General Education Committee: February 6th, 2025

The GEC met from 9:00 a.m. to 10:00 a.m. in the Dean's Office Conference Room: 210 Pugh Hall.

Attendees

Members

Coenen, Danny; Colon, Elayne; Crumpton, Jennifer; Czyz, Daniel; Haning, Marshall; Harrington, Jason; Judin, Robert; Kester, Brittany; Maze, John; McCarty, Dennis; Miller, David; Shorey, Toby; Smith, Brenda; Virguez, Lilianny

Liaisons

Bacsik, Angela, Butler, Emily Rine; Garrett, Ashley; Henry, Madison; Lord, Gillian; Mastrodicasa, Jeanna; McKenna, Leslie

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Welcome | Dr. Tobin Shorey

1. Approval of January minutes. – Approved

2. Updates

- UFIC Update
  - The Chair of the GEC updated the committee on the ongoing process of vetting UFIC courses that count towards students' general education credit. Conversations are still occurring, however, the Chair noted that the next step was to obtain these specific course syllabuses for the GEC to review.
- 2026 UF Assessment in Higher Education: Translating Assessment to Success Conference - April 6-7, 2026
- Curriculum Submission Deadlines for the 2026-2027 Catalog
- Review of GEC Email Template for Course Submissions
  - A copy of the email template that the review subcommittee uses to communicate with submitters regarding their course submissions was handed out to the committee for comments and potential improvements.
- Gen Ed. List AY 2026-2027
  - This is a list of the additional general education courses that were approved by the BOG for the 2026-2027 academic year (AY). This list also contains courses that were approved for the 2025-2026 AY, but have since lost or removed the designation.
- Undergraduate Catalog General Education 2026 Changes
  - The discussion of this agenda item was tabled for a future meeting.

3. Information Items

- Navigator - AI Usage
    - Data was presented on the Navigator chatbot and toolkit. Additional questions about how Navigator is used and what it is being used for were raised. The Chair stated that they would continue to see if additional information on this data could be obtained.
- UF Spring Break 2027: March 15-19, 2027

4. Course Requests – Review Document

- COM 1XXX: Orientalism and Colonialism (Q1 Perm.) – **Approved:** International & WR 2000.
- ISS 2XXX – Why Is the West Rich? (Q2 Permanent) – **Approved and was approved for the 2026-2027 BOG Gen Ed Review:** Social & Behavioral Sciences & WR 2000
- IDS 2XXX Changing Clothes: Writing for Sustainability in the Fashion Industry – **Approved:** WR 4000

5. Sub-Committee Updates

- **Assessment**
    - UF General Education Course Trends
        - Dr. Jeanna Mastrodicasa gave a presentation regarding General Education course trends.
- **Audit**
    - Dr. John Maze presented an update on the syllabus auditing on behalf of Dr. Heather Ray.
        - Syllabus Compliance Status:
            - 6 out of the 12 courses audited in the fall (25 of 42 total syllabuses) remain non-compliant.
            - Reminder emails were sent out requesting updates by Thursday, January 8th.
            - Detailed tracking is underway for each non-compliant course.
        - Outstanding Concerns:
            - Some issues with fall syllabuses remain unresolved, potentially requiring audits of both fall and spring syllabuses for the same courses.
- **Public Speaking/Oral Communication**
- **Review**
- **Writing Requirement**

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6. General Discussion

Meeting adjourned at 10:35 a.m.

ADDENDUM

Compiled Before the Meeting

General Education Committee Review

[February 6th, 2026]

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Approve	Conditionally Approve	Recycle
COM 1XXX: Orientalism and Colonialism (Q1 Perm.)		
IDS2XXX: Changing Clothes: Writing for Sustainability in the Fashion Industry		
ISS 2XXX - Why Is the West Rich? (Q2 Permanent)		

COM 1XXX: Orientalism and Colonialism (Q1 Perm.) **[A]**

URL: https://secure.aa.ufl.edu/Approval/reports/20451

Requesting: International & WR 2000

Comments:

Action:

- ~~As this course was not approved to count towards General Education by the Board of Governors, could you please remove any language that pertains to the humanities designation.~~
    - ~~For clarification, this course is still eligible for the International designation.~~ Response: "Removed all language pertaining to the Humanities designation (while retaining International and WR language)."
- ~~Please add the following statements, which are required for all courses that count towards the Writing Requirement:~~

    - ~~"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."~~ Response: "Added the two required Writing Requirement (WR) statements verbatim."
- ~~Could you please identify in your syllabus which part of your course description will be used for the catalog description.~~ Response: "Clearly identified the catalog description section within the syllabus."

Discussion:

- ~~The GEC review subcommittee had some questions regarding the writing rubric and requested further clarification. They noted that although point totals are provided in a table for each assignment category, and a writing rubric is provided, the writing rubric does not contain any point totals, so a student may not fully understand what earning a "B+" in the course means in relation to the point total that is needed to earn an "A" in the course according to the provided grading table.~~ Response: "Clarified how rubric scores translate into point totals so students can better understand grading outcomes."
- ~~The GEC review subcommittee also had some questions regarding the grading of the group project and requested further clarification. They asked the following questions:~~
    - ~~"How will individual students be graded on the group project worth a substantial portion of their overall course grade?"~~
    - ~~"How are individual students graded on the interview and panel discussion?"~~
    - ~~"The group presentation seems to be a large portion of the course grade, could you provide further justification for this."~~ Response: "Revised the experiential learning project rubric to clearly explain how individual students are assessed within group work, including individual accountability mechanisms and peer evaluation."
- ~~The review subcommittee also had the following comment to potentially increase clarity for students regarding an assignment: The reference to students interviewing "minorities" may be too broad or unclear, as minority status can relate to many different and sometimes non-visible identities (e.g., ethnicity, nationality, gender identity, sexuality, religion, ability). Students may be unsure how to interpret this or could feel they are making assumptions about identity. It may be helpful to clarify or provide more specific guidance on the intent behind this language.~~ Response: "Revised the language regarding interviewee selection to clarify intent and avoid ambiguity regarding "minority" status."

IDS2XXX: Changing Clothes: Writing for Sustainability in the Fashion Industry [A]

URL: https://secure.aa.ufl.edu/Approval/reports/20267

Requesting: WR 4000

Comments:

Action:

- ~~As this course was not approved to count towards General Education by the Board of Governors, could you please remove the social and behavioral sciences designation and any related~~

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~~information.~~ Response: "I took out the early designation saying that the class carried Social and Behavioral Sciences Gen Ed credit as well as references to SLOs associated with Gen Ed credit lower in the document. In addition, I think I caught some of the areas where I laid aside instructional time covering the S & B sciences in depth. Plus, I removed the S & B sciences textbook I'd initially required. I'm pretty sure I caught and edited out all of the references to that credit."

- ~~Please add a required or recommended writing or style manual to your syllabus.~~
    - ~~EX: "Modern Language Association of America. *MLA Handbook*. 9th ed. New York: Modern Language Association of America, 2021."~~ The syllabus has the following: *Little Seagull Handbook*.
- ~~Could you please clearly state, at the top of your syllabus, whether this course is synchronous or asynchronous.~~ Addressed: "Online Asynchronous"

Discussion:

- ~~The GEC review subcommittee had the following comment regarding the experiential learning component of this course: "the 'Details of Experiential Learning Component' section describes several activities that students can choose from and states that one will be required. However, there is no assignment within the 'List of Graded Work' table to indicate the experiential learning component has any influence on the grade in the course. We recommend amending the list of graded work to clearly indicate how the experiential learning component impacts the grade."~~
- ~~The GEC review subcommittee had some slight concerns regarding the Group Research Project and requested clarification regarding the assessment standard for each individual members. It was noted that the project may be described clearly in Canvas, but the members would potentially like to see an explanation or rubric if possible.~~ Response: "for the issues listed under "Discussion" below, I've added in some clarity. I added in language to explain that the Experiential Learning will be assessed through the students' Reflection Writing. And I note that the Group Project will be graded, in part, by the individual group member's frequency and quality of participation in different parts of the drafting process."

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ISS 2XXX - Why Is the West Rich? (Q2 Permanent) **[A]**

URL: https://secure.aa.ufl.edu/Approval/reports/21441

Requesting: Social & Behavioral Sciences & WR 2000

Was approved for the 2026-2027 UF General Education List

Comments:

Action:

- None.

Discussion:

- The GEC review subcommittee has a minor suggestion regarding two of the stated course objectives: "Two of the stated course objectives do not begin with an action verb and two of them

use the verb 'weigh'; A better verb could be used since you can’t 'weigh' methodologies or approaches."

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