



### Welcome to the Spring Semester!

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

I hope that your semester is off to a great start. I appreciate your hard work and dedication to helping our students understand and harness the power of GEP courses.

On behalf of Dr. Theodora Regina Berry, Vice Provost and Dean of the College of Undergraduate Studies, I want to thank the faculty members who submitted assessment results last November. It was the first time we collected university-wide GEP results, an important and necessary starting point for our contributions to UCF's accreditation requirements.

This semester we will continue the assessment process. Assessments are due on March 24. Faculty members teaching GEP courses this semester should have received emails with information about this ongoing expectation.

We're deep into planning faculty development opportunities this spring. Look for announcements in future newsletters about participation in the FCTL Summer Conference in the GEP Track, a GEP event focused on teaching online, and teaching and assessment examples from our [GEP Foundation Co-Leads](#). We will also be announcing the winners of the first GEP professional development awards!

Have a great Spring Semester! If you have topics for future newsletters, please email [GEP@ucf.edu](mailto:GEP@ucf.edu).



### GEP Course Assessment

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

As the Spring Semester begins, we ask for your help completing GEP course assessments. The information is required for UCF's Institutional Effectiveness Assessment and accreditation purposes. All faculty teaching GEP courses this semester should submit an assessment for Spring 2023 that measures at least one of the [Foundation Learning Outcomes](#) by March 24 (UCF's withdrawal deadline).

GEP faculty should have one assignment that measures at least one of their [Foundation's Learning Outcomes](#). The process to link [Learning Outcomes](#) to assignments is the same as in the fall. Visit the [General Education Faculty Learning Community](#) for instructions on how to do this.

[Contact me](#) if you need assistance incorporating [Learning Outcomes](#) into a course using the rubric or SpeedGrader. In addition, I will be holding GEP Assessment Zoom consultation sessions where faculty can drop in to get assistance with the process. The sessions will be listed in the "[Assessing the GEP at UCF](#)" module in the General Education Faculty Learning Community. Please check the site often; sessions may be added as needed.

If you have any questions, please email [me](#) or the [GEP mailbox](#).



### Communicating the GEP Experience

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

Transparency about the purpose of the General Education Program (GEP) and the value of its Foundations in coursework is vital. We must help students connect the Learning Outcomes to their degree programs and futures. We should ask our students big questions and encourage reflection, self-evaluation, and learning assessment.

As faculty members, we understand the how and why of learning; our students don't. It is critical to teach them to view their coursework in an integrative manner, ask the right questions, and connect the content of GEP coursework to their degree programs. It's our responsibility to help students shift their perception of GEP courses from completing requirements to understanding and applying course content. We can do this in a number of ways.

#### Teach the GEP Learning Outcomes and Foundations

- Explain the connection between the course's [Learning Outcomes](#) and your department's. Discuss why it should matter to them. You can make this exercise part of your course assessment.
- Use gaming to help students practice identifying the course's [Learning Outcomes](#). Ask them what they've learned. UCF games are available in the [GEP Faculty Webcourse](#).
- Make visual connections by integrating [GEP icons](#) in your course materials. Link the images to the work they complete, or ask them to do it.

#### Scenario-based GEP Connections

Assign them a real-world task to help them understand how GEP [Learning Outcomes](#) will benefit them professionally. Here are a few ideas:

- You are writing a proposal for your business to get a contract; which GEP [Learning Outcome](#) could help you be prepared to do that?
- Your landlord wants to change your rental agreement, which GEP [Learning Outcome](#) or course content will help you understand the changes the landlord can make and your rights as a renter?
- A musical performance is moving to a new location. The orchestra has to have a specific layout and relative distance to the audience for proper acoustics. How do you figure out what works?

#### Learning Checkpoints in Coursework

- Ask students how they would explain a concept they've learned to a peer, boss, or employee.
- Have students identify the way they learn best, determine the [Learning Outcome/Foundation](#) that supports it, and identify two courses (past or present) with those outcomes.
- Encourage students to reflect on the integration points of their current classes. Give them connection examples from your own learning experiences.

Regardless of a course's focus, students should be able to apply GEP [Learning Outcomes](#) across their classes. It includes understanding how they and others solve problems, the ability to communicate complex topics, and cause and effect. Stress that the [Learning Outcomes](#) and [Foundations](#) provide them with the tools to succeed academically and professionally.

#### GEP Foundation Design & Learning Outcomes Consultation

If you are interested in participating in a session via Teams, please [email](#) me by Friday, January 27. We'll add you to the GEP Think Tank. Online opportunities for an interactive review with me will be available in February, March, and April. Dates will be published in February's newsletter.

Questions? Please [email](#) me.

**If you have questions or need additional information about the GEP, please email [GEP@ucf.edu](mailto:GEP@ucf.edu).**