

GEP Track at the FCTL Summer Institute

BY WAYNE BOWEN, PH.D., INTERIM ASSOCIATE DEAN, COLLEGE OF UNDERGRADUATE STUDIES

Many faculty have commented that one element of UCF's General Education Program (GEP) they most appreciate is the renewed opportunity to make connections between courses through shared [Learning Outcomes](#), professional development opportunities, and collaboration opportunities, including the [GEP Faculty Learning Community](#) and FCTL's Winter and Spring Conferences.

We're excited to share that the GEP will have a track - [Credentiaing With the GEP](#) - at the [FCTL Summer Institute](#), a reimagined version of the Summer Conference. It is an opportunity to focus on developing new ways to make connections within the GEP.

We invite GEP faculty to submit proposals exploring concepts such as creating student-centric, multidisciplinary programs using existing GEP courses. We are particularly interested in how to leverage undergraduate certificates, badges, and minors.

Based on input from the [GEP Faculty Co-Leads](#), we are also accepting proposals for the GEP track delving into topics such as creating a GEP faculty status similar to Graduate and Honors faculty and developing a credential for faculty who complete GEP and Foundations training in assessment. We welcome proposals from individuals and teams.

Proposals are due by March 3. Please visit the [Summer Institute webpage](#) for event information and to submit a proposal.

If you have questions about the Summer Institutes's [GEP Track](#), please email GEP@ucf.edu.



GEP Supports Student Success

BY RACHID AIT MAALEM LAHCEN, PH.D., GEP CO-LEAD, PROBLEM SOLVING FOUNDATION

As an educator, I always attempt to identify and integrate concepts into my classes that enable students to learn and make connections across multiple disciplines. This approach creates a positive educational experience that can influence student behavior and perceptions.

I became involved with [UCF's General Education Program \(GEP\)](#) because it supports and advances my teaching philosophy. The UCF GEP aims to provide students with a cohesive and integrative learning experience. Maximizing the power of the GEP requires all of us to help students see the big picture and understand that specialization in a field demands a foundation from various other areas.

For example, a wide range of students take the [MAC1105 College Algebra](#) as a GEP course. They bring different skills, backgrounds, and plans to achieve various careers. Teaching college algebra solely to build algebraic skills may not benefit them. It could reinforce students' misconception that the class is just part of the checklist of required courses. Moreover, it could affect what a student does and thinks and the ability to learn algebra.

Nobel Laureate [Herbert Simon](#) said, "Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn."

Against this backdrop, UCF's Department of Mathematics is enhancing this GEP Problem Solving Foundation course by addressing four main areas:

- Revamping the curriculum based on faculty contribution and [Curriculum Alignment](#) engagement.
- Emphasizing the GEP's integrative education and conducting its assessment.
- Implementing adaptive technology to individualize learning paths, inform instruction topics, and facilitate the opportunity to take multiple math levels in one semester.
- Fostering human connection by having trained learning undergraduate assistants and graduate teaching assistants work one-on-one with students in the classroom.

This spring, faculty teaching [primary GEP math courses](#) received a communication about the GEP course preparation checklist and a reminder to conduct the assessment. To ensure we were creating the greatest impact, a group met in January to discuss implementing and submitting GEP assessment.

If you would like to discuss how I incorporate the GEP Foundations and Learning Outcomes in my classes, don't hesitate to get in touch with me at rachid@ucf.edu.



GEP Course Assessments Due March 24

BY ANNABELLE CONROY, PH.D., GEP FACULTY FELLOW

I want to remind all faculty teaching GEP courses that you are required to submit an assessment measuring at least one of the [GEP Foundation Learning Outcomes](#) (LO). **The deadline is March 24 (UCF's withdrawal deadline).**

The process to [link LOs to assignments](#) is the same one we used in the fall. Visit the [General Education Faculty Learning Community](#) for instructions on how to do this.

Contact me if you need assistance incorporating LOs into a course using the rubric or SpeedGrader. I am hosting GEP Assessment consultation sessions via Zoom. You can drop in to get help with the assessment process. The next sessions are:

Date: Friday, February 24

Time: 9-10 a.m.

Registration Link:

<https://ucf.zoom.us/j/9025121212>

Date: Tuesday, February 28

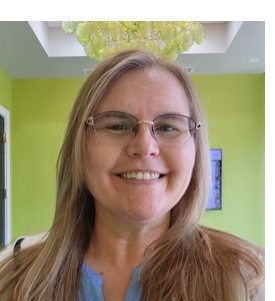
Time: 4-5 p.m.

Registration Link:

<https://ucf.zoom.us/j/9025121212>

I will schedule additional sessions as needed. Please check the General Education Faculty Learning Community (in the "Assessing the GEP at UCF" module) often for the latest dates and times.

If you have questions about the GEP course assessment process or the consultation sessions, please [email me](#) or the [GEP mailbox](#).



UCF Awards First Digital Badge

BY AMY DARTY, M.A., GEP FACULTY FELLOW

We know that the General Education Program is essential to students' academic and career success. The Florida Department of Education shares this belief. It now requires the State's public postsecondary institutions to award students a nationally recognized digital badge upon completing general education core courses demonstrating career readiness.



Digital Badges Awarded

UCF has awarded the first digital badge, Fundamentals of Written Communication, to students who completed GEP Communications core course ENC1101 in Fall 2022. Faculty teaching this class must inform students who completed the course with a C or higher that they've earned the Fundamentals of Written Communication credential, and it is part of their transcripts.

Let them know they should include it on their resumes and portfolios. Please use the [Fundamentals of Written Communication digital badge logo](#) when you notify students.

We also encourage you to include information about the digital badge in syllabi, coursework, and Webcourses pages.

Future Badges

Over the next year, digital badges will be available for Computer and Technology Skills, Critical Thinking, Information Literacy, Mathematical Concepts, Quantitative and Scientific Reasoning, and Social Responsibility.

Resources

- Digital Badging Integrations in the [Modules section](#) of the [GEP Faculty Learning Community page](#).
- [Guidance Regarding the Implementation of General Education Core Digital Badges at Florida College System and State University System Institutions FAQ](#). Information about the Fundamentals of Written Communication badge is in [Section 4, page of the publication](#).
- [Use Digital Badges to Scaffold and Guide Student Learning](#)
- [TOPkit Digest: Creating a Faculty Microcredentialing Program with Badges](#)

Questions? Please [email me](#).

If you have questions or need additional information about the GEP, please email GEP@ucf.edu.