

General Education

The General Education curriculum is a unique aspect of the University's undergraduate programs. It is the only common curriculum experience for all undergraduate students. In that sense it is the "University curriculum" and although the current structure has such a wide range of choices that few students take the same set of courses, the fact is that all students must complete an acceptable set of General Education courses or approved substitutes in order to graduate.

Purpose of General Education

Common, collective knowledge about the world enables us to communicate, to make informed decisions about many aspects of our lives, and to understand and participate fully as informed citizens in local, national, and global matters.

Competency in composition, the humanities, physical and biological sciences, mathematics, and social and behavioral sciences, enables us to better understand ourselves, our neighbors, other cultures and times, and the principles governing the natural world and our universe. In General Education courses, students gain fresh perspectives, methods, and tools for understanding the traditional and newly discovered.

University Requirement: All undergraduate students (except those transferring with an AA from either a Florida public community college or a Florida public state university) are required to complete the 36-hour General Education requirement to graduate.

The University's General Education program requires courses in the following areas:

<u>Areas</u>	<u>Credits</u>
Composition (C)	3
Humanities (H)	9
Mathematics (M)	*6
Physical (P) and Biological (B) Sciences	9
Social and Behavioral Sciences (S)	9
Total Credit Requirements:	36

International (N) & Diversity (D)

3 credits in each taken in conjunction with C, H, S, P, or B

* Three (3) of the six (6) must be approved mathematics courses.

- Some majors require or recommend specific gen ed courses.
- Students who entered UF prior to [Summer B 2007](#) and/or whose catalog year is not 2007-08: Current students who have **not** already completed six hours of "I" - international/diversity credits can do so now by taking "D" and "N" courses. New students, beginning with Summer B 2007, must take three hours each of "D" and "N" courses.
- The required credits for the humanities (H), social and behavioral sciences (S), and physical (P) and biological (B) sciences categories are flexible. Many colleges permit students to vary these 27 credits as long as there are no fewer than six credits in any of the three categories. For instance, students can take nine credits in each category

(9–9–9) **or** they can take six credits in one category, nine in the second and twelve in the third (6–9–12). Consult an academic adviser for colleges, like LAS, that limit this flexibility, or refer to the requirements for the major.

- A grade of C or better is required to earn gen ed credit. Gen ed courses cannot be taken S-U.
- Certain classes are approved to count for multiple gen ed categories; for example, the same class may count as "C" or "H". Students can count a gen ed class toward one gen ed category only, except for "D" and "N" credits, which must be earned concurrently with another category.
- Students must take at least three hours of approved mathematics courses; the other three credits can be from approved courses outside the math department, such as statistics and computer science courses.
- Study abroad courses can fulfill international credit, in addition to fulfilling credit in other categories. Study abroad must be approved in advance by an academic adviser and the UF International Center.

Descriptions:

Composition (C)

Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

Diversity (D)

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups and impact U. S. society. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Humanities (H)

Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. The courses focus on the history, theory and methodologies used within that discipline, enabling you to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

International (N)

International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location and socioeconomic factors affect these cultures. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.

Mathematical (M)

Courses in mathematics provide instruction in computational strategies in at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry, inductive and deductive reasoning, and applying these concepts to solving problems. These courses include reasoning in abstract mathematical systems, formulating mathematical models and

arguments, using mathematical models to solve problems and applying mathematical concepts effectively to real-world situations.

Physical (P) and Biological Sciences (B)

The physical and biological sciences provide instruction in the basic concepts, theories and terms of the scientific method. Courses focus on major scientific developments and their impacts on society, science and the environment. You will formulate empirically-testable hypotheses derived from the study of physical process and living things and you will apply logical reasoning skills through scientific criticism and argument.

Social & Behavioral Sciences (S)

The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of your choice. These courses focus on the history, underlying theory and / or methodologies used in that discipline. You will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes.

Student Learning Outcomes: Content & Skills			
Category	Content	Critical Thinking	Communication
Composition	<p>Demonstrate forms of effective writing (proposals, resumes, cover letters, reports, case studies, analyses, arguments, research papers).</p> <p>Learn different writing styles, approaches and formats and successfully adapt your writing to different audiences, purposes and contexts.</p> <p>Revise and edit your own writing and the writing of others effectively.</p>	<p>Organize complex arguments in writing, using thesis statements, claims and evidence.</p> <p>Employ logic in arguments and analyze your writing and the writing of others for errors in logic.</p>	<p>Write clearly and concisely consistent with the conventions of standard written English. Use thesis sentences, claims, evidence and logic in arguments.</p>
Mathematics	<p>Employ computational strategies in fundamental mathematics, including at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry and inductive and deductive reasoning.</p>	<p>Reason in abstract mathematical systems and use mathematical models to solve problems.</p> <p>Apply mathematical concepts effectively to real-world situations.</p>	<p>Formulate mathematical models and arguments.</p> <p>Communicate mathematical solutions clearly and effectively using oral, written and/or graphic forms.</p>
Diversity	<p>Know the roles of social structure and status of different groups within the</p>	<p>Analyze and evaluate their own cultural norms and values in relation to</p>	<p>The diversity designation is always in conjunction with another category;</p>

	United States.	those of other cultures. Identify, evaluate and compare their own social status, opportunities, and constraints with those of other persons and groups.	Communication outcomes are listed in those categories.
International	Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. Know the roles of geographic location and socioeconomic factors on the lives of citizens in other countries.	Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries.	The international designation is always in conjunction with another category; Communication outcomes are listed in those categories.
Humanities { In at least (1) humanities discipline. }	Know the history, underlying theory and methodologies used within the discipline studied.	Identify and analyze key elements, biases and influences that shape thought within the discipline. Approach issues and problems within the discipline from multiple perspectives.	Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the discipline, individually and/or in groups.
Physical and Biological Sciences { In at least (1) physical or biological science discipline. }	Know the basic concepts, theories and terminology of natural science and the scientific method within that discipline. Know the major scientific developments within that discipline and the impacts on society and the environment. Know relevant processes that govern biological and physical systems within that discipline.	Formulate empirically-testable hypotheses derived from the study of physical processes and living things within that discipline. Apply logical reasoning skills effectively through scientific criticism and argument within that discipline. Apply techniques of discovery and critical thinking effectively to solve experiments and to evaluate outcomes	Communicate scientific findings clearly and effectively using oral, written and/or graphic forms. Write effectively in several forms, such as research papers and laboratory reports.
Social and Behavioral	Know key themes, principles, and terminology within that	Apply formal and informal	Communicate knowledge, thoughts and reasoning

Sciences { In at least (1) social or behavioral science discipline. }	discipline. Know the history, theory and/or methodologies used within that discipline. Identify, describe and explain social institutions, structures and processes within that discipline.	qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	clearly and effectively in forms appropriate to the discipline, individually and in groups.
--	---	--	---

General Education Syllabus Requirements

Requests for General Education Classifications

The General Education Committee carefully reviews course syllabi to determine the appropriateness of the requested General Education classification(s). To ensure a timely review, each syllabus for a new or existing General Education course must include the following five items:

1. the general education objectives of the course
2. the assigned General Education Student Learning Outcomes
http://www.cba.ufl.edu/gened/docs/GenEd_SLO.pdf
3. other relevant SLOs the instructor wishes to include
4. lists indicating (a) required and (b) optional texts
5. a weekly course schedule (e.g. topics, assigned readings, other assignments, due dates), with sufficient detail that the General Education Committee may determine the appropriateness of the General Education classification requested.
<http://www.cba.ufl.edu/gened/genedinfo.asp>

Additionally, students should be able to readily determine from the syllabus how the general education objectives will be accomplished.