General Education Committee Review

May 5, 2023

Approve	Conditionally Approve	Recycle
ANS 2005 - Role of Animals in Human History		
CHM 1XXX - Secrets of Alchemy		
POR 1XXX - Soccer Explains the World		
PHY 2XXX - Energy and Society		
GEO 2XXX - Living with Rising Seas		
IDS 2935: Making Sense - Understanding the World with Data and AI		

1. **Course:** ANS 2005 - Role of Animals in Human History [~~R~~][A]
   Requesting: WR 6000 (currently approved for H & N)
   Submitter: Raluca Mateescu
   Department: Animal Sciences
   Link: https://secure.aa.ufl.edu/Approval/reports/17411
   Comments:
   - Review subcommittee recommends referring course to Audit subcommittee for assistance in aligning the course with current H and N designation requirements.
   - **Required General Education Components:**
     - ~~Please include required language regarding a C or better for credit and that the course cannot be taken for S-U. Than language can be found here: https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/gen-ed-syllabus-policy/~~ The required language has been included in the syllabus (page 3 and page 9, highlighted). Email, 4/30/23.

     - ~~Description of points for grade says 180 points for Writing assignments (6*30) but lowest is dropped so there are only 150 points. Does this mean that no all writing assignments will be graded?~~ This has been corrected to 150 points (5*30). All writing assignments will be graded, the one with the lowest score will be dropped.

   - **Writing:**
     - ~~Please include a recommended Writing Style manual.~~ A writing manual has been uploaded to the Approval portal. An additional recommended writing manual is included in the Syllabus (page 3).

     - ~~Discussion posts may not count in current format as Writing word count. Please see the Writing course guidelines regarding what may be counted for Writing~~

~~credit:~~ ~~https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/~~ Discussions are not included in the writing word count.

- ~~Please list the writing assignments with exact word count, which will be counted towards the 6000 words.~~
  - ~~The essays that are described as "a min. 600 words" could cause confusion in the calculation of 6000 words for the course. Please clearly indicate the lowest word count threshold for writing assignments. These minimums must meet at least 6000 words.~~ The word count is now specified for each writing assignment (page 8 of the Syllabus).
  - 5 writing assignments (essays), 600-800 words (overall 3,000 words toward the 6000 words).
  - Paper 1: 750-950 words (750 words toward the 6000 words).
  - Paper 2: 1000-1200 words (1000 words toward the 6000 words).
  - Paper 3: 1500-1700 words (1500 words toward the 6000 words).

- ~~Please clarify if the writing rubric provided will be used for all writing assignments.~~
  - The Discussion rubric in the syllabus is used for all discussions.
  - The Writing Assignment rubric in the syllabus is specific to the first writing assignment (syllabus was modified to clarify this is just a sample rubric for Writing Assignment) – similar rubrics are used for the rest of the writing assignments with slight changes to accommodate the different content and requirements of the assignment. The complete instructions, links and rubrics to all 6 writing assignments are provided in the Approval site: "Writing assignments 1 to 6 - instructions, links, rubrics ANS2005 S2023.docx"
  - Each of the 3 papers have specific rubrics, only the rubric for Paper 1 is provided in the syllabus. The complete instructions, links and rubrics to all 3 papers are provided in the Approval site: "Papers 1 to 3 - instructions, links, rubric(1).docx"

2. **Course:** CHM 1XXX - Secrets of Alchemy [A]
   Requesting: H, WR2000, & Q1P
   Submitter: Alexander Angerhofer
   Department: Chemistry
   Link: https://secure.aa.ufl.edu/Approval/reports/17921

Comments:
- None

3. **Course:** POR 1XXX - Soccer Explains the World [~~CA~~][A]
Requesting: H, Q1P
Submitter: Quinn Hansen
Department: Spanish and Portuguese
Link: https://secure.aa.ufl.edu/Approval/reports/17751
Comments:
   - ~~Recommend course description be edited to include all the information in one paragraph in syllabus, and more robust description of course.~~
     - Updated description 5/2/23: Explore power dynamics and justice in soccer and understand how soccer exemplifies justice and power in society. Examine how soccer deals with problems of inequality such as racism, sexism, poverty, etc. and relate this to society in general. A multidisciplinary approach is followed.

4. **Course:** PHY 2XXX - Energy and Society [A]
Requesting: P, N, & Q2P
Submitter: Selman Hershfield
Department: Physics
Link: https://secure.aa.ufl.edu/Approval/reports/17706
Comments:
   - None

5. **Course:** GEO 2XXX - Living with Rising Seas [A] ~~P & Q2 [R] D~~
Requesting: P, D, & Q2P
Submitter: Katherine Serafine
Department: Geography
Link: https://secure.aa.ufl.edu/Approval/reports/17364
Comments:
   - **Subject Area Objectives:**
     - ~~Does not appear to be enough semester coverage (50% or more) of Diversity, please indicate where Diversity is included in at least 50% of the weekly schedule and assignments, lectures, readings etc.~~
       - Email, 5/1/23: Thank you for your feedback. Below I provide a brief description of the course's diversity components and quantification of the number of assignments containing Diversity. I have also attached a copy of the syllabus where the weeks in the weekly schedule which include assignments and/or readings containing Diversity are highlighted in red. These weeks are also bolded and underlined when diversity is directly

incorporated into the lecture materials for the week. This syllabus has also been updated in the Approvals system.

- The course Living with Rising Seas explains the science of sea level rise and its resulting impacts to the coastal environment during Weeks 1 – 8 and explores the impacts to infrastructure and the built environment, resources of cultural importance, potentially disproportionate impacts to socially vulnerable communities, and sustainable and equitable mitigation and adaptation approaches in Weeks 9 – 15. While not every week has diversity included explicitly in the lecture session, the weekly readings and discussions on Thursdays and additional experiences like the experiential learning component ensure that students are deeply engaged with exploring diversity as a dynamic concept related to human differences and their intersection. The students are challenged to consider how existing policies and adaptation strategies may perpetuate inequity.

- While diversity issues are addressed in depth in weeks 9 -15 (highlighted in red, bolded, and underlined in the syllabus), they are also included specifically in 12 out of the 15 weeks in the readings and during the Thursday in-class discussions. This is apparent from the weekly summaries, the annotated descriptions of each reading, and the reflection prompts in the Weekly Schedule. For example, while Week 3 is focused on the topic "How has sea level changed in the past?" the reading from the required text Rising: Dispatches from the New American Shore describes the changes due to sea level rise to Isle de Jean Charles, a historic homeland and burial ground of the Biloxi-Chitimacha-Choctaw Indians. This provides a cultural perspective from two of the Native American island residents on the changes they've experienced, their connection to the cultural identity of the place, and why they are still living in this threatened location, which is discussed in the Discussion during Thursdays class (which is devoted to a discussion of key themes from the readings).

- To directly quantify the amount of material focused on diversity in the course, there are a total of 40 assignments (12 quizzes, 11 in-class activities, 4 reflections, 13 key point submissions for discussion prep) throughout the semester. Of the 40 assignments listed above, 5/12 quizzes, 4/11 in-class activities, 9/13 key points, and 4/4 reflections directly incorporate diversity. This equates to 22/40 of the weekly assignments, over 50% of the assessments. There is also one experiential learning activity, and a final project. The experiential learning activity is a visit to the Florida Museum of Natural History's "South Florida People & Environments" exhibit on their own time. This exhibit documents how the

Calusa, the indigenous nation of south Florida, adapted to living along the coast. Students will use this experience to compare and contrast how past cultures used coastlines with contemporary coastal uses in a reflection during the semester to ensure they engage with this experiential learning experience.

- The final project is a summative assessment where students relate all of the material they learned in class by researching a specific US coastal city's resilience to sea level rise. In this project, they are guided with a powerpoint to fill out information about the physical system (e.g., geomorphologic features present, sea level rise rates, coastal hazards), human and engineered system (e.g., demographics, housing, infrastructure, flood control), and vulnerability (e.g., exposure and sensitivity of the population, what makes their populations sensitive (age, poverty, racial diversity, etc.)), how prepared the residents are for adaptation, and whether the city has a plan for adaptation. Students are then tasked with highlighting their site-specific concerns and considerations related to the social vulnerability of residents, and then developing a recommended resiliency action plan for their city to make the city more resilient to sea level rise. This assessment changed from the last submitted syllabus with an increase in class size and to an assignment I felt better reflected student learning during the semester.

6. **Course:** IDS 2935: Making Sense - Understanding the World with Data and AI[~~CA~~][A]
   Requesting: S & Q2T
   Submitter: Anthony Botelho
   Link: https://secure.aa.ufl.edu/Approval/reports/17729
   Department: School of Teaching and Learning
   Comments:
   - ~~Recommend adding point values for final project rubric.~~ We have modified the final project rubric to include point values that more closely aligns with the format of participation and assignment rubrics. Updated, 5/2/23.

   - ~~Is the midterm online and if so is it proctored?~~ The midterm is planned to be completed during class in Week 8 and will be delivered through Canvas. The midterm is designed to be open-book and open-resource, where the questions will require students to demonstrate their understanding of learning theory and AI concepts (and connections between these) for sets of given example cases that align with real-world scenarios that are introduced in the class. The inclusion of short answer questions as well as a randomized problem bank (i.e. such that students will receive random subsets of problems in a randomized order) will help to ensure individual completion

of the exam and discourage communication through online chat or other means. Language has been added to the Midterm description to clarify this format.

- Will undergraduate students without experience/knowledge of coding be disadvantaged in this course? The programming components of each lab and assignment are designed to require a minimal production of code. By using starter code and scaffolded instruction, students will be given code that they must modify or make small additions (with direct guidance as to how to do so) to produce the desired outcomes. While some of the class resources and instruction will include overviews of programming concepts to help students understand the what, why, and how the code works, greater emphasis on the labs and assignments are on interpreting the results and making connections between learning theory and AI. While students with some experience and knowledge of coding may feel encouraged to explore beyond the intended topics (i.e. we will not discourage students from doing so), the labs and assignments will not require extensive coding, promoting accessibility of the content for all students. Students will further be able to utilize these provided coding resources to complete the group project, as it is encouraged that students use one of the datasets and problem contexts introduced in the course to propose new research questions to pursue through similar analyses. Additional language has been added to the description of labs and assignments to emphasize the availability of coding resources and the minimalistic programming requirements. Email, 5/2/23