



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

Submit 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:

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Check the appropriate General Education categories below.

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: 10/5/2010

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□ 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:

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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

DRAFT