General Education Committee
2014-2015

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Miscellaneous Items
The General Education Program at the University of Florida provides instruction in common collective knowledge about the world that enables students to communicate, to make informed decisions about many aspects of their lives, to understand and to 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 students to better understand themselves, their neighbors, other cultures and times, and the principles governing the natural world and the universe. In general education courses, students gain fresh perspectives, methods, and tools for understanding the traditional and the newly-discovered.

**General Education Program Mission Statement**

- The General Education Program 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, international studies, humanities, mathematics, physical and biological sciences, 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.
Subject Area Objectives

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. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

Diversity (D)
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 relations to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups. This designation is always in conjunction with another category.

Humanities (H)
Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. These courses focus on the history, theory and methodologies used within that discipline, enabling students 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 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 counties, they will develop a cross-cultural understanding of the rest of the world. This designation is always in conjunction with another category.

Mathematics (M)
Courses in mathematics provide instruction in computational strategies in fundamental mathematics including at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry, inductive and deductive reasoning. 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, and the relevant processes that govern biological or physical systems. Students will formulate empirically-testable hypotheses derived from the study of physical process and living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Social and 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 the student’s choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. Students will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and mean by which individuals make personal and group decisions, as well as the evaluation of opinions and outcomes. Students are expected to access and analyze ethical perspectives in individual and societal decisions.
General Education Requirement

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

<table>
<thead>
<tr>
<th>Categories</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition (C)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (M)</td>
<td>6&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Humanities (H)</td>
<td>6-12&lt;sup&gt;bc&lt;/sup&gt;</td>
</tr>
<tr>
<td>Physical (P) and Biological (B) Sciences</td>
<td>6-12&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (S)</td>
<td>6-12&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>International (N)</td>
<td>*</td>
</tr>
<tr>
<td>Diversity (D)</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total Credit Requirements</strong></td>
<td>36</td>
</tr>
</tbody>
</table>

<sup>a</sup>Three (3) credits must be from a general education mathematics course with a prefix of MAC, MAP, MAS, MGF, or MHF; the other three (3) credits can be from any course that has the Mathematics (M) designation.

<sup>b</sup>Three (3) of the Humanities credits must be from the course HUM 2305 What is the Good Life?; this course must be taken at the University of Florida.

<sup>c</sup>The total credits from the humanities (H), social and behavioral sciences (S), and physical (P) and biological (B) sciences categories must equal twenty seven (27), with a minimum of six (6) from each category. That is, the distribution across these categories must be either nine credits in each category (9-9-9) or six in one, nine in another and twelve in the other (6-9-12) category. Please consult an academic adviser in your college to determine the distribution required for your major.

* Some C, M, H, P, B and S General Education courses carry the Diversity (D) or International (N) designation. The latter can only be assigned to courses with the former designations. The General Education Program requires the completion of two (2) three-credit (3) courses, one with Diversity (D), and the other with the International (N) designation.

**Note:**
- A minimum grade of C or better is required to earn general education credit. Therefore S/U courses cannot be taken to get General Education credit.
- Certain courses are approved to count for multiple general education categories; for example, the same course may count as "C" or "H". However students can count a general education course toward one category only, except for "D" and "N" credits, which must be earned concurrently with another category. For example, a course designated as “H, D” can count towards both the “H” and “D” requirements. Some majors require or recommend specific general education courses.
UF Writing Requirement

The University of Florida requires that all students complete the Writing and Math requirements described below. Students must earn a grade of C or higher in courses taken to fulfill the Writing and Math Requirement. Such courses may not be taken S-U.

To graduate, students must complete courses that involve substantial writing for a total of 24,000 words. Courses that count toward this requirement will be in one of three categories:

E2: Coursework with at least 2,000 words;
E4: Coursework with at least 4,000 words;
E6: Coursework with at least 6,000 words.

1. The student must write a minimum of 2,000 - 6,000 words in the course (one double spaced, typed page in 12 point type is 300 words). The level of certification depends on the number of words.
2. This written work must be evaluated on the effectiveness, organization, clarity, and coherence of the writing as well as the grammar, punctuation and usage of standard written English.
3. The student must be provided feedback on the written work submitted.
4. Teamwork or writing done by a group or team, class notes, in-class essay examinations, and term papers submitted too late in the semester to be returned to students in class cannot be used to meet the minimum word requirement. Drafts cannot be counted separately from final drafts as part of the total number of words completed during the course.

Note:
- Effective Summer A/C 2009, an additional grading component has been added to successfully complete and receive word credit for courses that meet the university writing requirement (formerly Gordon Rule). Course grades now will have two components. Professors will indicate whether or not students met the writing requirement AND will assign a course grade. Therefore, to receive writing credit students must receive a grade of C or higher AND satisfactory completion of the writing component. It is possible not to meet the writing requirement and still pass the class. Students should review their degree audits after receiving their grades to verify receipt of credit for the writing component.
- Writing requirement credit can only be obtained once for a course. Once a student receives an S for satisfactorily meeting the writing requirement of a course the student cannot repeat the course in order to receive more writing requirement credit.

Finding Appropriate Courses
The Schedule of Courses lists the General Education courses offered in a specific term. Courses that meet the Writing Requirement are indicated by the code WR in the GE column.
Credit by Examination

Award of Incoming Credits

- Credit will be awarded only once for the same subject, whether from credit by examination, dual enrollment, transfer credit or UF course credit.
- UF course credit takes precedence over all other forms of credit for the same course.
- Credit awarded for acceptable dual enrollment or transfer courses takes precedence over credit by examination.
- If duplicate credit exists among AICE, AP, CLEP or IB, the exam yielding the most credit will be awarded.

Guidelines for credit awarded by AICE, AP, CLEP or IB examination programs:

- A maximum of 45 semester hours may be granted by combining AICE, AP, CLEP and IB credit.
- Students beginning in the fall or spring term must have taken the exams (AICE, AP, CLEP and IB) and have their scores reported to the university before the end of their first term of enrollment at UF.
- Students who begin in the Summer A term must have taken the exam(s) and had their scores reported to the university before the end of their first Summer B/C term.
- Students who begin in the Summer B term must have taken the exam(s) and had their scores reported to the university before the end of their first fall term.
- If you submit appropriate scores, UF will grant credit for the UF course(s) that most closely match the content of the exam. Your transcript will reflect the course(s) with grades of P (for Pass). P grades will not be calculated into your GPA.
- Equivalent courses earned by examination generally fulfill the same requirements that the UF course fulfills.
Exam Credit Information

AICE Exam Credit Information
Students completing approved AICE examinations with scores of A-E will earn UF credit.

Scores of E or higher on AICE French, German, Latin and Spanish examinations fulfill the foreign language proficiency requirement for the College of Liberal Arts and Sciences, the College of Journalism and Communications and B.A. programs in the College of Fine Arts.

AP Exam Credit Information
Students completing approved AP examinations with scores of three or higher will earn UF credit.

Scores of three or higher on AP Chinese, French, German, Italian, Japanese, Latin, Russian and Spanish examinations fulfill the foreign language proficiency requirement for the College of Liberal Arts and Sciences, the College of Journalism and Communications, and B.A. programs in the College of Fine Arts.

CLEP Exam Credit Information
CLEP examinations cover material that is taught in introductory-level courses at many colleges and universities.

IB Exam Credit Information
Students entering UF Summer B 2006 and after: You will receive credit for scores of 4 or higher on both higher-level and standard-level examinations.

Scores of 4 or higher on IB French B, German B, Classical Latin and Spanish B examinations fulfill the foreign language proficiency requirement for the College of Liberal Arts and Sciences, the College of Journalism and Communications, and B.A. programs in the College of Fine Arts, regardless of whether you earned the IB diploma.
Statewide General Education Core Project

Florida Department of Education General Education Core Course Options:

The State of Florida Statute 1007.25 regarding General Education was revised in 2012 and again in 2013 to “improve articulation and reduce excess hours” for students entering the State University System (SUS) and Florida College System (FCS). Information on the statute, implementation process and decisions made is posted on the official website at http://www.fldoe.org/articulation/hb7135gep.asp.

The Board of Governors and Department of Education have established a process for determining the final list of core courses. The process is being directed (under guidance from the BoG and DoE) by a Steering Committee consisting of representatives from five SUS and five FCS institutions. In addition, five Faculty Committees were formed that made recommendations of the specific courses to be included in the core.

The bill revisions apply to students initially entering the SUS or FCS in the 2015-2016 academic year and thereafter (note that the earlier revision of the bill would have had a 2014-2015 start date). The bill in its current form requires that 15 of the 36 general education credits for all SUS and FCS students be chosen from a determined set of 23 courses (the General Education Core) in five categories. All SUS and FCS institutions must accept these courses for transfer credit, but no institution must offer all courses.
The current list UF courses meeting the Statewide Education Core Requirements:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>State Num.</th>
<th>State Course Name</th>
<th>UF Num.</th>
<th>UF Course Name</th>
<th>GE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>ENC X101</td>
<td>English Composition I</td>
<td>ENC 1101</td>
<td>Expository &amp; Argumentative Writing</td>
<td>C, WR</td>
</tr>
<tr>
<td>Humanities</td>
<td>ARH X000</td>
<td>Art Appreciation</td>
<td>ARH 2000</td>
<td>Art Appreciation</td>
<td>H, D</td>
</tr>
<tr>
<td>Humanities</td>
<td>PHI X010</td>
<td>Intro. to Philosophy</td>
<td>PHI 2010</td>
<td>Intro. to Philosophy</td>
<td>H, WR</td>
</tr>
<tr>
<td>Humanities</td>
<td>MUL X010</td>
<td>Music Lit./Music Appreciation</td>
<td>MUL 2010</td>
<td>Intro. to Music Literature</td>
<td>H, N, WR</td>
</tr>
<tr>
<td>Humanities</td>
<td>LIT X000</td>
<td>Intro. to Literature</td>
<td>LIT 2000</td>
<td>Intro. To Literature</td>
<td>H</td>
</tr>
<tr>
<td>Humanities</td>
<td>THE X000</td>
<td>Theatre Appreciation</td>
<td>THE 2000</td>
<td>Theatre Appreciation</td>
<td>D, H</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MGF X106</td>
<td>Liberal Arts Mathematics I</td>
<td>MGF 1106</td>
<td>Liberal Arts Mathematics 1</td>
<td>M</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MGF X107</td>
<td>Liberal Arts Mathematics II</td>
<td>MGF 1107</td>
<td>Liberal Arts Mathematics 2</td>
<td>M</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAC X105</td>
<td>College Algebra</td>
<td>MAC 1105</td>
<td>Basic College Algebra</td>
<td>M</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAC X140</td>
<td>Precalculus Algebra</td>
<td>MAC 1140</td>
<td>Precalculus Algebra</td>
<td>M</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAC X147</td>
<td>Precalculus Algebra/Trig.</td>
<td>MAC 1147</td>
<td>Precalculus: Algebra &amp; Trigonometry</td>
<td>M</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAC X311</td>
<td>Calculus 1</td>
<td>MAC 2311</td>
<td>Analytic Geometry &amp; Calculus 1</td>
<td>M</td>
</tr>
<tr>
<td>Mathematics</td>
<td>STA X023</td>
<td>Statistical Methods</td>
<td>STA 2023</td>
<td>Intro. to Statistics 1</td>
<td>M</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BSC X005</td>
<td>General Biology</td>
<td>BSC 2005</td>
<td>Biological Science</td>
<td>B</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BSC X010</td>
<td>General Biology 1</td>
<td>BSC 2010</td>
<td>Integrated Principles of Biology 1</td>
<td>B</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>CHM X020</td>
<td>Chemistry for Liberal Studies</td>
<td>CHM1020</td>
<td>Chemistry for the Liberal Arts</td>
<td>P</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>CHM X045</td>
<td>General Chemistry 1</td>
<td>CHM 2045</td>
<td>General Chemistry 1</td>
<td>P</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>ESC X000</td>
<td>Intro. to Earth Science</td>
<td>ESC 1000</td>
<td>Intro. to Earth Science</td>
<td>P</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>AST X002</td>
<td>Astronomy</td>
<td>AST 1002</td>
<td>Discovering the Universe</td>
<td>P</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHY X020</td>
<td>Fundamentals of Physics</td>
<td>PHY 2020</td>
<td>Intro. to Principles of Physics</td>
<td>P</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHY X048</td>
<td>Gen. Physics with Calculus 1</td>
<td>PHY 2048</td>
<td>Physics with Calculus 1</td>
<td>P</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHY X053</td>
<td>General Physics 1</td>
<td>PHY 2053</td>
<td>Physics 1</td>
<td>P</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSY X012</td>
<td>Intro. to Psychology</td>
<td>PSY 2012</td>
<td>General Psychology</td>
<td>S</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>SYG X000</td>
<td>Principles of Sociology</td>
<td>SYG 2000</td>
<td>Principles of Sociology</td>
<td>S</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ANT X000</td>
<td>Intro. to Anthropology</td>
<td>ANT 2000</td>
<td>General Anthropology</td>
<td>S</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>POS X041</td>
<td>American Government</td>
<td>POS 2041</td>
<td>American Federal Gov.</td>
<td>S</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>AMH X020</td>
<td>Introductory Survey Since 1877</td>
<td>AMH 2020</td>
<td>United States Since 1877</td>
<td>S</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ECO X013</td>
<td>Principles of Macroeconomics</td>
<td>ECO 2013</td>
<td>Principles of Macroeconomics</td>
<td>S</td>
</tr>
</tbody>
</table>
The University of Florida General Education Program includes approximately 500 undergraduate courses in the program areas of composition, humanities, mathematics, biological science, physical science, and social and behavioral science, with many of these courses also having an international or diversity focus. Approximately 400 general education courses are offered in a typical fall or spring semester.

Existing general education courses are periodically evaluated for recertification, and new courses are rigorously reviewed for adherence to the policies established by the University of Florida, the General Education Committee and the University Curriculum Committee.

A list of current courses can be found here: http://www.registrar.ufl.edu/soc/201308/gened.html
New Course Approvals

Developing a New Course and Preparing the Syllabus

**General Education Courses:** When developing a general education course and when preparing or revising a syllabus for a general education course, review the general education information, the program area objectives, the general education syllabus policy and UF syllabus policy, and the general education student learning outcomes and rubrics.

**Writing Requirement Courses:** When developing a writing requirement course, review the writing requirement information, the program area objectives (if applicable), the writing requirement syllabus policy and UF syllabus policy, the guidelines for UF writing requirement courses, and the sample writing assessment rubric.

Initiating the Approval Process for a New Course
The General Education Committee reviews all applications for General Education, and Writing Requirement courses.

To initiate the course approval process, complete the General Education and Writing Requirements Application on the UF Approval site and follow the instructions for submission on that site.

Specific Notes about the Approval Process:
- Applications submitted less than **two weeks** prior the next scheduled meeting will be considered at the subsequent scheduled meeting.
- Course approvals are valid for all future semesters up to the semester when the course is scheduled for review, unless the course is a rotating topics course; rotating topics courses may only be considered for a one-time approval for a specific semester in the future.
- Approval for Writing Requirement (E2, E4, E6) is awarded to the course.
- New courses may be reviewed by the General Education Committee prior to receiving a permanent course number when documentation of approval from the University Curriculum Committee is submitted with the application.
- The syllabus must be in English (including foreign language courses).
UF Policy on Course Syllabi

To facilitate clear communication about courses between students and faculty, the University of Florida has adopted this policy requiring departments and course instructors to make available for free for each course, a syllabus containing specific information about the structure of the course. Instructors also must submit copies of course syllabi to the departmental office to document compliance with this syllabus policy.

Please note this policy is not course-content oriented. What individual instructors deem important as technical information in their courses and syllabi is a matter of academic freedom and best determined by that instructor. This university policy relates only to information that must appear in common in all course syllabi, independent of course level or discipline.

A. All UF course syllabi must contain:

1. Course title, instructor’s contact information including office location, telephone number, and email address; TA contact information if applicable
2. Office hours for the instructor (and TA if applicable) during which students may meet with the instructor(s)
3. Course objectives and/or goals
4. A weekly course schedule of topics and assignments
5. Methods by which students will be evaluated and their grade determined
6. A statement related to class attendance, make-up exams and other work such as: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.
7. A statement related to accommodations for students with disabilities such as: Students with disabilities requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
8. A list of all required and recommended textbooks
9. Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
10. A statement informing students of the online course evaluation process such as: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
B. The following content is suggested:

1. Critical dates for exams or other work
2. Class demeanor expected by the professor (late to class, cell phones, etc.)
3. The university’s honesty policy regarding cheating, plagiarism, etc.
   Suggested wording: *UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([http://www.dso.ufl.edu/sscr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sscr/process/student-conduct-honor-code/)] specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*
4. Contact information for the Counseling and Wellness Center:
   ![http://www.counseling.ufl.edu/cwc/Default.aspx; 392-1575](http://www.counseling.ufl.edu/cwc/Default.aspx; 392-1575)
5. Contact information for the University Police Department:
   392-1111 or 9-1-1 for emergencies.

C. Additional Information:

Instructors are reminded that any use of students as subjects in research projects **MUST** receive clearance from the "human subjects" board **PRIOR** to beginning the project. This policy also includes any survey research or research done by undergraduate or graduate students for class assignments.

The syllabi for all courses and sections offered each semester must be posted on publicly accessible websites. A college may choose to meet this requirement by posting all its syllabi on a single site or on the web pages of individual departments. Syllabi must be posted at least three days prior to the first day of classes and must be retained on this site for at least three complete semesters (counting summer as a single semester).
General Education Course Syllabus Policy

General Education Syllabus Requirements
Every syllabus for a general education course must fully conform to the UF syllabus policy and also include the following five items:
1. a verbatim statement of the general education objectives for the relevant program areas;
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 the SLOs will be assessed;
5. 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).

Writing Requirement Syllabus Policy

Every syllabus for a course meeting the writing requirement must fully conform to the UF syllabus policy and also include the following exact statements:
- "The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Following this statement, the syllabus must include the following:
- a statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization;
- assignment word counts and submission deadlines;
- a writing assessment rubric or detailed explanation of the evaluation criteria for written documents;
- information on, or a link to, the university’s Writing Studio;
- a recommendation of a writing or style manual.

Additionally, the syllabus must clearly show that the course meets the writing requirement to
- evaluate [2,000/4,000/6,000] written words in assignments during the semester,
- provide all feedback on assignments prior to the last class meeting.

Inclusion of the following syllabus item is strongly encouraged:
- recommended website(s) for writing support.

As noted in the Writing Requirement Course Guidelines, the following types of writing assignments CANNOT be used to meet the writing requirement: teamwork; exam essay questions; take-home exams; and informal, ungraded writing assignments.
Writing Requirement Course Guidelines

Writing Requirement Objectives
Written assignments that count toward the University of Florida Writing Requirement should contain extended analysis and develop original, sophisticated ideas, not merely present hastily written or cursory thoughts. UF Writing Requirement assignments should include such elements as well-crafted paragraphs, a thesis or hypothesis, a persuasive organizational structure (e.g., introduction, body, conclusion; introduction, methods, results, discussion), well-supported claims, and appropriate and effective stylistic elements.

Procedures for Returning Graded Assignments
- Assignments must be returned to students with a grade and comments that address the student’s writing skills. Consequently, final writing assignments should be handed in before the last week of class to enable students to access feedback readily and meet with the instructor.
- The final paper may be submitted in the last week of class only if a student’s earlier draft has been returned with instructor feedback. However, the instructor should then facilitate meetings with the students so that they may benefit from discussion of the grade and evaluation.
- If papers are not returned by the last day of class, then comments must be returned electronically. In the case of electronic courses, the evaluation may be given after classes end but before the final grade is submitted.

Criteria for Graded Assignments
- **Bibliographies:** Extended annotated bibliographies may contribute to the word count if they evidence critical thinking and in-depth analysis. However, they may not be counted if they are simply bibliographies written for a paper or as an exercise to teach a specific disciplinary style, e.g., APA, MLA.
- **Brochures:** Brochures may not be counted if the assignment is mainly a design and layout exercise, using written information verbatim from another assignment or part of a paper. However, if the brochure is an independent assignment requiring separate research and writing, it may count for the Writing Requirement.
- **Drafts:** Drafts of papers and essays cannot be counted for the Writing Requirement. In addition, initial ideas expressed in pre-writing exercises, such as topic statements, free-writing, clustering, mind-mapping, outlining, may not count.
- **Extended writing projects:** Separate but related documents in an extended writing product (such as proposals, brochures, poster boards, progress reports) may contribute to the word count if they are not merely integrated verbatim into the final writing product.
- **In-class writing assignments, quizzes, class notes, in-class essay examinations:** may not be counted.
- **Journals, blogs, and reflection or reaction assignments:** May not be counted if they approximate free writing and lack organization, critical thinking focus, and integration of ideas into the disciplinary context.
- **Peer reviews:** While peer reviewing is a recognized and valuable editing skill, and instructors may evaluate such activities as part of the final class grade, peer reviews may not count towards the Writing Requirement word count.
- **Poster sessions:** Posters may not be counted if the information on the poster is merely copied from another document. However, if the poster presents new information specifically created for the poster, focused on a particular audience, purpose and context, and contains well-crafted sections of writing, then the poster may count for the Writing Requirement.
- **Team writing assignments:** Team-written documents may *not* be counted for credit unless clear individual sections are identified for grading, such that individual students’ writing may be evaluated and graded.
## Sample Writing Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>SATISFACTORY (Y)</th>
<th>UNSATISFACTORY (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>Papers exhibit at least some evidence of ideas that respond to the topic with</td>
<td>Papers either include a central idea(s) that is unclear or off-topic or provide</td>
</tr>
<tr>
<td></td>
<td>complexity, critically evaluating and synthesizing sources, and provide at</td>
<td>only minimal or inadequate discussion of ideas. Papers may also lack</td>
</tr>
<tr>
<td></td>
<td>least an adequate discussion with basic understanding of sources.</td>
<td>sufficient or appropriate sources.</td>
</tr>
<tr>
<td>**ORGANIZATION AND</td>
<td>Documents and paragraphs exhibit at least some identifiable structure for topics,</td>
<td>Documents and paragraphs lack clearly identifiable organization, may lack any</td>
</tr>
<tr>
<td>COHERENCE**</td>
<td>including a clear thesis statement but may require readers to work to follow</td>
<td>coherent sense of logic in associating and organizing ideas, and may also lack</td>
</tr>
<tr>
<td></td>
<td>progression of ideas.</td>
<td>transitions and coherence to guide the reader.</td>
</tr>
<tr>
<td><strong>ARGUMENT AND SUPPORT</strong></td>
<td>Documents use persuasive and confident presentation of ideas, strongly supported</td>
<td>Documents make only weak generalizations, providing little or no support, as in</td>
</tr>
<tr>
<td></td>
<td>with evidence. At the weak end of the Satisfactory range, documents may provide</td>
<td>summaries or narratives that fail to provide critical analysis.</td>
</tr>
<tr>
<td></td>
<td>only generalized discussion of ideas or may provide adequate discussion but</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rely on weak support for arguments.</td>
<td></td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td>Documents use a writing style with word choice appropriate to the context, genre,</td>
<td>Documents rely on word usage that is inappropriate for the context, genre, or</td>
</tr>
<tr>
<td></td>
<td>and discipline. Sentences should display complexity and logical sentence</td>
<td>discipline. Sentences may be overly long or short with awkward construction.</td>
</tr>
<tr>
<td></td>
<td>structure. At a minimum, documents will display a less precise use of</td>
<td>Documents may also use words incorrectly.</td>
</tr>
<tr>
<td></td>
<td>vocabulary and an uneven use of sentence structure or a writing style that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>occasionally veers away from word choice or tone appropriate to the context,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>genre, and discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td>Papers will feature correct or error-free presentation of ideas. At the weak</td>
<td>Papers contain so many mechanical or grammatical errors that they impede the</td>
</tr>
<tr>
<td></td>
<td>end of the Satisfactory range, papers may contain some spelling, punctuation,</td>
<td>reader’s understanding or severely undermine the writer’s credibility.</td>
</tr>
<tr>
<td></td>
<td>or grammatical errors that remain unobtrusive so they do not muddy the paper’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>argument or points.</td>
<td></td>
</tr>
</tbody>
</table>

1. The student must earn a grade of C or better in the course.
   AND
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.
Approval System Process

Process
All requests for General Education (Gen Ed), Writing Requirement (WR), and Math Requirement (MR) designations must be approved by departments, colleges, and the General Education committee prior to implementation. The UF Approval website is used to transmit the request through each stage of the approval process. All requests must be uploaded and submitted and all decisions will be communicated through approval.ufl.edu.

Anyone with a valid Gatorlink username and password can access approval.ufl.edu, however only those with “approver” access will be able to submit decisions. If you need to request or change approver access, you can email approval@ufl.edu. Instructions for uploading documents are found on the Approval website.

Levels of Approval
- REQUEST is uploaded on approval website
- DEPARTMENT reviews; if approved it is notated on Approval website and request moves forward
- COLLEGE reviews; if approved it is notated on Approval website and request moves forward
- GENERAL EDUCATION COMMITTEE reviews; if approved it is notated in Approval website and request moves forward
- OFFICE OF THE REGISTRAR implements decisions of GEC and notates on Approval website

Required Documents for All Requests
- Completed General Education and Writing/Math Requests application form
- Complete syllabus

Effective Date
An approved designation is for all future terms except for rotating topics courses which only can obtain a 1-time approval. The term and year requested for when the designation will first take effect. Designations cannot be implemented or changed retroactively; the actual effective term cannot be prior to current term, which must be obtained prior to the first day of classes for the effective term.

1-time Approval
Rotating topics courses may only be approved for the specific term in which it will be taught.
Application Form for General Education and Writing/Math Requirement Classification

Current Information:

I. A.) DEPARTMENT NAME: ____________________________________________________________

B.) COURSE NUMBER, and TITLE: ____________________________________________________

C.) CREDIT HOURS: _______  D.) PREREQUISITES: ______________________________________

E.) CURRENT CLASSIFICATION

1. General Education Code: □B □C □D □H □M □N □P □S □None

2. Writing Requirement:    □E2 □E4 □E6 □None

3. Math Requirement:        □M □None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: □B □C □D □H □M □N □P □S

B.) Effective Date: □Fall □Spring □Summer _________(year)

Or

□1-time Approval □Fall □Spring □Summer _________(year)

III. WRITING REQUIREMENT □ MATH REQUIREMENT □

A.) Requested Classification □E2 □E4 □E6

B.) Effective Date: □Fall □Spring □Summer _________(year)

Or

□1-time Approval □Fall □Spring □Summer _________(year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

    □ Grade □ Corrections □ Drafts □ Other

2.) Will a published rubric be used? □ Yes □ No
IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

For courses with a General Education classification, the syllabus must include:

☐ Instructor contact information (and TA if applicable)
☐ Course objectives and/or goals
☐ Student Learning Outcomes
☐ Required and optional textbooks
☐ Methods by which students will be evaluated and their grades determined
☐ Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.

☐ A statement related to class attendance, make-up exams and other work such as: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

☐ A statement related to accommodations for students with disabilities such as: Students with disabilities requesting classroom accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will be provided an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

☐ A statement informing students of the online course evaluation process such as: Students are expected to provide feedback on the quality of instruction in this course by completing an online evaluation at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be provided specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

☐ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
It is **recommended** that syllabi contain the following information:

- [ ] Critical dates for exams and other work
- [ ] Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- [ ] The university’s honesty policy regarding cheating, plagiarism, etc. Suggested wording: *UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* The Honor Code ([http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
- [ ] Phone numbers and contact sites for university counseling services and mental health services: [http://www.counseling.ufl.edu/cwc/Default.aspx](http://www.counseling.ufl.edu/cwc/Default.aspx); 392-1575, University Police Department: 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at: [http://www.ae.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf](http://www.ae.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

For courses with **Writing Requirement (WR)** classification, the syllabus **must** include:

- [ ] "*The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.*"
- [ ] "*Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course.*"
- [ ] A statement indicating that the instructor will evaluate and provide feedback on the student’s written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization in a timely manner prior to the last class.
- [ ] Assignment word counts, page lengths, submission deadlines and feedback dates

**Important note:** The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.
VI. SUBMISSION AND APPROVALS

Department Contact:
Contact Name:___________________________________________________
Phone _____________________ Email ________________________________

College Contact:
College Name:__________________________________________________
College Contact Name:____________________________________________
Phone _____________________ Email ________________________________
Course Recertification Procedures

Role of General Education Committee Chair

The chair of the General Education Committee (GEC) shall
1. In the Fall of each academic year, determine the courses that are to be reviewed each year. These courses should:
   a) Have had their last review at least THREE years prior
   b) Include large and medium-sized courses based on recent enrollments
   c) Include courses with the International (N) and Diversity (D) designations
2. Send a letter explaining the review process to the chairs of the departments that offer the courses that will be reviewed.
3. Form review committees consisting of at least three persons drawn from current members and liaisons of the GEC. Assign courses to each review committee.

Role of Recertification Committees and Teams

For each course assigned to a review committee, the committee is expected to provide a written report on the current status of the course and to make a recommendation on the course to the GEC which will make the final decision on whether or not to re-certify the course. The review committee’s report shall be based on current standards for general education courses, the existing course syllabus, class visits, and meetings with the instructor. New applications for general education designation should not be submitted for this process.

Each review committee should assign one or two members, called the review team, to conduct the review for each course. The course evaluation and recommendation to the GEC should be prepared in collaboration with the full review committee. In order to facilitate the start of the process, the chair of each review team will be the person whose last name is the first one in lexicographical order. The review teams should decide if they want to keep or change this designated chair.

During each class visit the review team should
1. Attend class for the entire period and gather information that will help them determine if the classes are consistent with the syllabus and includes components appropriate to the general education designation(s).
2. Conduct interviews with students during the last 15 minutes of the class to confirm their knowledge of general education focus and requirements in the course.
Recertification Process

Contact Instructor
- Inform instructor of review process
- Request current syllabus by specific deadline
- Set up initial meeting of instructor with assigned committee members

Review Syllabus
- Review the current syllabus to determine if it meets the current standards for the assigned general education designation(s)

First Instructor Meeting
- Discuss syllabus, course objectives and structure
- Describe the activities that will take place during the class visit
- Set up times to visit class (lecture and discussion sections if appropriate). Visits should not take place at the same time as class exams. This may not be necessary for online classes.

Class Visit
- Determine if the classes (lecture and discussion) are consistent with the syllabus and includes components appropriate to the general education designation(s).
- Interview students to confirm their knowledge of general education focus and requirements in the course.
- For online classes, these “visits” should be done online.

Second Instructor Meeting
- Review committee meets with instructor to discuss findings and issues in draft report.

Report
- Review team works with the full review committee to prepare a final report to the GEC. This report should include a summary of the findings and, if possible, a recommendation to Recertify or Revoke the General Education designation. The recommendation should be made if it is a unanimous decision of the full review committee. If the review committee cannot arrive at a unanimous recommendation, the report should be presented without any recommended course of action to the GEC.
- In all cases, the GEC makes the final decision on the proposed action.

Instructor/Department Meeting
- The Chair and co-chair of the GEC meets with the instructor and the Chair of the academic unit responsible for the course to discuss the report and the final decision.

Registrar
- The GEC Chair informs the registrar’s office of any action to be taken regarding the course.

23
Gen Ed Learning Outcomes and Rubrics

The General Education Student Learning Outcomes (SLOs) describe the knowledge, skills and attitudes that students are expected to acquire while completing general education courses at the University of Florida. The SLOs fall into three areas: content, communication and critical thinking.

The General Education Rubrics are matrices that describe specific, scaled expectations for content knowledge, communication skills and critical thinking skills and attitudes, as reflected in student work on course assignments or assessments.

The SLOs and rubrics were developed and approved by the General Education Committee in 2013.

Student Learning Outcomes

The General Education Student Learning Outcomes (SLOs) describe the knowledge, skills and attitudes that students are expected to acquire while completing general education courses at the University of Florida. The SLOs fall into three areas: content, communication and critical thinking.

<table>
<thead>
<tr>
<th>Area</th>
<th>Institutional Definition</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.</td>
<td>Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Communication is the development and expression of ideas in written and oral forms.</td>
<td>Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.</td>
</tr>
<tr>
<td>CRITICAL THINKING</td>
<td>Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.</td>
<td>Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.</td>
</tr>
</tbody>
</table>
### Content Rubric

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concepts/Principles</strong></td>
<td>Skillfully and insightfully interprets and applies concepts and principles in the general education category.</td>
<td>Interprets and applies concepts and principles in the general education category.</td>
<td>Fails to interpret and apply course concepts and principles in the general education category.</td>
</tr>
<tr>
<td><strong>Terminology</strong></td>
<td>Demonstrates thorough knowledge use of terminology within the general education category.</td>
<td>Demonstrates knowledge and use of terminology within the general education category.</td>
<td>Fails to demonstrate knowledge and use of terminology used within the general education category.</td>
</tr>
<tr>
<td><strong>Methodologies</strong></td>
<td>Demonstrates thorough knowledge of application of methods used within the general education category.</td>
<td>Demonstrates knowledge of methods used within the general education category.</td>
<td>Fails to demonstrate knowledge of methods used within the general education category.</td>
</tr>
<tr>
<td></td>
<td>OUTSTANDING</td>
<td>SATISFACTORY</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Skillfully demonstrates knowledge of content, audience, and purpose to the specific general education category.</td>
<td>Demonstrates knowledge of content, audience, and purpose, to the specific general education category.</td>
<td>Fails to demonstrate knowledge of content, audience, and purpose, to the specific general education category.</td>
</tr>
<tr>
<td><strong>Syntax and Mechanics</strong> <em>Specific to written communication</em></td>
<td>Organizational structure is clearly and consistently recognizable, aided by writer's careful attention to coherence and sophisticated use of transitions. Uses language that skillfully communicates meaning with clarity and fluency, and is virtually error free.</td>
<td>Organizational structure is understood, aided by writer's attention to coherence and use of transitions. Uses language that communicates meaning with fluency, and is nearly error free.</td>
<td>Organizational structure is not recognizable. Uses language that impedes meaning because of errors in usage.</td>
</tr>
<tr>
<td><strong>Delivery</strong> <em>Specific to oral communication</em></td>
<td>The speaker (presenter) demonstrates compelling and polished performance through posture, gestures, eye contact, and vocal expression.</td>
<td>The speaker (presenter) demonstrates appropriate performance through posture, gestures, eye contact, and vocal expression.</td>
<td>The speaker (presenter) fails to demonstrate appropriate performance through posture, gestures, eye contact, and vocal expression.</td>
</tr>
</tbody>
</table>
# Critical Thinking Rubric

<table>
<thead>
<tr>
<th></th>
<th>OUTSTANDING</th>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of Issues</strong></td>
<td>Comprehensively identifies and summarizes main issues, explaining why they constitute problems or how they create questions; identifies embedded or implicit issues, addressing their relationship to each other.</td>
<td>Identifies and summarizes the main issues, and explains why they constitute problems or create questions.</td>
<td>Fails to identify, summarize, and explain the main problem or question. Represents the issues inaccurately or inadequately.</td>
</tr>
<tr>
<td><strong>Evidence/Analysis</strong></td>
<td>Skillfully uses high quality, credible, relevant sources to thoroughly and rigorously investigate subject; logically analyzes multiple alternate points of view, revealing important differences or similarities within the topic.</td>
<td>Uses credible, relevant sources to question and analyze alternate points of view, revealing some differences or similarities within the topic.</td>
<td>Fails to demonstrate proper use of sources to support ideas. Shows little to no awareness of evidence and bases analysis on a single source or unclear evidence.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Comprehensively, discusses implications and conclusions considering all relevant data and evidence. A clear and precise point of view and appropriate conclusion are formulated and presented.</td>
<td>Discusses implications and conclusions, considering relevant data and evidence. A credible point of view or conclusion is presented.</td>
<td>Fails to formulate and clearly express a credible point of view and does not consider the evidence and data when forming judgments.</td>
</tr>
</tbody>
</table>
General Education Committee

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 or the President’s designee shall appoint eight voting members from the majority of baccalaureate degree-granting colleges within the University. The Senate shall elect eight voting members from the faculty at large. Student Government shall select two non-voting members.

Chair: The non-voting chair shall 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: The 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.

Term: 3 years
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Title</th>
<th>Department</th>
<th>Term</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akcali</td>
<td>Elif</td>
<td>Assoc. Professor</td>
<td>Industrial &amp; Systems Engineering</td>
<td>2017</td>
<td>Member</td>
</tr>
<tr>
<td>Brophy</td>
<td>Timothy</td>
<td>Director</td>
<td>Institutional Assessment</td>
<td></td>
<td>Liaison</td>
</tr>
<tr>
<td>Colvin</td>
<td>Suzanne</td>
<td>Assoc. Director</td>
<td>School of Teaching &amp; Learning</td>
<td>2015</td>
<td>Member</td>
</tr>
<tr>
<td>Czarnecka</td>
<td>Eva</td>
<td>Professor</td>
<td>Microbiology &amp; Cell Science</td>
<td>2017</td>
<td>Member-S</td>
</tr>
<tr>
<td>Greer</td>
<td>Creed</td>
<td>Director</td>
<td>University Writing Program</td>
<td>2015</td>
<td>Co-Chair</td>
</tr>
<tr>
<td>Hass</td>
<td>Chris</td>
<td>Assoc. Professor</td>
<td>Applied Physiology &amp; Kinesiology</td>
<td>2016</td>
<td>Member</td>
</tr>
<tr>
<td>Julian</td>
<td>David</td>
<td>Director</td>
<td>Biology</td>
<td>2015</td>
<td>Member</td>
</tr>
<tr>
<td>Koropeckyj-Cox</td>
<td>Tanya</td>
<td>Assoc. Professor</td>
<td>Sociology and Criminology &amp; Law</td>
<td>2016</td>
<td>Member</td>
</tr>
<tr>
<td>Krigbaum</td>
<td>John</td>
<td>Assoc. Professor</td>
<td>Anthropology</td>
<td>2017</td>
<td>Member</td>
</tr>
<tr>
<td>Mair</td>
<td>Bernard</td>
<td>Assoc. Provost</td>
<td>Undergraduate Affairs</td>
<td></td>
<td>Chair</td>
</tr>
<tr>
<td>Ogram</td>
<td>Andrew</td>
<td>Professor</td>
<td>Soil and Water Science</td>
<td>2015</td>
<td>Member</td>
</tr>
<tr>
<td>O'Sickey</td>
<td>Lynn</td>
<td>Assoc. Director</td>
<td>Academic Advising Center</td>
<td></td>
<td>Liaison</td>
</tr>
<tr>
<td>Poceski</td>
<td>Mario</td>
<td>Assoc. Prof</td>
<td>Religion</td>
<td>2017</td>
<td>Member -S</td>
</tr>
<tr>
<td>Radunovich</td>
<td>Heidi</td>
<td>Assoc. Prof</td>
<td>Family, Youth, &amp; Community Sciences</td>
<td>2017</td>
<td>Member -S</td>
</tr>
<tr>
<td>Rea</td>
<td>Jennifer</td>
<td>Assoc. Prof</td>
<td>Classics</td>
<td>2017</td>
<td>Member-S</td>
</tr>
<tr>
<td>Reynolds</td>
<td>Alison</td>
<td>Assoc. Director</td>
<td>University Writing Program</td>
<td>2015</td>
<td>Member-S</td>
</tr>
<tr>
<td>Sarajedini</td>
<td>Vicki</td>
<td>Assoc. Professor</td>
<td>Astronomy</td>
<td>2016</td>
<td>Member-S</td>
</tr>
<tr>
<td>Smith</td>
<td>Brenda</td>
<td>Assoc. Professor</td>
<td>School of Music</td>
<td>2017</td>
<td>Member-S</td>
</tr>
<tr>
<td>Spiryda</td>
<td>Lisa</td>
<td>Assoc. Professor</td>
<td>Obstetrics &amp; Gynecology</td>
<td>2017</td>
<td>Member-S</td>
</tr>
<tr>
<td>Cochrane</td>
<td>Shannon</td>
<td>Student</td>
<td>Student</td>
<td>2015</td>
<td>Student</td>
</tr>
</tbody>
</table>
Committee Meetings
All meetings will be held in 226 Tigert Hall Conference Room unless noted otherwise

Fall 2014
- September 5, 2014: 8:30-10:00am
- October 3, 2014: 8:30-10:00am
- November 7, 2014: 8:30-10:00am
- December 5, 2014: 8:30-10:00am

Spring 2015
- January 9, 2015: 8:30-10:00am
- February 6, 2015: 8:30-10:00am
- March 6, 2015: 8:30-10:00am
- April 3, 2015: 8:30-10:00am
- May 1, 2015: 8:30-10:00am

Committee Procedures
1. Procedures of the committee shall follow *Robert's Rules of Order Newly Revised* unless otherwise stated by these rules.

2. A quorum of the General Education Committee shall be the majority of the voting members.

3. Voting members shall be defined to be those 8 members of the committee appointed by the Provost together with those 8 members of the committee appointed by the Faculty Senate. Ex-officio members shall not participate in votes.

4. A non-voting chair shall be appointed by the President or the President’s designee. At the first meeting of each academic year, a co-chair shall be installed. The co-chair shall have the right to vote and shall be elected by and from the Committee’s Senate representatives. The co-chair shall be elected from those members whose term shall not expire during the next academic year.

5. All matters before the committee shall be voted on by those members present at a committee meeting unless a motion is made and passed to require a vote of all members, in which case, a by-mail vote shall be held. Such a motion to require vote of all members cannot be tabled.

Votes of all members shall be conducted by e-mail under the following rules:
1. All members of the committee shall be notified of the vote and furthermore shall confirm they have been notified.
2. Seven (7) days after all members have confirmed notification shall be provided to allow members to communicate their votes via e-mail.
3. Each member shall be notified upon receipt of their vote.
4. At the end of balloting, those members who have not voted shall be notified of the absence of their vote.

6. Guests of the committee and ex-officio members (ensemble referred to as non-voting members) provide expert advice that should be reflected in the minutes in the same manner as the comments from voting members. The non-voting members shall be polled on all matters upon which the committee votes after (or in parallel with) the committee vote. The results of these polls shall be reported in the minutes.
Assessment of General Education

The Spring 2013 general education assessment is complete. These documents were used to guide and support the assessment process.

- UF Guidelines for Selecting General Education Assignments for Institutional Assessment
- General Education Assignment Submission Cover Sheet
- General Education Assessment 2013: Introduction
- General Education SLOs and Institutional Rubrics
- Sample assignment submission for Spring 2013
- General Education Online Grid for Spring 2013 Data Collection

The General Education Committee developed and implemented a course-embedded approach to the assessment of student achievement of the general education student learning outcomes. In January 2013 a random sample of general education course sections for the Spring 2013 assessment was selected by the Office of Institutional Research and Planning.

The course-embedded assessment process is:
1. instructors select existing assignments in their general education courses,
2. submit them to Institutional Assessment,
3. conduct the assignment and rate the student responses using the University of Florida Institutional Rubrics,
4. submit their ratings in Sakai, and
5. provide samples of student work as documentation. The calendar below provides the due dates.

If there are any questions regarding this process, please contact assessment@aa.ufl.edu.

Calendar for the General Education Spring 2013 Assessment

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 27-</td>
<td>o Instructors choose one assignment from each selected course section</td>
</tr>
<tr>
<td>March 15</td>
<td>o to include in the assessment</td>
</tr>
<tr>
<td></td>
<td>o Review the assignment for its alignment with the SLOs</td>
</tr>
<tr>
<td>By March 15</td>
<td>o Submit the selected assignment and cover sheet to Institutional</td>
</tr>
<tr>
<td></td>
<td>Assessment at <a href="mailto:assessment@aa.ufl.edu">assessment@aa.ufl.edu</a></td>
</tr>
<tr>
<td>March 15-</td>
<td>o Attend an Institutional Rubric calibration session March 18 or 19</td>
</tr>
<tr>
<td>April 24</td>
<td>o Administer the assignment</td>
</tr>
<tr>
<td></td>
<td>o Score the assignment using the Institutional Rubric</td>
</tr>
<tr>
<td>By May 3</td>
<td>o Enter the ratings into SAKAI</td>
</tr>
<tr>
<td></td>
<td>o Submit student work samples and appropriate summary sheet to</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:assessment@aa.ufl.edu">assessment@aa.ufl.edu</a></td>
</tr>
</tbody>
</table>
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235 Tigert Hall  
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badams@aa.ufl.edu

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