General Education State Requirements - BOG Regulation 8.005

http://www.flbog.edu/documents_regulations/regulations/8_005GeneralEducationCore_final.pdf

Satisfactory completion of general education requirements consists of completing 36 hours of general education, where 21 hours come from:

a. **Six (6) semester hours of English Composition coursework** (State Communication Requirement; formerly known as Gordon Rule courses) and **six (6) semester hours of coursework in which the student is required to demonstrate college-level English Language writing skills through multiple assignments**. Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.

b. **Six (6) semester hours of mathematics coursework** (State Computation Requirement; formerly known as Gordon Rule courses) at the level of college algebra or higher. Applied logic, statistics and other computation-based coursework that may not be offered by a mathematics department may be used to fulfill three (3) of the six (6) hours required by this section. Students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.

c. For students entering the University as a first-time-in-college student beginning Fall term 2015, **at least one (1) course from each of the general education subject areas** listed below in this section. These courses comprise the general education core as required per section 1007.25(3), Florida Statutes.

1. One of the following courses in Communication:
   - ENC X101 English Composition I; or
   - A course with an ENC prefix for which ENCX101 is a direct prerequisite.

2. One of the following courses in Humanities:
   - ARH X000 Art Appreciation; or
   - HUM X020 Introduction to Humanities; or
   - LIT X000 Introduction to Literature; or
   - MUL X010 Introduction to Music Literature/Music Appreciation; or
   - PHI X010 Introduction to Philosophy; or
   - THE X000 Theatre Appreciation.

3. One of the following courses in Mathematics:
   - MAC X105 College Algebra; or
   - MAC X311 Calculus I; or
   - MGF X106 Liberal Arts Mathematics I; or
   - MGF X107 Liberal Arts Mathematics II; or
   - STA X023 Statistical Methods; or
   - A mathematics course for which one of the above general education core course options in mathematics is a direct prerequisite.

4. One of the following courses in Natural Sciences:
   - AST X002 Descriptive Astronomy; or
   - BSC X005 General Biology; or
   - BSC X010 General Biology I; or
   - BSC X085 Anatomy and Physiology I; or
   - CHM X020 Chemistry for Liberal Studies; or
   - CHM X045 General Chemistry I; or
   - ESC X000 Introduction to Earth Science; or
   - EVR X001 Introduction to Environmental Science; or
   - PHY X020 Fundamentals of Physics; or
   - PHY X048 General Physics with Calculus; or
   - PHY X053 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. One of the following courses in Social Sciences:
   - AMH X020 Introductory Survey Since 1877; or
   - ANT X000 Introduction to Anthropology; or
   - ECO X013 Macroeconomics; or
NOTE: Students who transfer into a state university or between state universities shall be required to meet the above general education core requirements if the students were classified as first-time-in-college at their original postsecondary institution Fall Term 2015 and thereafter. 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. All credit earned by other transfer students shall be evaluated by the receiving institution on a course-by-course basis to determine core equivalency. Credit earned through an acceleration mechanism in Section 1007.27, Florida Statutes and Board of Governors Regulation 6.006, will meet the related general education core course requirement.

Board of Governors Basic Requirements: (established by Florida state law and the Board of Governors Regulation 6.017 (http://www.flbog.edu/documents_regulations/regulations/6%20017%20%202014_9_19CriteriaforAwardingBaccalaureateDegree.pdf) and 8.005 (http://www.flbog.edu/documents_regulations/regulations/8_005GeneralEducationCore_final.pdf)

USF-Tampa Enhanced General Education Curriculum
The remaining fifteen (15) hours of a student's required thirty-six (36) general education hours are fulfilled by completing the university specified curriculum. Beginning in Fall 2018, First Time in College students (FTICs) will participate in USF-Tampa's Enhanced General Education curriculum. It was created to provide a more relevant, coherent, rigorous and student-centered curriculum for intentional learners. The curriculum integrates the values of general education through all levels of the undergraduate experience and is designed to develop baccalaureate graduates who have well-rounded intellectual and practical skills, personal and social responsibility, and integrative and applied learning experiences. All general education courses at USF-Tampa teach critical and analytical thinking, problem solving, and written communication. A student is expected to take a minimum of three (3) credit hours in each of the following areas:

1. Creative Thinking - Students will:
   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 - Students will:
   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 & Cultural Diversity - Students will:
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, and 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.

4. Ethical Reasoning & Civic Engagement - Students will be able to:
   a. Evaluate the impact of individual choices on local and global communities
   b. Communicate ideas and information to diverse audiences

Include THREE of the following. Students will:
   a. Demonstrate the capacity to collect data within and apply explanatory and predictive models to local communities
   b. 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. Demonstrate the ability to comprehend, express, and adapt to ideas based on others' perspectives
   d. Work across and within community contexts to achieve a civic aim
   e. 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. Demonstrate an ability to recognize ethical and professional responsibilities.

5. High Impact Practice - Students will:
   a. Engage in meaningful critical reflection in required coursework.
   b. Under professional oversight, utilize contextually appropriate behaviors, tools, techniques and/or dispositions.
   c. Integrate discipline-specific knowledge into the contextualized experience.
   d. Synthesize discipline-appropriate learning via a culminating assignment.

State Communication Requirement (formerly known as Gordon Rule Communication) and State Computation Requirement (formerly known as Gordon Rule Computation)


Prior to receipt of an Associate in Arts degree from a Florida College System institution or university or prior to entry into the upper division of a public university or college, a student shall complete successfully the following:

1. Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the communication requirement of the section. These course designations shall be submitted to the Statewide Course Numbering System (SCNS). An institution to which a student transfers shall accept courses so designated by sending institution as meeting the communication requirements outlined in this section.

2. Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.

3. Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction pursuant to 6A-10.024, and students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through one or more of the acceleration mechanisms in 6A-10.024, shall be considered to have the requirements in subsections 6.017(2), to the extent of the college credit awarded.

Students must achieve a proficiency level of at least a C- in the required writing and math courses in order to receive credit. Courses to satisfy the Communication and Computation requirements may not be taken on an S/U basis. Please
visit USF’s course inventory website at https://www.systemacademics.usf.edu/course-inventory/ to search for courses that meet these requirements. The attribute for Communication is 6ACT and for Computation is 6AMT.

Note: The Communication and Computation Requirements are considered met for any student entering the University with an A.A. from a Florida College System institution or for any student entering the University with 60 or more hours. CLEP general/subject examinations in Mathematics, Calculus, College Algebra, College Algebra/Trigonometry, and Trigonometry may satisfy this requirement.

**Freshman English Requirement**

All first-time-in-college students are required to take Freshman English (a sequential two-semester course of study) in accordance with the following conditions:

1. First-time-enrolled students (a) who do not intend to take the CLEP Freshman English Test or (b) who have been notified of failing CLEP prior to registration and who do not intend to attempt the exam a second time must take ENC 1101 and ENC 1102 sequentially. If a student fails the first course, he/she must repeat it before proceeding to the next Freshman English course. Students should normally take these courses during their freshman year, but these courses are high demand and it is possible that registration space will not always be available.

2. First-time-enrolled students (a) who have not taken CLEP prior to their arrival on campus or (b) who have failed but wish to repeat the test should attempt CLEP during their first nine (9) weeks. During this semester, they should not enroll in ENC 1101. If a student either fails or doesn’t attempt the CLEP examination during his/her first nine (9) weeks, the student normally should take ENC 1101 in the following semester. In this case, the student will normally complete the sequence by the first semester of his/her sophomore year.

These policies do not apply to first-time-enrolled students who can meet the Freshman English requirement with credit transferred from another institution or those with appropriate AP or IB English credit.

**Certification Requirements Associate in Arts – USF System Regulation 3.019**

All students must satisfy the General Education Requirements of USF and must satisfy the requirements listed in section 1007.25, Florida Statutes and in State Board of Education Rule 6A-10.030, prior to receiving an Associate in Arts Certificate. See http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.019.pdf.

To receive the Associate in Arts, the student must complete sixty (60) hours of university credit; at least twenty (20) of the last thirty (30) credit hours or a total of thirty-six (36) credit hours must be completed at USF. The minimum grade point average must be 2.0 based on work attempted at USF. In addition, a transfer student must have a GPA of 2.0 or higher when combined with transfer work accepted and evaluated by the USF Office of Admissions. Physical Education and military science credits do not count toward the Associate in Arts Certificate.