH X000 Art Appreciation</p> <p>HUM X020 Introduction to Humanities</p> <p>LIT X100 Introduction to World Literature</p> <p>MUL X010 Introduction to Music Literature/Music Appreciation</p> <p>PHI X010 Introduction to Philosophy</p>
<p style="text-align: center;"><u>Issues</u></p> <ol style="list-style-type: none">1. The Humanities Committee discussed development of new courses that would be broad, such as Introduction to the Arts. While the concept seemed attractive to many, the logistical concerns overruled additional discussion.2. The Humanities Committee discussed at length the inclusion or exclusion of History and Literature courses in the Humanities core course options. Ultimately, Literature was included. The Committee discussed the importance of History but reached consensus that historical content was sufficiently present in the Humanities courses selected and, thus, did not include History as a course.	<p style="text-align: center;"><u>Next Steps</u></p> <ol style="list-style-type: none">1. Julie Alexander will distribute meeting results for Humanities Committee review.2. Humanities Committee meeting documentation will be shared with the Steering Committee and uploaded to the General Education website.3. The Humanities Committee will review the draft competencies/courses and use the listserv to share feedback.4. Julie Alexander will compile feedback and, if necessary, make revisions to the recommendations.5. The Humanities Committee will review and finalize their recommendations then share with the Steering Committee.

Discussion Notes

The following are high-level summarizations of discussion items. The Humanities Committee discussed many issues in depth which may not be represented fully below.

- The Humanities Committee decided to draft competencies rather than learning outcomes.
- Critical thinking and cultural literacy were discussed at length. There was also discussion about the humanities encompassing aspects of reflection and expression.
- Institutions will need to consider faculty appointments and contracts, course loads/scheduling, facilities and costs. Faculty credentialing for general courses, like Introduction to Humanities, was discussed.
- Members debated the inclusion of Introduction to Ethics in lieu of Introduction to Philosophy.
- Members were informed that Communications did not include a Literature course in the Communications core course options.
- Toward the end of the meeting, the Social Science Co-Chair informed the Humanities Committee that Social Science had reached no consensus about its course offerings; however, Ms. Alexander informed the Social Science Committee that History was not included in the initial listing of Humanities core course options.

General Education Subject Area: MATHEMATICS

October 25, 2012

<u>Competencies/Learning Outcomes</u>	<u>Recommended Course List</u>
<p>Critical Thinking Determine appropriate mathematical and computational models and methods in problem solving.</p> <p>Demonstrate understanding of mathematical concepts</p> <p>Quantitative Reasoning Apply appropriate mathematical and computational models and methods in problem solving.</p>	<p>MAC x105 “College Algebra” (and any MAC courses with a number higher than 1105)</p> <p>STA x023 “Statistical Methods”</p> <p>MGF x106 “Liberal Arts Mathematics I”</p> <p>MGF x107 “Liberal Arts Mathematics II”</p>
<u>Issues</u>	<u>Next Steps</u>
<p>(1) For smaller schools, it would be very difficult to adhere to the statutory standard that all institutions must OFFER as well as accept the course. Clear that each institution must accept as meeting general education core, but must they all offer?</p> <p>(2) STA 2014 vs. STA 2023</p>	<p>Recommendations will be transmitted to the General Education Faculty Committee, and then to the General Education Steering Committee for review.</p>

Discussion Notes

Three pillars; Algebra (MAC) (as the foundation for the Calculus sequence) | Statistics (STA) | Liberal Arts Mathematics (MGF)

Do each of the five core courses have to address the common competencies? Yes.

These are minimum competencies for all general education core courses. Institutions may add additional general education outcomes.

General Education Subject Area: Natural Science

October 25, 2012

<p style="text-align: center;"><u>Competencies/Learning Outcomes</u></p> <ol style="list-style-type: none">1. Upon completion of the Natural Science core general education required coursework, 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.2. Upon completion of the Natural Science core general education required coursework, students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.	<p style="text-align: center;"><u>Action Plan</u></p> <p><u>Clarifying questions to legislative staff:</u></p> <ol style="list-style-type: none">1. Must all institutions offer all courses?2. Can they use a distance course from another institution?3. Is there an expectation on how often the course is offered? If they must offer, institutions will have to hire faculty (leading to fiscal issues).4. Confirm that the committee may designate “or higher.”5. Can the committee recommend 5 courses for STEM majors and 5 courses for non-STEM majors.
<p style="text-align: center;"><u>Issues</u></p> <ol style="list-style-type: none">1. Treatment of labs (decided that with the credit hours delineated, there is no way to include lab instruction/credit in core.) Possibly use 3 of the 4 hour course to meet core.2. STEM/Non-STEM students – need to accommodate both types.3. Prefer to use “or higher” concept.4. What does “offer” mean? Can institution offer, for example, 3 of 5 courses? Can one be via distance? Does it need to be offered more than once? On demand?5. Timeline issues: approval process, communication6. 5 courses is not enough7. Some institutions offer similar courses/content under diff. number.	<p style="text-align: center;"><u>Next Steps</u></p> <ol style="list-style-type: none">1. Data from SCNS prior to next meeting: For each course and cut by sector, provide the number of institutions offering the course, the enrollment, whether or not it is utilized in AA or AS programs, and whether or not there are similar courses under different prefixes: Geology, Oceanography, Environmental Science, Astronomy, Earth Science, Anatomy/Physiology, and Microbiology.2. Data from SUS/FCS: For students in non-science majors, what are the top 2 physical science and biological science courses used for general education? For FCS, is there a difference for AA, AS, and/or AAS students?3. Next meeting: Friday, November 16 in the afternoon (Conf Call)

Discussion Notes

Initial Group Decision:

1. General Biology (or higher)
2. General Chemistry (or higher)
3. General Physics (or higher)
4. Possibly 2 other non-STEM major natural science courses to be determined

General Education Subject Area: Social Science
October 25, 2012

<p align="center"><u>Competencies/Learning Outcomes</u></p> <p>Certain system-wide outcomes or competencies have already been created which provide possible starting points for state-wide outcomes (SUS and FCS) for the General Education Core.</p> <p>For the SUS, the student learning outcomes for the <i>Academic Learning Compacts</i> provide existing system-wide possibilities, including content/discipline knowledge and skills, communication skills and critical thinking skills.</p> <p>For the FCS, the <i>Statewide General Education Competency Areas</i> include communication, information literacy, critical thinking, scientific and quantitative reasoning and global socio-cultural responsibility.</p>	<p align="center"><u>Action Plan</u></p> <p>Identify student learning outcomes for the Social Science area of the General Education core.</p> <p>Identify the (maximum 5) courses which satisfy those student learning outcomes.</p> <p>Identify key issues for the Steering Committee to consider.</p>
<p align="center"><u>Issues</u></p> <p>The Social Science committee expressed concern that it might have been advantageous to be provided with overall learning outcomes prior to meeting as a subcommittee.</p> <p>Gordon Rule writing requirement could be considered for the Social Science core. Discussion ensued on the practicality of this requirement.</p> <p>Critical thinking is crucial, but specific language still needs to be developed. Students should be able to explain and use social and behavioral science concepts and principals and be able to identify and take a reasoned position on ethical issues related to social and behavioral issues.</p> <p>Some discussion ensued about developing interdisciplinary course(s).</p>	<p align="center"><u>Next Steps</u></p> <p>Continue listserv feedback and discussion resulting from draft(s).</p> <p>Doug Robertson will send draft session notes to Social Science listserv to solicit additional input from committee members.</p> <p>Pat Frohe will draft the one-page deliverable document that was provided at the meeting and will make revisions as needed.</p> <p>The Social Science committee will review and finalize their recommendations, then share with the Steering Committee for consideration.</p>

<p align="center"><u>Discussion Notes</u></p> <p>As determined prior to the afternoon sessions on October 25, the Social Science committee was slated to meet with the Humanities committee during the afternoon. Close to the conclusion of the afternoon committee sessions, Julie Alexander visited the committee to inform the Co-Chair that after some discussion, it was decided that History was not included in the initial listing of Humanities core course options.</p> <p>Course possibilities were discussed, but not yet finalized. More discussion is needed.</p> <p>Additional discussion via the Social Science committee listserv will be required prior to finalizing recommendations for Steering Committee consideration.</p>
