General Education Committee Review

[June 5, 2025]

Approve	Conditionally Approve	Recycle
AEB 2372: The Economics of Eating	BSC 2520: Our Oceans: Human Impacts	
CLA2370 - add H and N	DAN 1XXX - Future of the Dancing Body	
DIE 2002: Personalized Nutrition	GEO2XXX: The Future of Energy (Quest 2 Permanent)	
GEO 2301: The Next Pandemic	REL 1411: Why is there Evil in the World?	
GLY 2040: Is the Planet Dying?	BSC 2500: Water for People and Nature	
IDS 2XXX: The Story of French through Internet, AI, and Machine Translation	AEB 2280: World Agricultural Policy (Q2 Perm.)	
MAT 1090: The Narratives of Numbers	AST 2032: Nature of Time	
MCB 2321: Exploring Our Genome	DAN 1XXX - Is There Culture in Dance and Music? (Q1 Perm)	
MCB 2650: Microbes Without Borders	ECO 2432: Data is Everywhere	
MHF 1420: Mathematics in the Arts and Architecture of Ren. Italy	EUS 2216: Law & Society: US and European Perspectives	
MUS 1XXX - Music, Robots, Lawyers, and You (Q1 Perm)	PHY 2030: Humans, Science, the Universe	
ORH 2XXX: Ethnohorticulture - A Coevolution of Plants and People	THE 1XXX - Acting for Change (Quest 1 Perm)	
STA 2XXX: Statistics and the Physical World		
SWS 2801: Unintended Consequences in the Environment		
SYG2XXX: Global Social Problems		

HFT 2491: Robots: Threat or Opportunity		
FNR 2XXX: Can Big Data Save the Earth? (Q2 Perm.)		
FYC 2XXX: An Ounce of Prevention: Building Resilience in Communities (Q2 Perm.)		

AEB 2280: World Agricultural Policy (Q2 Perm.) **[CA]**
Gars,Jared (Jgars87@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20379

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting an International Designation.

Comments:
Action:

- Please make sure that you have the approved BOG course title and description added to your syllabus.
    - Title: AEB 2280: World Agricultural Policy
    - Description: How can agricultural and environmental policy be used to address emerging food security and environmental threats around the world? This class explores those questions and will focus briefly on the historical development, the current situation, and the future outlook of the food and agriculture sector in various economies globally. Next, the course dives more deeply into the economic and trade environment surrounding agricultural policy, and brings insights from agronomy, environmental science, and international studies. As economies become more integrated globally, the success of the food and agriculture sector will rest upon comparative advantage.
- Comments from the University Curriculum Committee that were not addressed that still require action:
    - Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/
    - Please update the Academic Resources links to the current ones in the Syllabus Policy.
    - Math rounding: make Experiential Learning 16.7% to get to 100%.

Discussion:

- None.

AEB 2372: The Economics of Eating [A]
Chen, Lijun (Angelia) (lijunchen@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20366

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
  - ~~Title: AEB 2372: The Economics of Eating~~
  - ~~Description: We all eat. But why do we eat the way we do? The relationship between consumers with differing preferences and diverse food systems surrounding us has only been complicating, resulting in problems about eating on an international scope. Therefore, the need to better understand the contemporary way of eating, evaluate its economic viability and sustainability, and make informed decisions is pressing. This course is designed to stimulate students from a variety of backgrounds to think creatively and critically about these problems through the lens of economics, supported by cross-disciplinary perspectives, including marketing, nutritional sciences, public health, neuroscience, and agribusiness. This process establishes an understanding of the market forces influencing the decisions of producers and consumers involved in the production, transformation, and distribution of foods in a cross-national context.~~
- ~~The grading rubric does not add up to 100%. Could you please fix this on your syllabus.~~
- ~~Decrease to 15 week schedule, given break week for either Thanksgiving or Spring break.~~
- ~~Teaching Center link needs revision per UF Syllabus Policy.~~

Discussion:

- None.

AST 2032: Nature of Time [CA]
Slepian,Zachary (zslepian@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20469

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting International & Writing Designation.

Comments:
Action:

- Please make sure that you have the approved BOG course title and description added to your syllabus.

    - Title: AST 2032: Nature of Time
    - Description: This course will thoroughly investigate some of the most interesting topics in contemporary physics— the arrow of time, irreversibility, quantum mechanics, cosmology—through the lens of big questions. This class is accessible to non-physics majors—indeed, to those with minimal technical background at all—and will focus on the concepts, exploring the key ideas with almost no math. At the same time, we will mix in ideas from philosophy, history, and art that also bear on these questions. This will make the course relevant and exciting both for those who feel a strong affinity with the arts and humanities as well as for those for whom science resonates more. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.
- The weekly schedule only shows 12 weeks. The typical course should have 15 weeks of content for the class format. Please adjust your syllabus to rectify this discrepancy.
- The review subcommittee requests that the Experiential Learning assignment be fleshed out and explained more to show that it meets the UF Quest program expectations (https://career.ufl.edu/wp-content/uploads/2024/02/Experiential-Learning-Glossary-of-Terms_EXTERNAL.pdf).
- Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/
- Comments from the College Curriculum Committee that were not addressed that still require action:
    - The Attendance/participation section seems to be missing some information. For example, how much of a reduction does each unexcused absence incur? And there is a random [Text] inserted over one of those paragraphs.
    - It's unclear to me if the class is requesting WR words or not. It doesn't' say it is, and there doesn't appear to be enough writing, but all of Section 3a and the objectives on p. 18 are intended only for WR courses. Please clarify and adjust accordingly.
    - Please ensure that all SLOs use observable, measurable action verbs (see https://go.ufl.edu/CCCchecklist for description and examples) - for example, "gain familiarity" "investigate" "gain a nuanced yet clear understanding" "have the knowledge" and "have explored" are not observable or measurable as described. It's also difficult to identify the objectives themselves, and to separate them from the description of course activities.

Discussion:

- None.

BSC 2500: Water for People and Nature [CA]
Subalusky,Amanda (asubalusky@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20463

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:

Action:

- Please make sure that you have the approved BOG course title and description added to your syllabus.
  - ~~Title: BSC 2500: Water for People and Nature~~ Faculty Response: "Done."
  - Description: This course addresses the pressing questions, "How much water do we need, and how do we balance conflicting demands for this critical resource?" We will examine the physical and biological science behind the various stages of the water cycle through lectures and readings, and we will learn about watershed hydrology and the science of environmental flows through online simulations. We will analyze anthropogenic impacts on water resources through participation in a hypothesis-driven experiment testing the influence of stressors on living stream mesocosms, and we will read and discuss local examples of water resource challenges and solutions. We will reflect on our own use of water through recording a water use diary and calculating our water footprint. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.
- ~~Please add the link to the general education subject area objectives, which can be found on the GE Syllabus Policy webpage.~~ Faculty Response: "Done."
- ~~Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/~~ Faculty Response: "Done."
- ~~Please remove the Covid-19 statements.~~ Faculty Response: "Done."
- ~~Please update the gator evaluation language to match what the current UF syllabus policy information.~~ Faculty Response: "Done."
- ~~Comments from the College Curriculum Committee that were not addressed that still require action:~~
  - ~~Please indicate the # of credit hours on the syllabus.~~ Faculty Response: "Done. This is now on the first page"
  - ~~SLOs should be written using observable, measurable action verbs (see https://go.ufl.edu/CCCchecklist for description and examples). Ideally, the SLOs correspond to the specific graded components of the course, and as such should reflect the observable/measurable outcomes of those assignments.~~ Faculty Response: "Done. I have updated the course objectives to use measurable action verbs and to pair each learning objectives with a graded assignment."
  - ~~Course materials should be listed in the syllabus, and not just in Canvas so that students (and reviewers) are able to get a sense of the content and workload. Please add a bibliographical list of the readings that are included on Canvas, or provide full references for each when they appear on the calendar (and reference the calendar in the texts section of the syllabus).~~ Faculty Response: "Done. Course materials are listed in the course calendar in Section II.2., and I have now referenced this in the texts section. I also added a list of complete references at the end of the course calendar."

- ~~Please clarify how non-whole numbers are accommodated in the grading scale, either by describing if/how they are rounded or by providing decimal point cutoffs.~~ Faculty Response: "Done. I have stated the grades will be rounded up or down to the nearest whole number"
- ~~Some of the resources are out of date (e.g., Teaching Center, Writing Studio). Please check the current syllabus policy (https://syllabus.ufl.edu/syllabus-policy/) and update as needed~~. Faculty Response: "Done."

Discussion:

- ~~Solid experience and reflection projects! Learning Swahili while engaged in the topic in the leadup to virtual exchange is interesting~~. Faculty Response: "Thank you! However, I have updated the course and am no longer offering it as a Virtual Exchange course. It is now part of the Gulf Scholars Program course. Information on this program is included in the updated version of the syllabus."

BSC 2520: Our Oceans: Human Impacts [CA]
Meadows,Melissa (Melissa.Meadows@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20457

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action:

- Please make sure that you have the approved BOG course title and description added to your syllabus.
  - Title: BSC 2520: Our Oceans: Human Impacts
  - Description: Our oceans. They are stunningly beautiful, profoundly impacted by humans, and vitally important to human existence. In this course, we will ask "How do we impact our oceans, and how do they in turn impact us?" We will explore the biodiversity and ecology of our oceans, human impacts on ocean ecosystems, how ocean ecosystems impact humans, and solutions for ecological problems. Thus, this multidisciplinary course will touch on biology, sociology, engineering, and other fields to explore the issue of human impacts on the ocean from many angles. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.
- There needs to be a section of the syllabus that contains course objectives (*Please see #3 on the GE Syllabus Policy page).
- Comments from the College Curriculum Committee that were not addressed that still require action:
  - While the honor code wording is not as strict as the previous "obligation" to report violations, I don't think we can tell students to notify the instructor of dishonesty, either. UF General Counsel has made it clear that we can't obligate, so I'm afraid this wording may run afoul of the policy. We suggest using the recommended 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (https://sccr.dso.ufl.edu/process/student-conduct-code/) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class."

- We suggest adding a summary table of the graded components and their corresponding point values, either before or after the descriptions of the component, as it helps students get the full picture of what will make up their final grade.

Discussion:

- None.

CLA2370 - add H and N [A]
Nichols, Andrew (agn54@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed
URL: https://secure.aa.ufl.edu/Approval/reports/21344

Will be submitted for review for the 2026-2027 UF General Education List.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course’s approval request.

- ~~Please update the humanities designation verbiage to match the most current wording (Subject Area Objectives - Undergraduate Affairs - University of Florida)~~
- ~~Please change the course prefix and title to match the following, which has been approved by SCNS: CLT 2374: Classical Mythology~~
- ~~There are only SLO’s, but no course objectives. Please see #3 of the General Education Syllabus Policy. However, I think that the first section of the SLO’s could be labeled as Course Objectives, and the chart for Communication, Content, and Critical Thinking could be kept as the SLOs. If this was done, both requirements would be met.~~
- ~~How this course meets the International Designation (N) is unclear. Could you please better clarify how this course relates to the current world (should be comparative to current world) in order to be contemporary.~~
    - ~~There is also supposed to be a self-reflection aspect to courses that have International designations, could you please confirm and explain how that is incorporated into this course.~~ Faculty Response: Done - added to Course Description. Self reflection explained in minute essays
- ~~For the attendance & make-up work policy, there needs to be a phrase mentioning something about university excused absences being an acceptable reason for missing class or turning work in late.~~

- ~~Please update the teaching center link with the following URL: https://academicresources.clas.ufl.edu/about-us/contact-information/~~

Discussion: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Could you please add a brief description of the Minute Essay assignments, how many times they will be administered, and how students will be graded.~~
- ~~Since participation seems to be an important aspect of this course, the review subcommittee thinks that adding a participation rubric would be beneficial.~~ Facutly Response: "Done - Participation element has been removed."
- ~~For grading purposes, the professor may want to clarify how they will handle decimals. EX: If a student has a 89.6, will they round up to an A- or will that be a B+?~~
- ~~Additional information and explanation for Week 1 would be beneficial and would be more consistent with how the other week's topics are structured.~~

DAN 1XXX - Future of the Dancing Body [CA]
Frosch, Joan (jfrosch@arts.ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20443

Quest Only. Was not certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action:

- As this course was not approved by the BOG for a general education designation for the 25-26 AY, please remove the H - General Education designation references from your syllabus entirely (ex: course description, course SLOs, course objectives, etc.).

Discussion:

- Dates need to be updated "Midterm: Analytical essay of 1000 words (OPTIONAL Draft due on 2/18/22—the draft is ungraded; Midterm due on 2/25/22)".

DAN 1XXX - Is There Culture in Dance and Music? (Q1 Perm) [CA]
Soledade & Odutola, Augusto & Kole (asoledade@ufl.edu & kodutola@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20396

Quest Only. Was not certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action:

- As this course was not approved by the BOG for a general education designation for the 25-26 AY, please remove the H - General Education designation references from your syllabus entirely (ex: course description, course SLOs, course objectives, etc.).

- Please clarify the Quest Experiential Learning component. There was some confusion surrounding how the student would attend a concert, if there is no assignment connected to the visit, and if the student will even receive credit for attending.
- There is a rubric in the middle of page 6 that is unlabeled. Could you please clarify on the syllabus what assignment it goes with?

Discussion:

- It was noted that this syllabus also stated that this course would like to be considered for the International (N) designation. Is it still the request of the faculty member that this course be considered, and its criteria reviewed for, said designation?
- Please ensure that all required readings/assignments in the weekly calendar have their correlating page numbers/time it takes to finish the work.
- Just an FYI, this syllabus says "Fall 2022", would need to be updated for the actual term when taught.

DIE 2002: Personalized Nutrition [A]
Acosta, Laura; Taft, Daina,Cheng,
Zhiyong; (z.cheng@ufl.edu, ljacosta@ufl.edu, dianataft@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20367

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
  - ~~Title: DIE 2002: Personalized Nutrition~~
  - ~~Description: This course will grapple with how and where nutrition should fit in an emerging era of precision medicine, by exploring the challenges of malnutrition and the growing epidemic of metabolic disease (e.g., obesity, diabetes, cardiovascular disease, and cancer). Based on the disciplines of molecular science, dietetics, epidemiology, and data analysis (including artificial intelligence), the course will investigate and reflect on the causes and consequences of malnutrition, and how dietary or nutrient choices can be personalized to prevent metabolic disease. Major themes include the molecular determinants of differences among individuals and nutritional contributions, malnutrition and metabolic disorders, and the application of personalized nutrition in disease prevention. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.~~
- ~~Please add the link to the general education subject area objectives, which can be found on the GE Syllabus Policy webpage. (*The link seems to have broken).~~
- ~~Please add the link to the UF grading policies, it seems that the current link may have broken.~~

- ~~Please add course objectives to your syllabus. See #3 on the GE Syllabus Policy page for more information.~~

Discussion:
- None.

ECO 2432: Data is Everywhere [CA]
Estevez,Kristian (Kj719@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20285

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting an International Designation.

Comments:
Action:
- Please make sure that you have the approved BOG course title and description added to your syllabus.
    - Title: ECO 2432: Data is Everywhere
    - Description: Examines the value and potential impact of data by exploring large data sets from a variety of disciplines. Identifies and discusses large national and international datasets that transcend disciplinary boundaries and include economic, geographic, health, political, and sociological variables. Equips students to locate data sets, compose descriptive statistics, and present analysis using tables and charts.
- Please clarify the following question: Regarding the self-reflection assignment, is the report going to be graded including student reflections, or is this just a student did it, so they must have reflected on it?
- Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/
- Please remove the COVID 19 statements.
- Comments from the College Curriculum Committee that were not addressed that still require action:
    - The prerequisite for Quest 2 courses is "Completion of any Quest 1 course with a grade of C or better" [written in prereq notation as "Quest 1 (C)"].
    - The grading scale ended up in the middle of the weekly topics list.
    - The form indicates no required textbooks or readings, but there are readings referenced in the calendar. Please list readings, texts, etc. in the form.
    - Please include a rubric or detailed description for grading participation.
    - Some of the wording in the required policies is out of date, please check the current syllabus policy () and update as needed. (I think it's only the honor code one, it is no longer obligatory to report observed violations.)

Discussion:
- None.

EUS 2216: Law & Society: US and European Perspectives [CA]
Panayotov,Alexander (apanayotov@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20406

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting an International Designation.

Comments:
Action:

- Please make sure that you have the approved BOG course title and description added to your syllabus.
    - Title: EUS 2216: Law & Society: US and European Perspectives
    - Description: The course has the following objectives: 1) To explore the conceptual basis of privacy; 2) To outline how governments, corporations, and individuals view the concept of privacy and deploy it to attain their objectives; and, 3) To learn the difference between the American and European concepts of privacy and the regulatory implications of these differences.
- Please add additional details to the self-reflection assignment and how it meets the UF Quest Program requirements.
- Please fix the "SOL" typo on page 3.
- Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/
- The class recordings wording on this syllabus is not in compliance with UF policy. It needs to be revised to match the wording on the syllabus template.

Discussion:

- Moot court competition sounds like excellent experiential learning.
- The SLOs are super detailed!
- Is there a grading rubric for the group assignment in Canvas? If not, it may be beneficial to add one in order to clarify responsibilities.

FNR 2XXX: Can Big Data Save the Earth? (Q2 Perm.) [A]
Klarenberg, Geraldine (gklarenberg@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20345

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action:

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~ Faculty Response: "Title: updated on page 1"
    - ~~Title: FNR 2610: Can Big Data Save the Earth?~~

- ~~Description:~~ ~~There is more pressure than ever before on our environmental resources: sometimes we find solutions, but sometimes we also generate unintended consequences. At the same time, technological advances are generating ever more amounts of data – also environmental data. Remote sensing, satellite technology, sensor technology, telemetry and data storage ensure that we have biological data over various time and space scales. The challenge arises how we use this data to do good; increase our understanding, find solutions, and avoid unintended consequences. This course addresses the question: can big data save the earth? We will explore complexity in biological and socio-ecological systems, the nature of causality, models and their relation to sustainability and natural resources management. We will connect data science and its tools to biology and ecosystems through project-based enquiry, by exploring and using real-life data sets, asking big questions and answering them. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.~~

- ~~Please indicate clearly how the group projects are being assessed. Each member of the group must know how their work is being evaluated. Perhaps the explanation could appear on pg. 5 where it is stated that group progress must be submitted. On pg. 13, under the attendance and participation statement, there could an explanation of the group project, presentations, and peer review. This information may be fully addressed on Canvas, but it should also appear in the syllabus.~~ Faculty Response: "Group projects: I have updated "Graded Work" on page 4 and 5, indicating which components are individually graded, and which are group graded. I have rubrics for all components, but that would be too much include. The two individual components allow for me as an instructor to get a good/decent idea of individual contributions and engagement, and prevents committed group members from getting penalized for "slackers" (in addition: a large part of the group work happens in class, and the rotating weekly progress reports are intended to keep everyone on their toes)."
- ~~Late submissions should be allowed for University excused reasons. Please ensure that the policy is in line with those found here (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).~~ Faculty Response: "Late submissions: updated on page 14"

Discussion:

- ~~Syllabus top of p. 13 says occasionally points will be awarded for class participation. Under what circumstances, to what assignment(s), how many potential points? Will these be extra credit or part of the expected course assignments?~~ Facutly Response: "Class participation: I renamed this component "Engagement", and it has been elaborated on in the "Graded Work" section (page 4 and 5). In the current implementation this contributes 10% to a student's grade – instead of "removing" points."
- ~~Attendance says it will be recorded in the Canvas grade book – is it being graded? Or will the grade only be affected by a fifth unexcused absence, and this is simply the way to keep count for everyone?~~ Faculty Response: "Attendance: has been updated on page 14, it goes hand in hand with the engagement points. It is not recorded on Canvas, but essentially students get engagement points for attendance. These can be excused as per the explanation in the syllabus (following UF's policies)."

- ~~Text included on late submissions – could use clarification on time provided if absence or late turn in for assignment was due to an excused reason per university policy.~~ Faculty Response: "The updates to the "Graded Work" (specifically the group work and engagement component) have been implemented over the course of the past two spring semesters. I believe it has worked well and has created fair grading (as confirmed in my student evaluations)."

FYC 2XXX: An Ounce of Prevention:Building Resilience in Communities (Q2 Perm.) [A]
Riley, Tennisha (tennriley03@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20349

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action:
- ~~Please add the general education objectives link, which can be found on the General Education Syllabus Policy webpage.~~ Verbiage is present on syllabus under "General Education Objectives: Social Science (S)" and "Social and Behavioral Sciences Objectives"
- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
  - ~~Title: FYC 2331: An Ounce of Prevention~~
  - ~~Description: We have become a "Band-Aid" society – when a social problem crops up like the opioid crisis, the obesity epidemic, or increases in human trafficking, we try to patch it up on the back end instead of heading off the problem from the start. Prevention science seeks to improve the health and well-being of individuals, families, and communities through empirical approaches to prevention and intervention. By looking at root causes of social problems early on, we can leverage prevention science to improve the health and well-being of individuals, families, and communities. This interdisciplinary Quest 2 course will provide you with foundational knowledge in prevention science.~~
- ~~Since participation is considered heavily for this course, could you please add a participation rubric.~~
- ~~Could you please make your QUEST Pressing Question more clear on your syllabus.~~

Discussion:
- ~~A rubric for the group project would be beneficial for the students, although it is noted that this could be available in Canvas.~~
- ~~How will the student's achievement of SLO 4 through 7 be measured?~~
- ~~Regarding the textbook for this course, it seems that it may be slightly old (2014). The review subcommittee was wondering if there is a newer textbook available, or if one is needed? What advances in prevention science could be covered with a textbook more recent than 2014?~~ An additional required reading, with a 2023 date, was provided.

GEO 2301: The Next Pandemic [A]
Hamerlinck,Gabriela (ghamerlinck@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/17672

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting an International Designation.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
  - ~~Title: GEO 2301: The Next Pandemic~~
  - ~~Description: Focuses on historic and modern disease outbreaks, in order to hypothesize what the next pandemic will be. We will ask what social, political, biological, and environmental factors led to historic outbreaks, what happened when we faced a new pandemic, and how can we prepare for the next pandemic? This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.~~
- ~~There needs to be a section of the syllabus that contains course objectives (*Please see #3 on the GE Syllabus Policy page).~~
- ~~Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/~~

Discussion:

- None.

GEO2XXX: The Future of Energy (Quest 2 Permanent) [CA]
Engstrom, Johamma (joem@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/19364

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally Requesting a Writing Designation.

Comments:
Action:

- Please make sure that you have the approved BOG course title and description added to your syllabus.
  - Title: GEO 2530: The Future of Energy
  - Description: The Future of Energy takes the students on a journey through the history of energy use, issues associated with different technologies, and future challenges and opportunities. The course brings up pressing questions such as: Is

renewable energy always sustainable? Are renewable energies always a better option for the environment? And what does a future sustainable energy situation look like?—and challenges the students to find the answers to these questions via a combination of readings, lectures, discussions and reflection. The course also explores geographic differences between different states, countries and societies, which contributes to shaping the energy landscape now and in the future.

- Could you please clarify how multiple disciplines are incorporated into this course. What is the multidisciplinary content that makes this course a Quest course?
- The experiential learning aspect for this course needs further specification in this syllabus.
    - It currently indicates "TBD", is this due to scheduling concerns with facilities? Possible solution: list facilities that might be visited.
- In the graded word section of the syllabus, please clearly designate which essays, or assignments, contribute to the Writing Requirement words.

Discussion:

- The syllabus breaks down the graded work categories by percentage, but the attendance section describes earning "1 point" for spot attendance and the essay rubric describes points categories for the various criteria. If points are accumulated in all graded work, a description of the points earned within each assignment should be included and a breakdown of how the point totals align with the grading scale of the course should be provided.
- Week 4 in the annotated weekly schedule describes "Instructor Conference Travels". This may need to be updated, or clarity is needed to determine if week 4 will always have no course activities in it.
- Week 3's required reading doesn't describe how the student can access it nor page numbers. Page numbers for required readings are also needed in weeks 5, 10 (the Saidi, et al option), and 12.

GLY 2040: Is the Planet Dying? **[A]**
Forte,Alessandro (forte@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20388

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
    - ~~Title: GLY 2040: Is the Planet Dying?~~
    - ~~Description: This course aims to provide a comprehensive view of how the Earth functions as an ever-changing dynamical system. This journey through Earth system science will integrate multiple disciplines that include biology, chemistry, geology, geophysics, hydrology, oceanography and meteorology. Students will~~

~~learn the origin and dynamics of the great forces that shape the evolution of our planet, from the deep interior to its surface. They will also learn that the Earth is made up of an interconnection of dynamical systems exhibiting complex behaviors at multiple spatial and temporal scales, which are relevant to society. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.~~

- ~~Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/~~
- ~~There needs to be a section of the syllabus that contains course objectives (*Please see #3 on the GE Syllabus Policy page). Could potentially pull from information used in the SLO section.~~

Discussion:

- None.

HFT 2491: Robots: Threat or Opportunity [A]
Nasim,Binesh ([bineshf@ufl.edu]bineshf@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20281

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
  - ~~Title: HFT 2491: Robots: Threat or Opportunity~~
  - ~~Description: This course tries to answer the following pressing questions: How are robots changing our society, and how can we prepare for a future of robots amongst us? It provides hands-on approach that builds a bridge between the engineering and technical aspects of AI with the business applications with a focus on tourism, hospitality and event management. This course requires no engineering or technical experience. As the course progresses, students will learn the basics of robot and AI technologies, the latest trends and technological advances in tourism, hospitality and event management and how they can be applied to their field. This course is not about becoming a technical expert, but rather having a foundational understanding of robotics and AI and how it can be positioned to improve efficiency and effectiveness across different fields, regardless of students' background.~~
- ~~Since this course has been approved by the BOG for a general education designation, please be sure to indicate that it carries the GE-S attribute. Additionally, include the appropriate subject area objective text or link that aligns with this GE designation, which can be found on the GE Syllabus Policy webpage. Lastly, please update the Student~~

~~Learning Outcomes section to reflect how the GE-S designation is integrated into the course outcomes.~~

- ~~Since participation is heavily considered in this course, please add a participation rubric and how students will be evaluated.~~ Faculty Response: "Thank you for taking the time to review my course. I have attached an updated syllabus based on the comments. I wanted to mention that after teaching this course in fall 2023, based on the students' feedback, I decided to remove the graded participation and only keep attendance. In the updated syllabus that was submitted to the college committee, I had made changes to reflect this (I had removed participation from the grading table). However, I had missed one part of the syllabus that still contained information regarding participation. The updated syllabus follows the approved college committee (graded work does not contain participation), and any mention of participation that could confuse the students was also removed."

Discussion:

- None.

IDS 2XXX: The Story of French through Internet, AI, and Machine Translation [A]
Hebblethwaite, Benjamin (hebble@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20278

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Actions: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
  - ~~Title: IDS 2688: The Story of French through Internet, AI, and Machine Translation~~
  - ~~Description: Analyzes the story of the development of the French language as well as other languages spoken in Francophone states. Examines the evolution of the Francien dialect into the French standard language of the modern French state. Examines French varieties, linguistic variation and change, periods of linguistic history, and the empowerment of a language through standardization. Explores the Latinization of Gaul, dialectization of Gallo-Romance, selection of norms, elaboration of function, codification, acceptance, and maintenance of the powerful standard. Evaluates the story of one other language's standardization (beside French) in Francophone countries in an essay. Assesses, in a scripted video, the influence of foreign languages (like English) in French websites by means of AI and machine translation.~~ Done.
- ~~Please add additional information to the weekly schedule to reflect what the students will be doing with the required readings for each week.~~ Faculty Response: "I have completed these requests by improving the descriptions of the weekly schedule on pages 9-11."
  - ~~To qualify for the N designation, evidence of subject material addressing international topics should permeate through the semester.~~

- From the titles given, it is difficult to discern. Accountability for the readings may be provided on Canvas, but it should also appear in the syllabus.

Discussion:

- None.

MAT 1090: The Narratives of Numbers [A]
Streese,John (jstreese@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20459

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting the Writing Requirement.

Comments:

Action:

- Please make sure that you have the approved BOG course title and description added to your syllabus. Faculty Response: "Title and course number have been edited."
  - Title: MAT 1090: The Narrative of Numbers
  - Description: Uses both numbers and narratives to offer different ways to examine life. Explores how numbers shape the stories told about cultural and social life in the Western canon. Students use logic, statistics, and reasoning to study how algorithms influence online communication and big data, while also exploring humanistic theories on numerology, social media algorithms, and storytelling with data.
- Please add the link to the general education subject area objectives, which can be found on the GE Syllabus Policy webpage. Faculty Response: "This has been done just under course objectives."
- Please add a writing manual to your syllabus. Faculty Response: "Recommended writing manual is under 'Required Readings, Works, and Writing Manual' section."
- This course seems to be more centered around a Math designation rather than a Humanities designation. Could you please further elaborate on your syllabus, including the SLOs, how this course is Humanities-centric. Faculty Response: "Course objectives and SLO's have been further updated with more elaboration on Humanities-centric assignments.
- The grades are based on a point system, but the final overall grade is presented as a percentage. Maybe the professors could put a point to percentage equivalency in the table to reduce confusion for the students. In this case it could also benefit the professor to clarify how they will handle decimal points, will you round if a grade is .5 or will it remain whatever the whole number is…? Faculty Response: The table has been updated with points/percentage conversions. Also a more clear policy is state for no partial points/no rounding at all.
- There needs to be a section of the syllabus that contains course objectives (*Please see #3 on the GE Syllabus Policy page). Faculty Responses: Course objectives now listed under course description.

- ~~Please rephrase the attendance policy language to be in compliance with University policy (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).~~
- ~~Are double periods counted as double absences? Please clarify.~~ Faculty Response: "Double periods are clarified as a double-absence in bold. Link provided to the excused absences policy while also paraphrasing some of its more important points."
- ~~Please update the gator evaluation language with the information found on the UF Syllabus Policy.~~ Faculty Response: "New Gator Evals language is updated from UF syllabus policy."
- ~~Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/~~ Faculty Response: Updated the honest policy."

Discussion:

- None.

MCB 2321: Exploring Our Genome [A]
Ahrens, Angelica, Drew, Jennifer; (jdrew@ufl.edu & a.ahrens@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20375

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
    - ~~Title: MCB 2321: Exploring Our Genome~~
    - ~~Description: Genomics has exploded with exciting discoveries and spawned new technological developments. Personal genomics and personalized health care are now a reality – it's possible and affordable to have your genome scanned. This course investigates the same fundamental questions while using the same approaches and techniques as scientists who study genetics, behavior, and disease. These pressing questions include: What does genetics tell us about ourselves? How do we study and analyze our personal genome data? How can common genetic variations inform our decisions about disease risk, lifestyles, and behaviors? We will delve into the field of genomics, learn how genome sequence data is obtained and analyzed, the limitations of that data, the ethical, legal and societal implications of that data, and most importantly, to increase scientific literacy, we will explore human genome data in a semester-long, guided research project. This course will equip students with basic skills in how to manage datasets, compose statistics, and provide meaningful analysis of genomic data using tables and charts. The concepts learned can connect to other fields, adding to students' "toolbox" of professional and scientific skills. All majors and interests complement this course. No prior scientific or statistical/analytical~~

~~background is assumed. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.~~

- ~~Please add the instructor's office location, or at least put a section dedicated to housing that information, on the syllabus.~~
- ~~Please add a section to your syllabus that is dedicated to course objectives (*Please see #3 on the GE Syllabus Policy Webpage for more information)~~
    - ~~Recommendation: It seems that this information could be created from the extensive SLOs at the end of this syllabus.~~
- ~~Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/~~
- ~~Comments from the College Curriculum Committee that were not addressed that still require action:~~
    - ~~"Please use the CALS syllabus checklist to make sure all required elements on the syllabus are included. I can see the "boilerplate" info on the fall 2023 syllabus submitted is out of date."~~

Discussion:

- None.

MCB 2650: Microbes Without Borders [A]
Oli,Monika (moli@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/17997

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting an International Designation.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
    - ~~Title: MCB 2650: Microbes Without Borders~~
    - ~~Description: This course will make students aware of the importance of the diversity of microbes and their significance in our everyday lives. Different microbes are explored in readings, audiovisual materials, and hands-on explorations. Topics include viruses, bacteria, parasites and fungi, microbes and art, bioterrorism, GMOs and biotechnology, food production and the role of microbes in agriculture. Issues like disease spread and prevention, vaccines and drug resistance will be examined. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.~~

- ~~Please add the link to the general education subject area objectives, which can be found on the GE Syllabus Policy webpage.~~

Discussion:

- None.

MHF 1420: Mathematics in the Arts and Architecture of Ren. Italy [A]
Harrington, Jason & Demas,
Carol ([demasc@ufl.edu%20]demasc@ufl.edu & mathguy@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20416

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting the Writing Requirement.

Comments:

Action:

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
  - ~~Title: MHF 1420: Mathematics in the Arts and Architecture of Ren. Italy~~
  - ~~Description: Examines pivotal role of mathematics in shaping aesthetics, design, and innovation in art, architecture, music, and gardens of Italy from 1300–1600 AD. Compares these representations to those found in the Western canon and beyond.~~ Done
- ~~The syllabus is technically missing a section for course objectives. However, I believe that this could be rectified by re-naming/re-organizing the syllabus. The sections under "The following Quest requirements will be met with details provided in section II below." Could technically meet the requirements. Please see #3 on the General Education Syllabus Policy for more information.~~ Done
- ~~The grades are based on a point system, but the final overall grade is presented as a percentage. Maybe the professors could put a point to percentage equivalency in the table to reduce confusion for the students. In this case it could also benefit the professor to clarify how they will handle decimal points, will you round if a grade is .5 or will it remain whatever the whole number is…?~~ Done
- ~~Please update the gator evaluation language with the information found on the UF Syllabus Policy.~~ Done

Discussion:

- None.

MUS 1XXX - Music, Robots, Lawyers, and You (Q1 Perm) [A]
Mosley, Imani ([imosley@arts.ufl.edu)]imosley@arts.ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20393

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
  - ~~Title: MUS 1307: Music, Robots, Lawyers, and You!~~
  - ~~Description: The twentieth century saw the creation of physical music media (such as phonographs, long-playing records, cassette tapes) that changed the way we listen to, participate in, understand, and engage with music making. Music throughout the world as well as in the Western canon were affected by these advanced cultural and technological changes. Questions around reproduction, how they affect concepts of the voice and body, the hauntological, issues around labor, and the audiovisual litany grew as media changed and adapted. The move to digital media (MP3 files, streaming music, digital music platforms such as Bandcamp, SoundCloud, and YouTube) only enhanced these questions and concerns. This course will examine the current state of music making, in regard to the digital, computational, legal, and ethical. This course will take an interdisciplinary approach to questions around music making and its myriad meanings in a digital age.~~
- ~~Participation is described as graded but not shown in the overall Grade Percentages table. Please rectify this discrepancy.~~
- ~~Please include the links to the General Education and Quest SLOs.~~
- ~~Please include the following statement somewhere on the syllabus: *A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*~~
- ~~Please remove the statement that the Analytic essay will grant the students 4k words as this course is not a WR designated course.~~

Discussion:

- None.

ORH 2XXX: Ethnohorticulture - A Coevolution of Plants and People [A]
Schutzman, Bart (bart@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20565

Quest Only. Was not certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action:

- ~~The required reading section at the top of page 3 is a bit confusing. It indicates that an "Optional Readings" list is provided (which it is at the end of the syllabus) but then indicates that portions of some of these readings will be required. The portions that are required are not indicated on the syllabus anywhere.~~

    - ~~The Review Subcommittee recommends adding the required readings to the annotated weekly schedule with page numbers included.~~ Faculty Response: "After reconsideration of the procedures I currently use in my other courses, I have changed the wording to reflect that written and online links to other readings are all optional, and materials presented in lecture (live and modules) are enough without adding large amounts of required readings. Therefore, I have removed the wording about excerpts presented as required readings."
- ~~While the "More Information About the Course" section is detailed, neither it nor the course description explicitly identifies a pressing question that the course will address. Please add this to your syllabus.~~ Faculty Response: "This has been added."
- ~~The description of the quizzes on page 5 caused some confusion among the review subcommittee. The table under "Graded Work" indicates that each quiz is worth 10 points, but the description in page 5 reads as if the quiz is worth 1%. I believe the instructor may mean 1 point per question and 10 questions on each quiz, but this should be clarified. How may questions are on the midterm and final exams?~~ Faculty Responses: "The course has 1000 points, therefore a 10-point quiz is worth 1% of the course. The number of questions on midterm and final will be expressed as a percentage of the 100% for that quiz, but the number of questions will reflect the time available. Typically my midterms and finals have 50-100 questions and are T/F, Multiple Choice or Matching questions. They have greater value than the small nominal value of weekly quizzes; the quizzes are a way of holding students continuously responsible for daily activities while they are happening."
- ~~It is unclear how each "Assignment" under the "Description of Assignments" section of the syllabus is graded. Please clarify this for the students.~~ Faculty Response: "A description of the grading for assignments has been placed at the begging of that section."

Discussion:

- None.

PHY 2030: Humans, Science, the Universe [CA]
McGill,Kathryn (kathryn.mcgill@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20374

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action:

- Please make sure that you have the approved BOG course title and description added to your syllabus.
    - Title: PHY 2030: Humans, Science, the Universe
    - Description: What is the universe and what is humanity's place in it? This is one of the fundamental questions that people have always asked, and we are still asking it. This course will explore humanity's view of terrestrial and celestial phenomena from ancient to modern times, and in parallel offer basic explanations for how science views these phenomena today. Topics include the solar system

and how various civilizations and eras have conceived of its structure, light and relativity, and modern concepts of cosmology. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.

- This course syllabus seems to be missing course objectives. Please see #3 on the General Education Syllabus Policy for clarification.
- Can you please list that there are two midterms in the graded work section of your syllabus.
- The review subcommitte believed that the grading scale rubric should be tweaked. On the current version an A = 90-100% and an A- = 87-90%. It was felt that the students may get confused because what happens when they get a 90, is their grade an A or an A-?
    - Suggestion: Use decimals or > < signs to prevent confusion.
- There is a disclaimer at the top of the syllabus, if the course has already been taught this should be removed.
- Please update the gator evaluation language with the information found on the UF syllabus policy.
- Comments from the College Curriculum Committee that were not addressed that still require action:
    - The wording for the Honor Code policy is out of date. Please see https://sccr.dso.ufl.edu/resources-by-audience/faculty-and-staff/honor-code-syllabi/ and update accordingly.

Discussion:

- None.

REL 1411: Why is there Evil in the World? **[CA]**
Feller,Yaniv (yfeller@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20490

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting the International and Writing Requirement.

Comments:
Action:

- Please make sure that you have the approved BOG course title and description added to your syllabus.
    - Title: REL 1411: Why is there evil in the world?
    - Description: The problem of evil has been a focus of intense reflection by philosophers, theologians, psychologists, and novelists. Students will address this key theme in the human condition in this course. The class will enable students to analyze this question in written form and orally by drawing on a variety of methodologies from different fields in the humanities, including philosophy, religion, history, and art. Students will not only read and analyze classical texts from the Western canon and beyond, such as the biblical Book of Job, but also

modern interpretations of classical themes in TV shows such as *Good Omens*. The case studies examined, historical and contemporary alike, include Egypt in antiquity, Italy of the Middle Ages, and twentieth-century Germany and France.

- In changing the course description, please make sure to move the experiential learning aspect to another section of the syllabus.
- Course objectives, separate from that of the SLOs, are required. Please see #3 on the General Education Syllabus Policy page.
- Since this course is a GE-Humanities course, could you please make sure that Western Canon is explicitly stated where possible. – just have to make sure that the Western Canon items on the reading list.
- Grading Scale Question: How will you determine grades that are decimals…will you round up or no? May want to clarify that so that there is not back and forth between student and faculty.
- Please ensure that in your weekly course schedule, you include reading lengths/word counts/.page counts for assigned readings and length for assigned multimedia/audio-visual items.
- Comments from the College Curriculum Committee that were not addressed that still require action:
    - Please indicate the # of credit hours on the syllabus.
    - What is the "Teaching Assistant" line on p. 1 of the syllabus for? Either put "TBD" or remove
    - Please add a “Materials and Supplies Fee” section to the syllabus, and indicate “N/A” if there are none.
    - Course materials should be listed in the syllabus, and not just in Canvas so that students (and reviewers) are able to get a sense of the content and workload. Please add a bibliographical list of the readings that are included on Canvas, or provide full references for each when they appear on the calendar (and reference the calendar in the texts section of the syllabus)
    - I don't understand the attendance being out of 1000 points - Is each class meeting worth 25 points? But how does that 1000 points lead to a reduction, when the rest of the grade is explained in percentages (and adds up to 100% without attendance)? It might be simpler to say that after the two free absences, each unexcused absence results in a 1-point (or something) deduction from the final numerical average?
    - It is unclear when, how, and with what frequency students will be assessed for participation. You will notify them what they "would" have at midterm - that makes it sounds like there is only one holistic participation grade, determined at the end of the semester? I think that is allowable, but my strong recommendation would be against a one-time grade. I think it would be better for students, and more useful, to have multiple participation grades - every 2 or 3 weeks, for example.
    - Minor things - I would say Unit Reflection Papers (plural), and then there's a typo "You are required to submit seven out of eight response paper" - missing the s. Suggest adding a hard return before the #1 requirement for the paper, so they're all formatted as list items.

- The statement that no excuses for late work will be allowed is in violation of UF policy - work missed for excused absences must be allowed to be made up. Please revise.
- I'm not sure if GE/Quest requires them, but i would recommend rubrics for the response papers. Additionally, even though the writing is assessed S/U, it is also a graded component of the final grade, so having rubrics with numerical scores would be very helpful.

Discussion:

- What is the Tutorial Section Meeting part of the syllabus?

STA 2XXX: Statistics and the Physical World [A]
Winner,Larry (winner@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20481

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~Please make sure that you have the approved BOG course title and description added to your syllabus.~~
  - ~~Title: STA 2170: Stats in the Physical World~~
  - ~~Description: This course is intended to introduce general ideas involving probability and statistics through thought-provoking examples from subject areas in the physical and biological sciences. Students will be expected to think through solutions to problems from the various cases to understand the various statistical methods introduced. This can lead to questions such as: How can we measure and describe climate change based on available empirical data? The course will focus on "big picture" uses of statistical methods and will use statistical computing software as opposed to "hand calculation." This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.~~
- ~~This course is missing the "Connection" SLO. Please add this to your syllabus and explain how it will be assessed throughout the course/assignments.~~
- ~~The final exam is given on the 15th week of the class breakdown, but it is not specified if this is cumulative or not. If it is, it cannot be given on the 15th week and needs to be given during the final exam days.~~
- ~~Please update the UF Evaluation language, which can be found on the UF syllabus policy.~~
- ~~Comments from the College Curriculum Committee that were not addressed that still require action:~~

- If excessive absences will result in deduction from the final grade, what are the 5 points that are allotted to Attendance? I think it can either be part of how the final grade is calculated, or can be a subsequent penalty, but can't be both.
- The wording for the Honor Code policy is out of date. Please see https://sccr.dso.ufl.edu/resources-by-audience/faculty-and-staff/honor-code-syllabi/ and update accordingly.
- Please remove the Covid Information. Or at the very least, we are not allowed to tell students to get vaccinated.
- Quest courses are required to have an experiential component - what is that component in this course? See for a list of experiential activities recognized by UF.

Discussion:

- Grading Scale Question: "92 – 100% of possible points"
  - What is the number of points possible? 130? I found that # with the list of graded work. – clarify this please.

SWS 2801: Unintended Consequences in the Environment [A]
Lin,Yang (ylin2@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20384

Reviewed and Certified by the BOG for the 2025-2026 UF General Education List. Additionally requesting an International Designation.

Comments:

Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- Please make sure that you have the approved BOG course title and description added to your syllabus.
  - Title: SWS 2801: Unintended Consequences in the Environment
  - Description: Humans' impact on the Earth is so profound that a new geological epoch – the Anthropocene – has begun. Human decisions often have unintended effects on the environment. For example, Indonesia government jeopardized the conservation efforts of the Javan hawk eagle by declaring it a national rare animal. In another example, subsidies that promote energy-efficient appliances often backfire by increasing energy consumption and greenhouse gas emissions. Why did these unintended consequences happen? How can we better predict and prevent them? To answer these questions, we will seek to explore the complex relationships between humans and the environment using a systems approach. This course affords students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.
- Please update the university honesty policy. In particular, the phrase "Furthermore, you are obligated…" must be removed. The current policy can be found here: https://syllabus.ufl.edu/syllabus-policy/

- ~~Office hours must be set/static based on the instructor who is teaching the course. Please adjust the syllabus with this information in mind.~~
- ~~Please add a section to your syllabus that is dedicated to course objectives (*Please see #3 on the GE Syllabus Policy Webpage for more information)~~
    - ~~Recommendation: It seems that this information could be created from the extensive SLOs at the end of this syllabus.~~
- ~~Regarding this course's make-up policy, the review subcommittee wishes to note that religious holidays do not require documentation. It is suggested that adding some verbiage regarding this guideline to the syllabus would be beneficial.~~

Discussion:

- ~~Could you please answer the following questions:~~
    - ~~Attendance says it will be recorded in the Canvas grade book – is it being graded? Or will the grade only be affected by a fifth unexcused absence, and this is simply the way to keep count for everyone?~~ Faculty Response: Thanks for the question. I have clarified that only attendance to the section will be counted. I also explained how it will work.

SYG2XXX: Global Social Problems [A]
Ghadge, Ravi (ravighadge@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20478

Quest & International. Was not certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action: All items have been addressed via a revised syllabus, which can be found attached to this course's approval request.

- ~~As this course was not approved by the BOG for a general education designation for the 25-26 AY, please remove the SBS- General Education designation references entirely (ex: from the top of your syllabus GE Credit section and from the SLOs description where S is connected to a performance metric).~~
- ~~Please update the Writing Studio information with the information found in the UF Syllabus Policy.~~
- ~~Please update the disability statement with the more recent language, which can be found in the UF Syllabus Policy.~~
- ~~There needs to be a section of the syllabus that contains course objectives (*Please see #3 on the GE Syllabus Policy page).~~
    - ~~The instructor could possibly pull from information in the GLE Rubric or from the SLO area.~~
- ~~Could you please update the University Conduct Code link with the following, https://policy.ufl.edu/regulation/4-040/.~~

Discussion:

- ~~This syllabus contains an old UF grade scale with a lower cut score for the A grade. Is it the wish of the instructor to update this grading scale? This was brought up because as a~~

~~question due to the fact that Canvas automatically cuts scores.~~ Faculty Response: "Done--updated the grading scale to the newer format."

- ~~Since the data collected for the students cannot be anonymous, how honest are they likely to be about their feelings/thought on the listed topics? There were concerns by the review subcommittee that there would be a high risk of response bias in the data set.~~ Faculty Response: The Quest 2 Instructors who administer this survey in their classes acknowledge this problem. However, we stress the importance of honest responses for meaningful survey results and assure students that individual scores will not be reviewed. While we collect email addresses to award (extra) credit and verify survey completion and validity, we do not examine individual scale scores.
- ~~Recommend clarifying whether course learning materials are permitted to use when completing the online quizzes. The description states that students cannot work with each other, but also mentions a discouragement of "looking up answers for each question" implying that it is acceptable. Either way, clarity is recommended.~~ Faculty Response: Done—updated the language in the syllabus, providing more clarity.
- ~~Are there any fees tied to the GLE assignment?~~ Faculty Response: No, there are no fees for the GLE. I have clarified this in the syllabus.
- ~~"There will be no make-up quizzes…" --> What if students have an excused absence? Is this accounted for with the two lowest grades dropped?~~ Faculty Response: Clarified this in the syllabus.
- The GLE is an excellent experiential learning opportunity for the students.
- The VE project is a great approach to the Experiential Learning and Self-Reflection component. Well done. Faculty Response: Thank you!

THE 1XXX - Acting for Change (Quest 1 Perm) **[CA]**
Henderson, Kaitlin (kaitlinhenderson@ufl.edu)
Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
URL: https://secure.aa.ufl.edu/Approval/reports/20437

Quest & Writing. Was not certified by the BOG for the 2025-2026 UF General Education List.

Comments:
Action:

- Please add the link for UF grading policies to your syllabus, which can be found in the UF Syllabus policy.
- Please add the link to the writing studio, which can be found on the General Education Syllabus Policy webpage.
- Please add a recommended writing style/style manual to your syllabus.
- As this course was not approved by the BOG for a general education designation for the 25-26 AY, please remove the H - General Education designation references from your syllabus entirely (ex: course description, course SLOs, course objectives, etc.).
- In the graded word section of the syllabus, please clearly designate which essays, or assignments, contribute to the Writing Requirement words.

Discussion:

- Is there a rubric for the group project? If not, adding one to the syllabus would be beneficial for the students.
- Please clarify what the Quest Experiential learning activity is and how a reflective aspect is incorporated.
- The review subcommittee recommends adding the University Honesty policy and Campus Resources, both of which can be found on the UF Syllabus Policy page.
- Potential typo in the class workshop description. Should it say "...4-3 minute performance presentation..."?