UNIVERSITY OF CENTRAL FLORIDA

General Undergraduate Requirements Committee Annual Report

Academic Year 2025-2026

This annual report highlights the activities and accomplishments of the General Undergraduate Requirements Committee (GURC) during the 2025-26 academic year. The report summarizes committee membership and meetings, course proposals reviewed and approved, the comprehensive review of General Education Program (GEP) Communication Foundation courses, and updates to the State Writing Requirement (SWR) course list. It also documents key institutional and state-level developments affecting undergraduate education and outlines GURC's development of a new framework for periodic GEP course reviews designed to support continuous improvement, academic planning, accountability, and student success.

STEFANI FRANCISCO • 9/24/2026 • OFFICE OF UNDERGRADUATE STUDIES

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General Undergraduate Requirements Committee (GURC)

Annual Report – Academic Year 2025-26

Members

Voting

Sue Bauer, Donna Breit, Cheryl Cavaliere, Marjorie Ceballos, Dana-Marie Dennis, Jason Fridrich (Vice Chair), Aravinda Kar, Lauren Kehoe, Alla Kourova, Woo Hyoung Lee, Debaleena Majumdar, Kersten Schroeder (Chair), Rie Suzuki, Frank Tamberelli, Shivani Vakharia, and Jacqueline Woerner

Ex-Officio

Robin Back, Wayne Bowen (Administrator), Martin Dupuis, Stefani Francisco, Yeidaliz Garcia, Elizabeth Giltner, and Laurie Pinkert

Number of Meetings Held: 8

Course Proposals Reviewed: 3

Multidisciplinary Perspectives Requirement

AMH3571 African American History of 1865 – Approved for Fall 2026
AMH3572 African American History Since 1865 – Approved for Fall 2026

General Education Program (GEP)

MCB1000 The Invisible Word – Approved for Spring 2026

GEP Communication Foundation Area Reviewed

Review Process

GURC conducted a comprehensive review of courses within the Communication Foundation area of the General Education Program (GEP). To support the review process, the committee developed and distributed a white paper and evaluation rubric to school directors and department chairs. Academic units submitted course reports that included information on course availability, enrollment patterns, and long-term capacity to sustain GEP offerings. The committee evaluated each report against the established rubric, and all courses received ratings of satisfactory or above.

Courses Reviewed

COM1000 Introduction to Communication
ENC1101 Composition I
ENC1102 Composition II
SPC1603C Fundamentals of Technical Presentations
SPC1608 Fundamentals of Oral Communication

State Writing Requirement (SWR) Course List Reviewed

Review Process

The Office of Undergraduate conducted a review of the State Writing Requirement (SWR) course list. Courses that had not been offered consistently within the past three years were proposed for removal from the SWR list to the corresponding schools/departments. After further review, 18 courses were presented to and approved for removal from the SWR list by GURC. The courses continue to be offered by the schools/departments as program requirements or electives.

Courses Removed from the SWR List

AMH3710 Canadian History
AMH4140 Jeffersonian America
AMH4231 United States History: 1914-1939
AML4265 Florida Writers
ENG4614 Discourse of Global Cultural Studies
ENL3231 Restoration Literature
ENL4230 Eighteenth-Century Studies
EUH3242 Modern Europe and the First World War
EUH4576 History of Russia in the 20th Century
LIT3192H Honors Caribbean Literature
LIT3383H Honors Women in Literature
LIT3394 Literature of AIDS
LIT4233 Postcolonial Theory and Literature
LIT4303 Post-World War II Fiction
LIT4554 Advanced Feminist Theories
PHI4931 Philosophy in the News
REL3130 Religion in America
WOH4425 History of Western Legal Thought

Information Items Discussed

Updates from the Office of Undergraduate Studies

The College of Undergraduate Studies was inactivated in Fall 2025. Responsibilities previously housed in the Dean's Office were transferred to the new Office of Undergraduate Studies.

Yeidaliz Garcia was appointed as the GEP Instructional Specialist.
The UCF GEP was a finalist for the Association for General Liberal Studies Exemplary General Education Program Award.
The first recipient of the GEP Innovation Award was Amanda Pacheco.

Updates to the GEP

The Board of Governors approved the 2025-26 GEP.
Course proposals will now be approved two years in advance.

- Changes or course approvals must be made before the end of Fall 2025 to take effect in Fall 2027, unless proposed courses are already approved at another Florida State University System (SUS) institution.
- After Fall 2025, GURC will not review course proposals for approval until Fall 2027 for implementation in the GEP in Fall 2029.

During Spring 2026, the Board of Governors voted to remove SOC 2000 from the GEP starting Fall 2026.
During Spring 2026, BSC 2085C was added to the list of state core courses. It was included in the GEP and pre-requisites were removed.

White Paper

Rationale for a Comprehensive Review of the General Education Program

Purpose

This white paper outlines the rationale for conducting a systematic, periodic review of courses included in the General Education Program (GEP). The goal is to ensure continued alignment with our institutional goals, responsiveness to departmental needs, and transparency in planning and reporting.

1. Establishing a Culture of Continuous Improvement

Historically, the General Undergraduate Requirements Committee (GURC) has reviewed courses only at the point of initial inclusion in the GEP. Once approved, courses have remained in the program without further evaluation. A five-year review cycle would bring GEP oversight in line with standard academic practices across the United States, such as the periodic assessment of majors, minors, and certificates. This approach promotes accountability and ensures that GEP courses continue to meet foundational learning outcomes.

2. Adapting to Departmental Changes

Faculty composition and departmental priorities evolve over time. A structured review process allows departments to reflect on how GEP participation affects faculty workload, hiring plans, and curriculum development. For example, if a GEP course is taught by a single faculty member nearing retirement, this insight can inform strategic hiring and succession planning.

3. Responding to Shifts in Course Demand

Departments may experience changes in student demand for major-specific courses, which can affect their capacity to support GEP offerings. Programs that once relied on GEP-generated credit hours may now prioritize internal growth. A review process enables departments to adjust their participation in the GEP thoughtfully, while allowing GURC to coordinate with other units to maintain adequate coverage across the five state-mandated Foundations.

4. Ensuring Accurate Representation to Students

The GEP should reflect a consistent and predictable experience for students. A review of course offerings over time can identify imbalances in section availability, such as disproportionate

offerings in one semester. Ideally, every GEP course should be available each semester. Reviewing actual data will help validate this assumption and guide departments in making semester commitments that support student progress.

5. Proactive Alignment with State Oversight

While there is no state mandate for internal course review, institutions are required to submit their GEP annually to the Board of Trustees and undergo review by the Board of Governors. Some syllabi have faced scrutiny at the state level, resolved on an ad hoc basis. A proactive, faculty-led review process—grounded in shared criteria and transparent timelines—positions the university to respond effectively to external inquiries and to shape best practices rather than react to them.

Conclusion

A periodic review of GEP courses is a strategic, data-informed practice that supports academic integrity, institutional planning, and student success. It aligns with broader trends in higher education and prepares the university to meet internal and external expectations with confidence and clarity.

GURC GEP Course Evaluation Rubric

This rubric is designed to help guide the General Education Program (GEP) course review process to be conducted by UCF's General Undergraduate Requirements Committee (GURC). This rubric is intended to integrate both operational metrics and strategic considerations to ensure that GEP courses remain aligned with our institutional goals, student needs, and faculty capacity.

I. Course Logistics and Accessibility (20 points)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor	Data Source
Course Availability	Offered every semester in multiple modalities	Offered every semester in one modality	Offered once per year	Offered irregularly	RO/AIP
Enrollment Capacity	High capacity with multiple sections	Moderate capacity with consistent sections	Limited capacity	Very low or inconsistent capacity	RO/AIP
Future Offering Commitment	Confirmed for next 3 years (Fall & Spring)	Likely to be offered most semesters	Uncertain future offerings	No commitment to future offerings	Dept/School
Student Distribution	Broad distribution across colleges/majors	Moderate diversity of majors	Limited to a few majors	Highly concentrated in one major	RO/AIP
Responsiveness to Demand	Offerings match student demand across semesters	Minor imbalances addressed periodically	Noticeable imbalance with limited adjustment	Persistent mismatch in offerings vs. demand	RO/AIP

II. Instructional Quality and Faculty Support (16 points)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor	Data Source
DFW Rate	<10% consistently	10–20% with improvement efforts	20–30% with limited intervention	>30% with no improvement plan	Dept/School
Faculty Coverage	Multiple faculty members consistently teaching	Several faculty members available	Few faculty members available	Only one or no faculty available	Dept/School
Faculty Sustainability	Multiple faculty members committed long-term	Some faculty with succession plans	One faculty member with unclear future	Sole faculty member retiring or leaving	Dept/School
Instructor Engagement in GEP Activities (at least one faculty member per GEP course offered)	High involvement in Professional development (PD), committees, awards	Moderate involvement	Minimal involvement	No involvement	Dept/School /GEP

III. Curriculum and Pedagogical Alignment (20 points)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor	Data Source
Prerequisites/ Preparation	No prerequisites; accessible to all	Minimal prerequisites; broadly accessible	Moderate prerequisites; some barriers	High prerequisites; limited accessibility	Dept/School
Course Evolution	Significant improvements over 3 years	Some updates made	Minimal changes	No changes	Dept/School
Curricular Fit Over Time	Course remains central to department goals and GEP	Course still fits but may shift focus	Course fit is weakening	Course no longer aligns with department priorities	Dept/School
Departmental Support	Strong endorsement with rationale	General support with some rationale	Limited support or unclear rationale	No support or rationale	Dept/School
Major Requirements	Required by many majors	Required by some majors	Elective for most majors	Not required by any major	Dept/School

IV. Assessment and Governance (16 points)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Poor	Data Source
GEP Assessment Participation	Fully engaged in assessment program	Participates regularly	Occasional participation	No participation	GEP
SUS/FCS Inclusion	Widely included across SUS/FCS institutions	Included in several institutions	Included in few institutions	Rarely or not included	GEP
State Review Readiness	Materials align with state expectations and are proactively reviewed	Materials mostly align; minor revisions needed	Some misalignment; reactive revisions	Frequent issues with state review; no proactive planning	GEP/Dept/School
Strategic Planning Support	Course review informs hiring and scheduling decisions	Occasionally informs planning	Rarely used in planning	No connection to strategic planning	Dept/School

Total Points

_____/out of 72

Notes for Reviewers

- Use the rubric to guide both quantitative scoring and qualitative discussion.
- Consider trends over the past three years when evaluating historical data.
- Encourage departments/schools to reflect on future plans and strategic alignment.
- Use rubric results to inform recommendations for continued inclusion, revision, or phase-out of GEP courses.

This rubric is intended to support a thoughtful, faculty-led review process that aligns with our institutional goals and anticipates future needs, while maintaining transparency and consistency across GEP offerings.

Acronym	**Meaning**
GURC	General Undergraduate Requirements Committee
GEP	General Education Program
RO	Registrar's Office
AIP	Analytics and Integrated Planning
PD	Professional development
SUS/FCS	State University System/Florida College System