MEMORANDUM

TO: Board of Trustees Academic Affairs Committee Members

FROM: Garnett S. Stokes

DATE: August 27, 2013

SUBJECT: Academic Affairs Agenda

The Board of Trustees Academic Affairs Committee is scheduled to meet on September 13th at 10:00 in Room 215, Turnbull Conference Center. Items to be discussed at the meeting include:

Information Items

1. Report on Graduate Medical Education Annual Report
2. Changes to the Liberal Studies Curriculum
3. Brief SACS Update
4. Academic Affairs Update
TO:       President Eric J. Barron

FROM:     Garnett S. Stokes

DATE:     August 23, 2013

SUBJECT:  Report on the Graduate Medical Education Annual Report
          Information Item

The College of Medicine will report on the Graduate Medical Education Annual report.
ANNUAL REPORT

The Florida State University College of Medicine
Graduate Medical Education Division

Academic Year July 2011-June 2012

The DIO and/or the Chair of the GMEC must present an annual report to the Organized Medical Staff(s)(OMS) and the governing body(s) of the Sponsoring Institution. This report must also be given to the OMS and governing body of major participating sites that do not sponsor GME programs. This annual report will review the activities of the GMEC during the past year with attention to, at a minimum, resident supervision, resident responsibilities, resident evaluation, compliance with duty-hour standards, and resident participation in patient safety and quality of care education. (Accreditation Council on Graduate Medical Education [ACGME] Institutional Requirements, July 1, 2007, Section I.B.4.b)

Overview:

The Accreditation Council for Graduate Medical Education (ACGME) awarded continued accreditation of The Florida State University (FSU) College of Medicine as a provider of Graduate Medical Education (GME) in 2011. The next site visit was projected for October 2013. Citations addressed issues of program oversight and internal processes, all of which are being addressed.

The ACGME is continuing development and implementation of the Next Accreditation System (NAS) (www.acgme-nas.org). Phase I specialties, including pediatrics and internal medicine, will begin in the NAS in July 2013. Additional specialties will enter the NAS in July 2014. The ACGME began beta testing of the CLER (Clinical Learning Environment Review) Program in 2012. These site visits are expected to occur once every 18 months to each institutional sponsor. The CLER visits will be an intensive on-site review of the learning environment for the residents and an assessment of how the residents and/or fellows are integrated into the culture of the institution, especially in regard to quality improvement and patient safety activities. Transitions of care will be another focus of the site visits. The format will be similar to those used by The Joint Commission. While these visits will occur frequently, the traditional individual program site visits will be expected to occur less frequently, as accreditation moves to a continuous phase of accreditation under the NAS. The programs will provide regular updates to the ACGME and respective Review Committees. As the ACGME reviews the data they collect and the information provided by the programs, they will institute program reviews based on those data. Each program will be expected to complete a self-study at least once every 10 years.
The Florida State University College of Medicine Obstetrics and Gynecology (OB/GYN) Residency Program at Sacred Heart Hospital (Pensacola) received continued accreditation for a maximum 5 year cycle in 2012, indicating substantial compliance with the obstetrics and gynecology review committee requirements. The next anticipated site visit is 5/1/2017. In addition, the obstetrics and gynecology review committee of the ACGME approved an increase in complement from 3 residents per year to 4 residents per year.

Julie Z. DeCesare, MD, was appointed the program director for the OB/GYN program effective January 2012. Dr. DeCesare was also selected as an examiner for the oral exam for the American Board of Obstetrics and Gynecology from July 2011 through June 2021. Clyde Dorr, II, MD, previously served as the program director and remains on the residency faculty. Suzanne Bush, MD, OB/GYN faculty, completed the 2012 Association of Professors of Obstetrics and Gynecology (APGO) Academic Scholars and Leaders Program. Joseph Peterson, MD, completed the 2012 APGO Electrosurgical Scholars Program.

The Florida State University College of Medicine Pediatric Residency Program at Sacred Heart Hospital (Pensacola) received notification that the program was entering the Next Accreditation System (NAS) effective July 2013, with a projected self-study visit under the NAS for 7/2/2019. Peter J. Jennings, MD, is the program director. Anthony McDavid, MD, stepped down as the associate program director in order to return to Louisiana and pursue private practice. Erica Whittingham, MD, was named assistant program director.

Gregory K. Todd, JD, MD, was recruited and appointed as the inaugural program director for The Florida State University College of Medicine Internal Medicine Residency Program at Tallahassee Memorial HealthCare (Tallahassee). Dr. Todd has special interests in bioethics and palliative care and previously served as an associate program director at Maimonides Medical Center in Brooklyn, NY. The internal medicine program received initial accreditation in May 2012, effective July 1, 2012 for a 2-year cycle. Ms. Faye Justin was appointed as the program coordinator. Dr. Todd recruited 10 interns and 5 second year residents to begin training during the 2012-2013 academic year.

Gary A. Goforth, MD, was recruited as the inaugural program director for The Florida State University College of Medicine Family Medicine Residency Program at Lee Memorial Health System (Fort Myers). Dr. Goforth previously served as the program director at the Self Regional Healthcare Family Medicine Residency Program in Greenwood, S.C. Elena Reyes, PhD, was appointed to serve as the director of behavioral medicine in the program, in conjunction with her role as the College of Medicine’s Regional Director for Southwest Florida. Ms. Kathleen Mattis was appointed the program coordinator. The application for a new program was submitted to the ACGME in April 2012. Shortly after his arrival, Dr. Goforth began recruiting additional full-time faculty, as well as engaging the local community faculty in support of the program.

An affiliation agreement was signed between the FSU College of Medicine and Dermatology Associates of Tallahassee to establish an FSU College of Medicine Sponsored Procedural Dermatology Fellowship Program to train fellows in procedural dermatology and provide services to the rural and underserved individuals in the panhandle of Florida. Armand Cognetta, MD, was appointed as the Director of the Fellowship Program. He has been the fellowship director of an American College of Mohs Surgery (ACMS) accredited program, but the ACMS certification will end on June 30, 2013, with all programs being transitioned to ACGME accreditation.
Alma B. Littles, MD, Senior Associate Dean for Medical Education and Academic Affairs, served as the Designated Institutional Official for the ACGME since the College of Medicine began institutional sponsorship of the programs based at Sacred Heart Hospital in Pensacola in 2006. Joan Younger Meek, MD, MS, joined the FSU College of Medicine in January 2012 as the Associate Dean for Graduate Medical Education and now serves as the Designated Institutional Official. Dr. Meek previously was the program director in pediatrics at Orlando Health. She also serves as the pediatric clerkship director for the FSU College of Medicine at the Orlando Regional Campus.

All programs sponsored by the FSU College of Medicine are meeting as a group biannually. A fall meeting is held in September or October, in conjunction with the FSU College of Medicine Fall Clerkship Directors’ meeting in Orlando. This allows the program directors to meet with the education directors and clerkship directors in their specialties. In May 2012, all program directors met with the Graduate Medical Education (GME) division at the College of Medicine in Tallahassee, and this meeting is expected to occur annually. The goals of these meetings include the professional development of the program directors and coordinators, institutional oversight, and integration within the FSU College of Medicine. Drs. Meek and Jennings attended the ACGME Annual Conference in Orlando in February 2012, along with Ms. Connie Donohoe, Program Manager for GME for the FSU College of Medicine.

All residency programs participate in the National Residency Matching Program to match candidates to the approved slots. The pediatric and obstetrics and gynecology programs located at Sacred Heart Hospital filled all of their positions during the March 2012 Match.

Meetings have been held with several hospitals throughout the state who have expressed an interest in developing new Graduate Medical Education programs. An increase in total residency positions required to meet the training needs for graduates of accredited medical schools is anticipated in future years. These needs will be greatest in the primary care disciplines, as the provisions of the Affordable Care Act are enacted.

Rural rotations were developed for the OB/GYN and pediatric programs at Sacred Heart Hospital, as part of the Sacred Heart Health System Rural Practice Development Center, in conjunction with the Department of Health. Currently, the obstetric residents rotate in Destin and the pediatric residents rotate in Apalachicola. Further expansion of these rural practice sites is anticipated in the future.

The GME Division contracted with New Innovations to adopt their software management program for all FSU GME Programs. New Innovations provides a format for incorporating program goals and objectives, learning assignments, evaluations, procedure tracking, duty hour monitoring, and scheduling. This enhances the ability of the GME office to provide oversight for the programs, which will be essential in the oversight role required in the Next Accreditation System of the ACGME.

Resident research projects for the Pediatric and OB/GYN Programs were presented at the Research Night held at Sacred Heart Hospital in May 2012. In addition, a number of residents presented their research at national or regional meetings, as well as at the FSU College of Medicine Research Fair in February 2012.

The FSU College of Medicine Graduate Medical Education Committee (GMEC) adopted a policy that resident stipends would be consistent across all clinical practice sites, with individual benefit packages dependent upon that which is in place at the host institution. Currently, the
residents training at Sacred Heart are employees of the FSU College of Medicine. Those training at Tallahassee Memorial HealthCare (TMH) are employed by TMH.

**Resident Supervision**

The FSU College of Medicine updated the institutional policy on Resident Supervision. In addition, each individual program has a program level policy on resident supervision. Resident supervision is an item reviewed by the FSU College of Medicine GMEC. Direct supervision is required for all first year residents, or interns, by either a qualified faculty member or by a senior resident who has demonstrated the necessary knowledge and skills to supervise junior residents. Resident supervision is monitored continuously by the program directors and by program faculty. The OB/GYN program developed a specific policy on resident supervision to provide in-house 24 hours faculty coverage and has a faculty notification policy, enacted in February 2012, to define the criteria for faculty notification, to include patient transfers to ICU or higher level of care and all deliveries.

**Resident Responsibilities**

Program directors outline the overall goals of their program in training residents and also define the responsibilities and expectations for residents in their program. These expectations are outlined in detail in the program specific handbooks, as well as in the level specific rotation goals and objectives for each resident rotation.

Representative residents from each program are peer selected to lead the clinical practice site resident forum and to participate in the GMEC meetings. The resident forum is organized at the clinical site, with a report given to the GMEC.

**Resident Evaluations**

As noted, resident evaluations are competency based and are maintained in the New Innovations software. Residents evaluate each rotation they complete, as well as their supervising faculty. Faculty evaluate the residents in a formative and summative fashion. The summative evaluations are completed in New Innovations. Procedures are tracked throughout the training program. Each program conducts a program evaluation annually, in which residents and faculty provide input on the overall quality of the program and provide confidential recommendations for improvement. The program then develops an improvement plan based upon this feedback. In addition, all programs comply with the annual ACGME administered resident and faculty surveys.

Resident evaluation and promotion is the responsibility of the program director in conjunction with the appropriate program committee which reviews resident performance. Notification of nonrenewal of resident contracts is required 120 days prior to the end of the academic year.

One pediatric resident who had been dismissed appealed this dismissal to the Graduate Medical Education Committee and was allowed to return to the program, in accordance with the findings of the appeals committee appointed by the DIO. One OB/GYN resident was dismissed in the Summer of 2011 and was allowed to return on appeal to the Dean of the College of Medicine in November 2011. This resident was subsequently dismissed again in January 2012.

**Duty Hours**

The Graduate Medical Education Committee monitored duty hour compliance at each meeting, conducted quarterly throughout the 2011-2012 academic year. Areas of noncompliance were
identified and addressed. All programs are in compliance with the ACGME requirements and their specialty specific requirements. The program director is responsible for assuring that all rotation schedules are in compliance with established duty hour requirements and ensuring that residents are provided education on fatigue mitigation.

**Patient Safety and Quality Improvement**

In the OB/GYN program, all residents are required to complete two patient safety and two quality improvement courses online through the Institute for Healthcare Improvement and to complete an annual quality improvement project. These projects are outlined in the program report.

In the OB/GYN program, the following residents participated on the Perinatal Safety Committee: Sasha Siassipour, PGY-4, Anne-Marie Whitlock, PGY-4, Barrette Baldwin, PGY-3, and Kathryn Petro, PGY-2. The following residents participated on the Bioethics Committee: Lisa Bean, PGY-3, Ashley Poe, PGY-2, Jessica Jackson, PGY-1, Gail Joseph, PGY-1, and Cecily Collins, PGY-1.

Training in patient transitions is provided in the pediatric program, using a standardized system of DATAS: which includes descriptive identification of the patient, active patient issues, to-do, anticipatory guidance, and special instruction. The pediatric program also developed evidence based guidelines for common pediatric diagnoses in order to standardize care and decrease errors. The program is also developing computerized physician order entry sets for the inpatient rotations. The residents and faculty participate in daily patient safety huddles with nursing staff and hospital administration.

Please refer to institution specific and program specific summaries for more detailed information.

*Alma B. Littles, MD*

Senior Associate Dean for Medical Education and Academic Affairs

*Joan Younger Meek, MD, MS*

Associate Dean for Graduate Medical Education

Designated Institutional Official

*Christopher P. Mulrooney, MPS, PhD*

Assistant Dean for Graduate Medical Education

June 21, 2013
TO: President Eric J. Barron
FROM: Garnett S. Stokes
DATE: August 23, 2013
SUBJECT: Changes to the Liberal Studies Curriculum

Information Item

Dr. Matthew Shaftel will provide information related to proposed changes to the liberal studies curriculum.
“Liberal Studies offers a transformative experience, helping students to become creative and productive citizens, critical consumers and culturally aware participants in a global community.”

Matthew Shaftel
University Distinguished Teaching Professor.
Liberal Studies for the 21st Century provides an educational foundation for FSU graduates to thrive intellectually and professionally and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience, helping FSU students to become:

<table>
<thead>
<tr>
<th>FSU Graduates will be:</th>
<th>STATE CORE REQUIREMENTS</th>
<th>ADDITIONAL FSU LIBERAL STUDIES</th>
<th>E-SERIES 6 hours (within any of the below areas)</th>
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<tbody>
<tr>
<td>Critical Analyzers of Quantitative and Logical Claims</td>
<td>3 hours: Math, Statistics, and Logic MAC1105, MGF1106, MGF1107, STA2023 (or courses including above as prerequisites)</td>
<td>3 hours</td>
<td>E-Series courses focus on a single broad question pertaining to humanity or the natural world. They also have a writing requirement.</td>
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<td>Clear, Creative, and Convincing Communicators; and Critical Readers</td>
<td>3 hours: English Composition and Lit ENC1101</td>
<td>3 hours ENC1102 or LS approved course</td>
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<td>Critical Appraisers of Theories and the Facts that Support Them: Social Sciences</td>
<td>3 hours: Psych., Economics, Anthro. Etc... Social Sciences: PSY X012, SYG X000, ANT X000, ECO x013, POS x041</td>
<td>3 hours HISTORY/SOCIAL SCIENCE (whichever is not represented in the statewide core)</td>
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<td>and History</td>
<td>History: US History since 1877</td>
<td>Up-to 3 hours ADDITIONAL</td>
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<td>Ethically Engaged and Socially Responsible Citizens</td>
<td>3 hours Ethics/Social Responsibility: PHIX010</td>
<td>3 hours ETHICS SR/HUMANITIES CP (whichever is not represented in the statewide core)</td>
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<td>Thoughtful Patrons of and Participants in Cultural Practices</td>
<td>Humanities/Cultural Practice: ARHX000, HUMX020, LITX100, MULX010, THEX000</td>
<td>Up-to 3 hours ADDITIONAL</td>
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<td>Critical Appraisers of Theories and the Facts that Support Them: Natural Sciences</td>
<td>3 hours BSC X005, BSC X010, CHM X020, CHM X045, PHY X020, PHY X048, PHY X053, ESC X000, EVR X001, AST x002 (or courses including above as prerequisites)</td>
<td>3-6 + lab as graduation requirement</td>
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<td>Flexible and Productive Members of Society; Independent Learners</td>
<td>SCHOLARSHIP IN PRACTICE Courses that focus on the process of scholarly or creative practice.</td>
<td>0-6 hours (may, but is not required to, double count in above areas)</td>
<td>6 Credits required for graduation, at least 3 outside of major.</td>
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Formative Experiences: (Internships, Study Abroad, etc.; Maximum 3 credits; Optional)

Culturally Conscious Participants in a Global Community: (2 courses) One cross cultural & one Western diversity course (May double count with Liberal Studies)

Oral Communication (3 hrs) | Training for public speaking.
Computer Competency (3) | Discipline-specific computer training.
Upper-Division Writing (3 hrs) | Discipline-specific, upper-level writing skills.
Sample E-Courses
ANSC225  Love Me, Hate Me, Use Me, Save Me: Our Conflicting Views of Animals
AOSC200  Weather and Climate
ASTR230  The Science and Fiction of Planetary Systems
BMGT289D  Frauds, Scams, and Thefts: What, How and Why?
BMGT289E  Entrepreneurial Thinking for Non-Business Majors: How Not to Miss Great Opportunities Your Life Throws at You
BMGT289F  Is America Destined to Fall by 2076?
BSCI126  Pollinators in Crisis
BSCI135  Amazing Green: Plants that Transformed the World
BSCI1891  Beyond Race: Human Biological Diversity
CLAS289A  Are We Rome?
CCJS325  Slavery in the Twenty-First Century: Combatting Human Trafficking
EDCI246  Good Stories: Teaching Narratives for Peace and Justice
ENGL289B  The Rites of Discovery: Science, Law, and Literature 1492-1992
ENMA289A  Bigger, Faster, Better: The Quest for Absolute Technology
ENME242  Building Products That Last: Failure is NOT an Option!
GEOI200  Earth’s Fury: Earthquakes, Volcanoes, and Tsunami
HIST289R  Pocketbook Politics: A History of American Buying and Selling
HONR289L  Honors Seminar: Biofuels: Fact or Fiction?
MUSC289I  Exploring the Power of Musical Performance in Social Engagement
PHIL209J  Philosophical Issues: The Rights and Wrongs of Killing People
PHYS105  Physics for Decision Makers: Global Energy Crisis
PLSC115  How Safe is Your Salad? The Microbiological Safety of Fresh Produce
PUAF201  Leadership for the Common Good
RELS289D  God Wills It! The Crusades in Medieval and Modern Perspective

Sample Scholarship in Practice Courses
BIOE289A  Designing a Sustainable World
BMGT289B  How Do Innovators Think?
BSCI416  Human Genetics
CMSC122  Introduction to Computer Programming via the Web
DANC200  Introduction to Dance
ENES210  Entrepreneurial Opportunity Analysis and Decision-Making in 21st C. Technology Ventures
ENGL274  Creative Writing Through The Eyes of African Americans: A Beginning Workshop
ENGL293  Writing in the Wireless World
FMSC341  Personal and Family Finance
GREK301  Scenes from Athenian Life
HONR288P  Honors Seminar: Why Do Things Burn?
MUED472  Composition for Choir
MUSC140  Music Fundamentals For Non Majors: Song-Writing
OUR2891  Information 3.0: Exploring Technological Tools
URSP289A  Livable Communities: Planning for an Aging Society
General Education Faculty Committee Final Recommendations
General Education Competencies and Core Courses
August 2013

Communication
Students will demonstrate the ability to communicate effectively.

Students will demonstrate the ability to analyze communication critically.

ENC X101 English Composition I

Humanities
Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.

Students will acquire competence in reflecting critically upon the human condition.

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

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

Students will apply appropriate mathematical and computational models and methods in problem solving.

MAC X105 College Algebra
MAC X311 Calculus I
MGF X106 Liberal Arts Mathematics I
MGF X107 Liberal Arts Mathematics II
STA X023 Statistical Methods

Any student who successfully completes a mathematics course for which one of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the mathematics core.
Natural Sciences

Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and to use the scientific method to explain the natural world.

Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

AST X002  Descriptive Astronomy
BSC X005  General Biology
BSC X010  General Biology I
BSC X085  Anatomy and Physiology I
CHM X020  Chemistry for Liberal Studies
CHM X045  General Chemistry I
ESC X000  Introduction to Earth Science
EVR X001  Introduction to Environmental Science
PHY X020  Fundamentals of Physics
PHY X048  General Physics with Calculus
PHY X053  General Physics I

Any student who successfully completes a natural science course for which one of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the natural science core.

Social Sciences

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

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

AMH X020  Introductory Survey Since 1877
ANT X000  Introduction to Anthropology
ECO X013  Principles of Macroeconomics
POS X041  American Government
PST X012  Introduction to Psychology
SYG X000  Principles of Sociology
### Reshaping the Foundation of Education at Florida State University: Liberal Studies for the 21st Century

Liberal Studies for the 21st Century provides an educational foundation for FSU graduates to thrive intellectually and professionally and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience, helping FSU students to become:

- Critical Analyzers of Quantitative and Logical Claims
- Clear, Creative, and Convincing Communicators; and Critical Readers
- Thoughtful Patrons of and Participants in Cultural Practices
- Critical Appraisers of Theories and the Facts that Support Them
- Culturally Conscious Participants in a Global Community
- Interdisciplinary and Flexible Thinkers
- Lifelong and Independent Learners

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<tr>
<th>FSU Graduates will be:</th>
<th>Course Requirements</th>
<th>Competencies</th>
<th>Exemptions/ Transfers</th>
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<tr>
<td><strong>Critical Analyzers of Quantitative and Logical Claims</strong></td>
<td>6 total credit hours: To be completed in the first two years of undergraduate study, with course work initiating in the first semester.</td>
<td>1) analyze and address problems drawn from real-world scenarios by applying appropriate mathematical, statistical, logical, and/or computational models or principles. 2) interpret and evaluate data and information as presented in a variety of modes (such as tables, graphs, and charts), using appropriate technology. They will also be able to clearly communicate a summary of their findings to peers.</td>
<td>AP/CEP/IB/AICE Credits as outlined in Statewide Articulation Agreement. Consider elimination of SAT/ACT exemption.</td>
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<td>*indicates courses from Statewide Core</td>
<td>Courses in this area must address both outlined competencies.</td>
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<td>Students must earn a C or higher.</td>
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<td>Students must receive credit for one of the following 3-credit-hour courses:</td>
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<td>MAC 1105 College Algebra*</td>
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<td>MAC X311 Calculus I*</td>
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<td>MGF 1106 Liberal Arts Mathematics I*</td>
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<td>MGF 1107 Topics in Practical Finite Mathematics*</td>
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<td>(or courses that include one of the above or STA 2023 as a prerequisite)</td>
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<td>3 remaining credit hours:</td>
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<td>Additional coursework must address the indicated competencies as approved by the Liberal-Studies Board and may include applied logic, statistics and other such computation coursework (e.g., STA 2023 Fundamental Business Statistics*).</td>
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<td><strong>Clear, Creative, and Convincing Communicators; and Critical Readers</strong></td>
<td>To be completed in the first two years of undergraduate study, with coursework initiating in the first semester. Each of these courses must meet the newly developed writing requirements and both competencies. Students must earn a C or higher.</td>
<td>1) convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience. They will understand that writing is a process involving practice, revision, and editing. 2) read, analyze, and interpret complex literature, texts, images, and graphs in a variety of media.</td>
<td>AP/CEP/IB/AICE Credits as outlined in Statewide Articulation Agreement. Consider elimination of SAT/ACT exemption.</td>
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<td>ENC 1101: Composition and Rhetoric* (3 credit hours)</td>
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<td>3 additional credit hours in written communication and reading coursework that meets both competencies one and two, as approved by the Liberal-Studies Board. The additional coursework may be at the 1000 or 2000 level.</td>
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<td>*Two E-Series Courses (see below) will fulfill the remainder of the statewide writing requirement. (formerly associated with Gordon Rule)</td>
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| Critical Appraisers of Theories and the Facts that Support Them: History and the Social Sciences | **6-9 total credit hours:**  
Students will take at least one approved course in Social Sciences and one approved course in History. Courses must address all the outlined competencies.  
**Student coursework must include one of the following 3-credit-hour courses:**  
Social Sciences:  
- PSY X012 Introduction to Psychology*  
- SYG X000 Principles of Sociology*  
- ANT X000 Introduction to Anthropology*  
- ECO X013 Macroeconomics*  
- POS X041 American Government*  
History:  
- AMH X020 US History 1877 to present*  
**3-6 remaining credit hours:**  
Additional coursework must address the indicated competencies as approved by the Liberal-Studies Board and must be drawn from the area (Social Science or History) that was not explored in the previous coursework. | 1) critically examine, interpret, and explain how personal, political, cultural, economic, and social experiences and/or structures shape the past and/or the present.  
2) gather and analyze data using social science and/or historical methodologies to evaluate causal arguments and analyze assertions, assumptions, and explanatory evidence.  
3) evaluate and employ appropriate methods and technology in the collection and analysis of data. | AP/CLEP/IB/AICE Credits as outlined in Statewide Articulation Agreement. |
| Critical Appraisers of Theories and the Facts that Support Them: Natural Sciences | **6-9 total credit hours:**  
Students must address the outlined competencies through their coursework. This may typically be achieved by completing two courses and meeting the laboratory graduation requirement.  
**Student coursework must include one of the following 3-credit-hour courses:**  
- AST X002 Descriptive Astronomy*  
- BSC X005 General Biology*  
- BSC X010 General Biology I*  
- BSC X085 Anatomy and Physiology I*  
- CHM X020 Chemistry for Liberal Studies*  
- CHM X043 General Chemistry I*  
- ESC X000 Introduction to Earth Science*  
- EVR X001 Introduction to Environmental Science*  
- PHY X020 Fundamentals of Physics*  
- PHY X048 General Physics with Calculus*  
- PHY X053 General Physics I*  
Any student who completes a natural science course for which one of the general education core course options in natural science is an Immediate prerequisite should be considered to have completed the natural science core.  
**3-6 remaining credit hours:**  
Additional coursework must address competency number one (for non-lab courses) and competency number two (for lab courses) through courses approved by the Liberal-Studies Board. | 1) **Scientific Method and Reasoning.** Students will demonstrate the ability to:  
- think critically and cogently about causal relationships with scientific reasoning.  
- assess previous experimentation and published scientific results.  
- critically examine and evaluate scientific observation, hypothesis or model construction.  
- articulate a variety of issues created by the complex interactions among science, technology, and society.  
- use scientific perspectives to evaluate contemporary problems facing society.  
2) **Science in Practice.** Students will demonstrate the ability to:  
- explain the process of scientific reasoning and apply scientific principles inside and outside of the laboratory or field setting.  
- systematically evaluate evidence for accuracy, limitations, and relevance, and identify alternative interpretations of evidence.  
- design and conduct experiments to make observations and test hypotheses, as well as to analyze and interpret data using quantitative and appropriate technological tools. | AP/CLEP/IB/AICE Credits as outlined in Statewide Articulation Agreement. |
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<tr>
<th>Thoughtful Patrons of and Participants in Cultural Practices</th>
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<td><strong>6-9 total credit hours:</strong> Students will take at least one approved course in Cultural Practice and one approved course in Ethics or Social Responsibility. Coursework must address all the outlined competencies in the relevant area (as approved by the Liberal-Studies Board).</td>
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<tr>
<th>Ethically Engaged and Socially Responsible Citizens</th>
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<tbody>
<tr>
<td><strong>Student coursework must include one of the following 3-credit-hour courses:</strong></td>
</tr>
<tr>
<td>Cultural Practice: ARH X000 Art Appreciation*</td>
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<tr>
<td>HUM X000 Introduction to Humanities*</td>
</tr>
<tr>
<td>LIT X000 Intro to Literature*</td>
</tr>
<tr>
<td>MUL X010 Intro to Music Lit/ Mus Apprec*</td>
</tr>
<tr>
<td>THE X000 Theatre Appreciation*</td>
</tr>
<tr>
<td>Ethics and Social Responsibility: PHI X010 Introduction to Philosophy*</td>
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</tbody>
</table>

| **3-6 remaining credit hours:** Additional coursework must address any remaining competencies through courses approved by the Liberal-Studies Board and must be drawn from the area (Ethics/Social Responsibility or Cultural Practice) that was not explored in the previous coursework. |

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<tr>
<th>Flexible and Productive Members of Society: Independent Learners</th>
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<tr>
<td><strong>Scholarship in Practice Signature Courses:</strong> 6-6 credit hours within Liberal Studies; 6 total credit hours for graduation</td>
</tr>
<tr>
<td>• Students must take 6 credit hours of Scholarship in Practice, with courses drawn from at least two different departments. These credits may be distributed between the upper division and Liberal Studies.</td>
</tr>
<tr>
<td>• Credit hours from Liberal-Studies Scholarship-in-Practice courses that fall within distribution areas may also be counted toward the distribution requirements.</td>
</tr>
</tbody>
</table>

**Scholarship in Practice Signature Courses:**
- Engage students in the authentic work of a particular field of study, allowing them to participate in the process of applying knowledge, critical thinking, and creative approaches to the pursuit of a tangible project or outcome.
- Offer students an opportunity to experience the work process of multiple disciplines (with at least one course outside the student's major).
- Encourage collaboration with faculty and/or peers.
- Offer units that typically fall outside of the Liberal-Studies curriculum an opportunity to share disciplinary skills with non-majors.
- Are drawn from two categories: Liberal-Studies Scholarship in Practice and Upper-Division Scholarship in Practice.
- Upper-Division Scholarship in Practice offers students an opportunity for a Capstone Project in their own field of study.
- Liberal-Studies Scholarship in Practice includes no or minimal pre-requisites (only pre-requisites within the Liberal-Studies curriculum).
- May often include formative experiences (see below).
- Are approved by the Liberal-Studies Board.

| **AP/CLEP/IB/AICE Credits as outlined in Statewide Articulation Agreement:** |
| Transfer students who have not taken a laboratory course in their previous institution will be required to complete the laboratory graduation requirement by taking a general laboratory designed for non-major transfer students. |

| **1)** Compare and interpret a variety of intellectual and/or artistic works within their cultural milieu(s). |
| **2)** Compare, interpret, and create or model cultural artifacts that function as widely varied reflections of human perspectives and/or practices. |

Students will examine views of morality and socially responsible behavior by developing and applying historically and culturally sensitive knowledge and skills to real-world ethical problems. In achieving this larger goal, students will demonstrate the ability to: |

1) Identify, comprehend, and resolve ethical problems and their ramifications in a thorough and responsible manner; and evaluate ethical positions. |
2) Recognize and evaluate the historical and/or cultural contexts that shape ethical perspectives. |
3) Articulate views on the nature of social responsibility and its importance. |

| **1)** Select, critically evaluate, and apply relevant areas of scholarship to produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course. |
| **2)** Articulate the process of producing a work, from initial plan, to critique, revision, and completion. |
**3)** Critique existing applications of scholarship in order to learn from past success and failures. |

| Transfer students with 60 or more credit hours when entering FSU will take 3 credit hours of Scholarship in Practice, typically (but not necessarily) in the Upper Division. |
**E-Series Signature Courses** (A designation for courses that also fall within the above categories)

| Interdisciplinary Thinkers, Lifelong Learners, and Team Builders | E-Series Signature Courses***
|---|---|
| ***E-Series Signature Courses*** | 6 total credit hours (to be included within the Liberal-Studies categories above)

Students will: Engage, Enquire, Explore, Evaluate, Explain, Extrapolate, Examine, Experiment, Express, Envisage

**E-Series Signature Courses:**
- engage students in broad, critical and creative thinking about contemporary problems and the enduring issues of human existence.
- are framed around a single issue or real-world problem.
- are led by tenured faculty or by members of our academic community with a demonstrated record of teaching excellence.
- include substantive work on college-level writing, with required feedback, revisions, and reevaluation (see newly developed requirements for college-level writing).
- include a diverse range of assessments, from essays, to hands-on team or individual projects, to multiple formats of paper or electronic testing.
- encourage both individual and team-based approaches to projects.
- should generally be focused on face-to-face instruction.
- include opportunities for discussion and interaction in every class meeting.
- are approved by the E-Series Board.
- have a limited lifespan, with a recommended maximum of 6 to 9 iterations.

Each E-series course will be categorized within one of the areas above and will fulfill both the E-series requirement as well as the required distribution above. While an E-series course may carry more than one area designation, students may only apply an individual course to one area.

**Optional:**

| Formative Experiences (Optional) | up to 3 credit hours

- Formative Experiences offers the students the opportunity to participate in independent studies fulfilled through internships, research, study abroad, or community-service learning.
- Students may count up to 3 credit hours of an approved outside-the-classroom learning experience towards a specified designation above.
- Approvals of Formative Experiences Credit will be addressed by the Liberal-Studies Board.

**Additional Graduation Requirements and Competencies with Cross-Departmental Reach (Approval through Liberal-Studies Board)**

| Culturally Conscious Participants in a Global Community | Prior to graduation, students will complete coursework that addresses all three competencies. This will typically be achieved through two courses:

- one course that addresses competencies one and two (Diversity in Western Experience or Y);
- one course that addresses competencies one and three (Cross-cultural studies or X).

Substantive assignment/project requirement: Every diversity course must include some form of substantive assignment, project, or essay examination (e.g., a substantive paper, a scientific experiment and lab report, a substantive speech, a report on a community project, or a written test) for which a significant portion of the final grade is awarded (minimum 25%) and that requires each individual student to demonstrate having achieved the course competencies. Regardless of the type of assessment, students must submit a draft, plan, or outline for feedback and revision before the final version is submitted for grading. Feedback may be from faculty, peers, TAs, and/or tutors.

Diversity courses may also fulfill categories and competencies listed above if so approved by the L.S. Board. Students may also address competencies through Formative Experiences (see below).

| 6 total credit hours of Scholarship in Practice is required, of which 0-6 hours may be in Liberal Studies with the remaining hours in the upper-division. | 1) recognize and analyze differences between individuals and groups of people; identify and explain the potential benefits and/or conflicts arising from human differences within the current national and/or international landscape.

2) investigate the diversity of human experience within Western culture, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.

3) examine and compare a variety of perspectives in the global community; distinguish one's own cultural patterns; and respond flexibly to multiple worldviews.

See above. | Transfer students with 60 or more credit hours when entering FSU will meet either X or Y at FSU through appropriate coursework. | See above. |
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<th>Additional Graduation Requirements and Competencies Addressed in the Major (Approval through Undergraduate Policy Committee)</th>
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<td><strong>Clear, Creative, and Convincing Communicators</strong></td>
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<td><strong>Oral Communication Competency:</strong> must be completed either by taking approved coursework outside or within a student's major, or through a demonstration of prior competency, as articulated by the current guidelines. <em>(3 credit hours or equivalent coursework as demonstrated by individual departments)</em></td>
</tr>
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<td><strong>Upper-Division Writing Competency:</strong> skill in professional writing is critical to the long-term success of all FSU graduates. As such, all students will be required to demonstrate competency in professional writing by taking upper-division coursework that includes a substantial writing component. Multiple opportunities for feedback and revision are required. This coursework may be completed outside or within a student's major course of study, but all such coursework will be approved by the Liberal-Studies Board and may be supported by the University Writing Center, which will provide support for undergraduate tutors assigned and trained to work with students in specific courses. <em>(3 credit hours or equivalent coursework as demonstrated by individual departments)</em></td>
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<td><strong>Computer Competency (Discipline-Specific)</strong></td>
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<td>Competence in the use of computers is exhibited in different ways in different disciplines. Underlying each degree program is the need to demonstrate mastery of computer use in that discipline. In recognition of this skill diversity, a department or school is given the option of proposing a course to satisfy this requirement for its graduates or departments and schools may elect to have their majors pursue computer competency in courses taught in other departments or schools.</td>
</tr>
<tr>
<td><strong>Oral Communication Competency:</strong> generate, develop, organize, and convey original ideas orally, using language, presentation skills, and/or other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to different audiences and specific communication situations.</td>
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<tr>
<td><strong>Upper-Division Writing Competency:</strong> convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience. They will understand that writing is a process involving practice, revision, and editing.</td>
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<tr>
<td>Upon completion of the Computer Competency Requirement, one to four credit hours in one or more of the approved courses, students will demonstrate competent use of a discipline-useful software package including performing related functions using the Web/Internet.</td>
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**Definition of College-Level Writing for Written Communication and E-Series Requirements:**

Students are required to demonstrate college-level English skills through multiple assignments. For the purposes of this requirement, college-level writing is defined as writing that requires time for reflection and revision, includes a clearly defined central idea or thesis, provides adequate support for that idea, uses clear and logical organization, adheres to the conventions of standard written English, and is formatted or presented in an appropriate way to the discipline within which it is being taught. Courses that are approved for this requirement must:

- include at least one course objective that specifies satisfactory college-level writing as a measurable learning outcome.
- integrate explicit writing instruction as part of the course content and as a significant, recurring activity.
- allow practice writing in a variety of course-appropriate modes and settings.
- provide a detailed rubric for the grading of the writing components.
- provide multiple writing opportunities: at least two substantial assignments (c. 3000 words for Written Communication; c. 1500 words for E-Series) or four shorter assignments (c. 750 words for Written Communication; c. 750 words for E-Series).
- provide feedback to students on their writing so that they may improve their performance.
- provide opportunities for revision.

**E-Series and Liberal-Studies Boards (Course-Review Process):**

- All course proposals will be submitted for review through a new, streamlined online course approval system once departmental approvals (or the equivalent) are received.

  - The E-Series board is made up of leading faculty in their disciplines. The board is tasked with the oversight of FSU's signature series of coursework, developing learning outcomes, and reviewing course proposals within a specified Liberal-Studies distribution area. The review process will follow a typical peer-evaluation model with a minimum of 3 reviewers.

  - Liberal-Studies Board: this ad hoc committee is tasked with the oversight of the Liberal-Studies implementation process, the development of disciplinary-specific learning outcomes, the re-review of Liberal-Studies courses, and the review of new Liberal-Studies course proposals within specified disciplinary areas. In addition, this committee develops learning outcomes for Scholarship-in-Practice coursework, and will review proposals for courses that meet this requirement. The review process will follow a typical peer-evaluation model with a minimum of 3 reviewers.
TO: President Eric J. Barron
FROM: Garnett S. Stokes
DATE: August 23, 2013
SUBJECT: Southern Association of Colleges and Schools (SACS) Reaffirmation Update Information Item

Dr. Robert Bradley will provide a brief update to the Academic Affairs committee on the SACS Reaffirmation. A more complete briefing will be provided at the full Board meeting.
SACS Reaffirmation

Robert B. Bradley

September 2013
A more complete briefing will be provided to the full Board of Trustees meeting
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Off-Site Peer Review

Twelve Member Committee lead by Provost Bert Bach, East Tennessee State University

SACS Staff Leader – Dr. Cheryl D. Cardell, Vice President, SACSCOC

Other members include, but not limited to: Provost, Dean of Libraries, Assistant Vice Chancellor for Student Life, Vice Presidents for Finance (two), Chancellor of Medical School, Faculty Member, and Dean
On-Campus Visit

1. Team will be lead by:
   Dr. David R. Hager Sr., Chair, Emeritus Professor of Higher Education and International Studies
   Old Dominion University

2. SACS Staff leader will be:
   Dr. Charles A. Taylor
   Vice President, SACSCOC

3. Other Team members:
Board of Trustees Role

- Expectation that the On-Site Committee will be able to meet with the President and one or more Board members during their visit March 25 – 27, 2014

- It is anticipated that the university administration will want to brief the Board members in February 2014 on:
  - Visit Particulars and Protocols
  - Focused response to the Off-site team comments
  - University QEP
A more complete briefing will be provided to the full Board of Trustees meeting
### SACS Decennial Reaffirmation

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  – Focused response to the Off-site team comments
  – University QEP
TO: President Eric J. Barron
FROM: Garnett S. Stokes
DATE: August 23, 2013
SUBJECT: Academic Affairs Update
Information Item

Dr. Garnett Stokes will provide an update on recent activities within the Division of Academic Affairs.