

## Attributes of General Education as now required at the University of Florida

### 1. Structure:

A. Large number and variety of courses for students to choose from:

	<b>Portfolio</b>	<b>Course Offered Fall 08</b>	<b>Section # Fall 08</b>
B	80	57	257
P	78	58	450
C	28	23	256
H	425	190	456
M	44	35	357
S	140	87	301
D	37	21	109
N	315	130	307

B. No University specification of curricular content outside of category requirements. Some specifications and recommendations at the College level.

For Example:

WCBA -9 Social science hours part of major curriculum.

C. No necessary commonality across students beyond category requirements.

### 2. Source:

Approximately 40% of the General Education requirements are met by transferred courses or pre-admission examination. (AP, IB).

#### **For Spring 2008 Graduates:**

61.84 % Gen Ed courses @ UF

19.84 % Transferred (CC)

18.32 % Examination (AP,IB)

### 3. Oversight

A. The General Education Committee establishes a philosophy of what constitutes the general education component for baccalaureate degrees offered by the University. It reviews, in accordance with established criteria, all courses proposed to fulfill general education and Gordon Rule requirements. It makes recommendations to the Curriculum Committee regarding the continued effectiveness of the general education program.

B. Primary responsibility for the effectiveness of this curriculum at the College level – the Dean, Chair, faculty. The final quality arbiter is the unit and faculty delivering the approved courses.

C. Currently it would appear the only active oversight is the General Education Committee whose intersession beyond moral suasion is entry review. Many of the

general education courses are service courses for the offering unit and do not receive the same oversight as the major courses.

4. Quality Assurance:

- A. General Education courses taken for credit at UF must be completed with a C grade or better to be counted towards the requirement.
- B. Quality Control rests with the offering unit and faculty. Student feedback/focus groups indicate either a lack of knowledge or disdain for the “University Curriculum”.
- C. Examples of results:
  1. Physical/ Biological Science –Among the ten most popular are Wildlife Issues (#2), Mans Food (#3), Age of Dinosaur (#9).
  2. Composition – Most often used course ENC 1101 (2/3 of Spring Graduates (07-08) took at CC or AP/IB).
  3. Humanities – Most often used course ENC 1102 (90% of Spring graduates took at CC or AP/IB).

5. Conclusion:

General Education at the University does not accomplish its intent or fulfill its purpose. Despite the dedicated efforts of a number of faculty as members of the General Education Committee, progress towards purpose has been slow. In the last few years the development of SLO’s, the requirement of minimum C grade, the restructuring of the International and Diversity categories, and the annual review of a limited number of courses has provided a motivational threshold. However, the most often used (and probably accurate) descriptors would include:

- Fragmented; No systematic relationship to purpose.
- Driven by College major programs
- Diluted by transfer and examination credit.
- Service course syndrome with limited faculty ownership