

Proposed Revisions to International/Diversity Objectives, Student Learning Outcomes and Syllabus Policy

December 1, 2017

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1. **Current Gen Ed Preamble:**

No change, included for context

The General Education Program (Gen Ed) supports the mission of the University of Florida by providing undergraduate students with common collective knowledge about the world in which they live. The curriculum enables students to think creatively, reason critically, communicate effectively, and make informed decisions that affect all aspects of their lives.

Through general education courses, students gain fresh perspectives and discover new approaches to intellectual inquiry that promote understanding of both the traditional and the newly discovered. To achieve these outcomes, the general education curriculum encompasses a breadth of knowledge in composition, diversity studies, humanities, international studies, mathematics, biological, physical, and social and behavioral sciences.

Ultimately, competence in these areas enables students to better understand themselves, their neighbors, other cultures and times, and the principles governing the natural world and the universe; and to participate fully and responsibly as informed citizens in local, national, and global matters. The general education curriculum is organized around eight major subject areas: biological sciences, composition, diversity studies, humanities, international studies, mathematics, physical sciences, and social and behavioral sciences.

2. **Subject Area Objectives:**

Current International Objectives:

International (N) - this designation is always in conjunction with another program area

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

Proposed International Objectives:

International (N) - this designation is always in conjunction with another program area

International courses promote the development of students' global and intercultural awareness. Students examine the ~~cultural, economic, geographic, historical, political, and/or social~~ experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

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Current Diversity Objectives:

Diversity (D) – this designation is always in conjunction with another program area

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Proposed Diversity Objectives:

Diversity (D) – this designation is always in conjunction with another program area

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to race, gender identity, class, ethnicity, religion, age, sexual orientation, (dis)abilities, and/or other human differences and their intersections. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people’s understandings of themselves and an increasingly diverse U.S. society.

3. Student Learning Outcomes

Current Subject Area Student Learning Outcomes

Subject Area	Content	Critical Thinking
Diversity (co-designation)	Identify, describe, and explain the roles of social structure and status of different groups within the United States.	Analyze and evaluate their own cultural norms and values in relation to those of other cultures. Identify, evaluate and compare their own social status, opportunities, and constraints with those of other persons and groups.
International (co-designation)	Identify, describe, and explain the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. Identify, describe, and explain the roles of geographic location and socioeconomic factors on the lives of citizens in other countries.	Analyze and evaluate their own cultural norms and values in relation to those held by citizens in other countries.

Proposed Subject Area Student Learning Outcomes

Subject Area	Content	Critical Thinking
Diversity (co-designation)	<u>Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.</u>	Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.
International (co-designation)	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected <u>contemporary world</u> .

Deleted: Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to race, gender identity, class, ethnicity, religion, age, sexual orientation, disability, and/or other human differences and their intersections.

4. Current General Education Course Syllabus Policy

Every syllabus for a general education course must fully conform to the UF syllabus policy and also include the following six items:

1. a verbatim statement of the general education objectives for the relevant subject area(s);
2. an explanation of how the general education objectives will be accomplished;
3. a verbatim statement of the General Education Student Learning Outcomes (SLOs);
4. an explanation of how each SLO will be assessed;
5. the statement "A minimum grade of C is required for general education credit."
6. a weekly course schedule (e.g., topics, assigned readings, other assignments, due dates, assessments) that includes sufficient detail for the General Education Committee to determine the appropriateness of the requested general education classification(s).

Based on our review of existing syllabi, syllabi should:

- Include Gen Ed designation(s); explain relevance of course to Gen Ed requirements; list the Gen Ed SLOs and how each will be assessed; weekly schedule of topics, readings, and assignments
- Include UF syllabus requirements: UF policies, ADA statement, etc.
- Demonstrate that a majority of course must address Diversity or International content and engagement; should be a substantial, defining feature of the course
- International/Diversity courses should have significant touchstones to relate to current world (should be comparative to current world) in order to be contemporary.
- Clearly demonstrate how self-reflection is incorporated into the course
- Syllabi must make clear connections between content and assignments and the course's Student Learning Outcomes and assessment of those outcomes. If a class is approved for more than one area of general education, the syllabus should make clear the distinct content and assignments that measure each of the course's Students Learning Outcomes and assessment of those outcomes.

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Note that syllabi distributed to students should be concise and clear; some detailed information provided for GEC review (e.g., assignments, specific assessments or rubrics) would not necessarily be part of student syllabus.

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