

## **General Education Committee Annual Report 2017-2018**

The General Education Committee is a university committee, governed by Senate Bylaw 20(A)(2)(b)4 which results in the following operational rules.

**Appointment:** The President shall appoint eight members to this committee from the majority of baccalaureate degree-granting colleges within the University, and the Senate will elect eight members from the faculty-at-large, and two no-voting student members selected by the student government (18 members).

**Chair:** The non-voting chair shall be appointed by the President or the President's designee. A co-chair who shall have the right to vote shall be elected by and from the Committee's Senate representatives.

### **Responsibilities:**

**Updated wording:** This 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 University Writing and Math requirements. It makes recommendations to the Curriculum Committee regarding the continued effectiveness of the general education program.

**Previous wording:** 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

**Term:** 3 years

**Meetings:** Monthly, and as needed.

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## A. Oversight Actions

1. Monitored and maintained the relevant curriculum inventory which consists of:

### General Education

Biological Sciences	(65 courses)
Composition	(30 courses)
Diversity	(90 courses)
Humanities	(415 courses)
International	(290 courses)
Physical Sciences	(80 courses)
Social Sciences	(195 courses)

### Writing and Math Requirement

Writing	(350 courses)
Mathematics	(70 courses)

\*Total number of courses in each General Education designation area are estimates, exact numbers will be available at future date. The University of Florida is updating its course catalog software and student tracking/administration system (2017-2018)

2. Considered ten (10) requests for General Education, Writing and Math designations. Eight (8) courses were approved, one (1) was given an extension on temporary approval, and one (1) was denied. All courses received feedback from a review subcommittee consisting of members of the GEC and a liaison.

## B. Initiatives

### 1. Policy Changes

- a. The committee revised its review process and formed a 'Review Subcommittee, in an effort to formalize the review of General Education requests, streamline the process, and address faculty feedback. The subcommittee consisted of 4-5 GEC members on a monthly rotation, with each member serving at least one time. This subcommittee reviewed courses two weeks prior to the monthly GEC meeting and provided preliminary feedback to submitters regarding General Education designation requests. This change allowed for additional time for submitters to update course requests, documents, and syllabi prior to discussion and decisions by the GEC at large.
- b. A subcommittee was formed to review and present updates to the International (N) and Diversity (D) general education designations, student learning outcomes (SLO's), and expectations of syllabi and course content.

The following items were approved:

#### i. General Education Designation Language Revisions

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

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“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.”

- 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.”

### ii. Revised Subject Area Student Learning Outcomes (SLO’s)

Subject Area	Content	Critical Thinking
<b>Diversity (co-designation)</b>	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.	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.
<b>International (co-designation)</b>	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 contemporary world.

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### **iii. Expectations of Syllabi for International & Diversity designations**

- 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.

### **2. Assessment Sub-Committee**

The subcommittee presented General Education Assessment Reports for four (4) pilot courses. These reports map how the assessments in each of the courses fit within the expected outcomes and provided a comprehensive statistical analysis of General Education assessments within the pilot courses. As a result of this work, the subcommittee recommended a change within Canvas grading and assessment from "Highest Score" to "Decaying Average". The change was approved by the committee. The Assessment subcommittee will be expanding the number of pilot courses from four (4) to eleven (11).

The subcommittee also presented updates to the Student Learning Outcomes for all General Education designations, which were approved and are now in effect. The revised wording may be found at the General Education website: <http://undergrad.aa.ufl.edu/general-education/>.

### **3. UF Quest**

The committee discussed a proposed timeline for an expansion of the UF Quest program and the inclusion of Quest courses in the General education program. The courses will begin requesting temporary general Education designations in Fall of 2018.

### **4. General Education Committee Responsibilities**

Revisions to the stated responsibilities of the General Education Committee were approved by the committee, these revisions are pending approval and awaiting further discussion by the Constitution Committee.

### **5. Recertification of Courses**

The committee did not select any courses for recertification this year.