

GRADUATE COUNCIL AGENDA

DECEMBER 14, 2023

1:00 PM

110 GRINTER HALL

I. ACTION ITEMS:

1. Minutes from the November 16, 2023, Graduate Council Meeting (Enclosure 1).

CERTIFICATE:

2. The College of Agricultural and Life Sciences seeks to close the graduate certificate in Geographic Information Systems (#19018). Dr. Joe Aufmuth will be present for discussion (Enclosure 2).

CONCENTRATIONS:

3. The College of Liberal Arts and Sciences seeks to create a graduate concentration in Econometric and Data Analysis for the Master of Arts (M.A.) (#18890). Dr. Thomas Knight will be present for discussion (Enclosure 3).
4. The College of Education seeks to participate in the existing interdisciplinary concentration in Clinical and Translational Science for the Doctor of Philosophy (Ph.D.) with a major in Special Education (#18927). Dr. Nancy Waldron will be present for discussion (Enclosure 4).
5. The College of Agricultural and Life Sciences seeks to create an online graduate concentration in Microbial and Cellular Data Science for the Doctor of Philosophy (Ph.D.) (#18948). Dr. Eric Triplett will be present for discussion (Enclosure 5).

DEPARTMENT:

6. The College of Pharmacy seeks to create the Department of Pharmacy Education and Practice (#18949). Dr. Larisa Cavallari will be present for discussion (Enclosure 6).

POLICY:

7. Special members for supervisory committees
8. Graduate Curriculum Committee composition and appointment process
9. Master's degree acknowledgement (MDA)

II. INFORMATION ITEM / ADMINISTRATIVE ACTIONS:

10. Graduate Curriculum Committee – November Minutes and December Agenda (Enclosure 7).
11. Graduate Programs – Distance or Self-Supporting – (No new items)

12. Graduate Student Success Center

- Grad Start for new spring admits canvas course opened on December 4 and the live orientation session will be January 4th
- Late hires for spring semester
- January is Mentoring Month
- Graduate Student Appreciation Week is April 1-5 with Graduate Research Day on April 2

III. DISCUSSION ITEM:

13. Graduate Certificates and Master's Admissions. Dr. Evan Kropp will be present for discussion.

GRADUATE COUNCIL MINUTES

NOVEMBER 16, 2023

1:00 PM

110 GRINTER HALL

Teleconference (Via Zoom)

MEMBERS PRESENT: Dr. Nicole Stedman (Chair), Dr. Linda Bloom, Dr. J.C. Bunch, Dr. James Essegbey, Dr. Hitomi Greenslet, Dr. Kristin Larsen, Dr. Michael Martinez, Dr. Corene Matyas, Dr. Connie Mulligan, Dr. K. Ramesh Reddy, Dr. Aner Sela, Dr. Marta Wayne, Kevin Senior (GSC rep), and Jasleen Kaur (GSC alternate)

MEMBERS ABSENT: Dr. Joni Williams Splett

GUESTS PRESENT: Dr. Joel Brendemuhl (College of Agricultural and Life Sciences), Dr. Casey Bullock (University Registrar), Dr. Stephanie Hanson (College of Public Health and Health Profession), Diana Hull (Office of the Registrar), Dr. Maria Leite (Academic Affairs), Dr. Johnathan Orsini (Office of the Provost/Teaching and Technology), Dr. Tobin Shorey (Undergraduate Curriculum Committee), Dr. Cyntrice Thomas (College of Health and Human Performance), Ashley Tidwell (Office of Admissions), and Dr. Eric Triplett (College of Agricultural and Life Sciences)

STAFF PRESENT: Dr. Tom Kelleher, Gann Enholm, Dr. Brittany Hollister, Megan Lewis, Hannah Potter, Frankie Tai (Recording), Patty Van Wert, and Stacy Wallace

The meeting was called to order at 1:02 p.m.

Dr. Kelleher welcomed everyone to this month's meeting of the Graduate Council and gave a brief summary of the pending proposals to be presented to the Council. (Prior to calling the meeting to order, Dr. Kelleher informed everyone that today's Zoom meeting was being recorded.)

I. ACTION ITEMS:

1. Minutes from the October 19, 2023 Graduate Council Meeting. A motion to approve was made, seconded, and passed unanimously.

DEGREE:

2. The College of Agricultural and Life Sciences seeks to close the Master of Science (M.S.) with a major in Animal Molecular and Cellular Biology (#18975). Dr. Joel Brendemuhl was present for discussion. It was explained that this closure was a result of not meeting the enrollment/graduation threshold. A motion to approve was made, seconded, and passed unanimously, with a proposed effective Termination Term of spring 2024 and Phase-Out Term of spring 2025.

MAJOR:

3. The College of Public Health and Health Professions seeks to modify the curriculum for the Master of Public Health (M.P.H.) with a major in Public Health (#18742). Dr. Stephanie Hanson was present (via Zoom) for discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

I. INFORMATION ITEM / ADMINISTRATIVE ACTIONS:

4. The College of Agricultural and Life Sciences seeks to modify the curriculum for the graduate certificate in Leadership in Agriculture and Natural Resources (#18917). This information item was administratively approved with a proposed effective date of earliest available.
5. Graduate Curriculum Committee – October Minutes and November Agenda.
5. Graduate Programs – Distance or Self-Supporting – No new items
Dr. Jonathan Orsini shared that the Office of Distance Learning has rebuilt their review group and they will have their next meeting November 29th.
7. Graduate Student Success Center – No updates.

II. DISCUSSION ITEMS:

8. Proposal from the College of Agricultural and Life Sciences for an online Ph.D. concentration in Microbial and Cellular Data Science.

Dr. Triplett gave a description of the proposal and answered questions. Council members discussed. The proposal has been entered in the approvals system (#18948) for technical review by Graduate School academic staff and formal consideration of the Graduate Council at a future meeting.

9. Master's to Ph.D. Credential Acknowledgement Proposal

Dr. Kelleher shared documents with the group outlining a proposed process and policy for a master's degree acknowledgement (MDA) as an alternative to the current process for evaluating and transferring specific credits from a master to Ph.D. degree. Patty Van Wert provided details, and the Council discussed. Based on feedback, language for the proposal will be refined before bringing it back to the group.

The meeting adjourned at 2:37 p.m.

Certificate | Close-Modify for request 19018

Info

Request: Closure of the graduate certificate in Geographic Information Systems

Description of request: The College of Agricultural and Life Sciences seeks to close the graduate certificate in Geographic Information Systems

Submitter: Joel H Brendemuhl brendj@ufl.edu

Created: 11/27/2023 9:21:45 AM

Form version: 3

Responses

Current Certificate Name

Geographic Information Systems

Effective Term

Select the requested term and year that the certificate change(s) will first be implemented.

Selecting "Earliest" will allow the change to be effective in the earliest term after full approval.

Earliest Available

Effective Year

Earliest Available

Requested Action

Terminate Certificate

Rationale for Proposed Change(s)

Due to the proliferation of Geographic Information Systems certificates on campus, the Board of the Interdisciplinary Certificate/Concentration in Geographic Information Systems (ICGIS) has determined that the program has outlived its usefulness. This is evidenced by the lack of students interested in the certificate. We have voted to terminate the certificate. There is only one currently enrolled student, and they will be contacted to determine whether they want to complete the certificate. Should the student desire to complete the certificate, arrangements will be made for them to do so.

Concentration | New for request 18890

Info

Request: Econometric and Data Analysis M.A. Concentration

Description of request: The College of Liberal Arts and Sciences seeks to create a graduate concentration in Econometric and Data Analysis for the Master of Arts (M.A.)

Submitter: David Knight thomas.knight@ufl.edu

Created: 11/20/2023 4:09:56 PM

Form version: 2

Responses

Proposed Action

Choose to add a new concentration if the concentration has never been offered before. In this case documentation of consent from all participating departments must be submitted.

OR,

Choose to participate in an existing concentration if the concentration has already been approved. In this case documentation of consent from all departments offering the major must be submitted.

Create a Concentration

Note that documents can be uploaded on the next page or after the request has been initiated.

Degree Level

Indicate the degree level in which to add the concentration.

M - Master's Degree

Thesis or Non-Thesis

is this concentration for a thesis or non-thesis degree?

Non-Thesis

Concentration Name

Enter the name of the concentration. Example: "Mathematical Modeling" or "Ecological Restoration".

Econometric and Data Analysis

Credits

Enter the number of credits for the concentration. Note: as a guideline only, graduate concentrations typically range from 9-21 credits (9-12 for master's degrees, or 9-21 for doctoral degrees).

Effective Term

Enter the term (semester and year) that the concentration would start.

Earliest Available

Effective Year

Earliest Available

Students

Enter the expected number of new students enrolled in this concentration in the first three years.

75

Percentage of Credits Available Fully Online

Indicate the percentage of course credits that will be available through fully online courses.

<50%

Percentage of Credits Available Off-Campus

Indicate the percentage of course credits that will be available away from the main Gainesville campus (including courses with onsite & off main campus meetings).

<25%

Is this an additional (secondary) concentration?

No

All Department/Degree/Majors Adding Concentration

List the department / degree / major combinations at the degree level chosen that will offer this concentration.

Economics: M.A. with a major in Economics

For example, to request a new "Wetland Sciences" concentration at the master's level, list all master's level degree / major combinations from all participating departments:

- *Forest Resources and Conservation: M.S. in Fisheries and Aquatic Sciences*
- *Forest Resources and Conservation: M.S. in Forest Resources and Conservation*
- *Forest Resources and Conservation: M.F.A.S. in Fisheries and Aquatic Sciences*
- *Forest Resources and Conservation: M.F.R.C. in Forest Resources and Conservation*
- *Geography: M.A in Geography*
- *Geography: M.S. in Geography*
- *Geological Sciences: M.S. in Geology*
- *Geological Sciences: M.S.T. in Geology*

Rationale for Proposed Concentration

Describe the rationale for offering this new concentration and having it on the transcript, how it will enhance the quality of the existing major, how it relates to graduate programs at peer institutions. Also describe what distinguishes this new concentration within the existing major(s) in the degree program, the degree of its overlap with existing majors and concentrations (both in the degree program and in other degree programs at the university), and a justification for any such overlap.

The Department of Economics proposes creating a graduate concentration in Econometric and Data Analysis, which will be available to students in the M.A. with a major in Economics degree program. The proposed concentration would require ECO 5435 (Economic Data Analysis), ECO 5426 (Econometric Analysis 1), ECO 5427 (Econometric Analysis 2). Each of these courses is a four-credit course. The proposed concentration requires 12 total credits.

The Department of Economics offers two pathways to earning the M.A. with a major in Economics: (1) as part of a BA/MA combination degree program, and (2) while concurrently pursuing the Ph.D. with a major in Economics degree. All students who are enrolled in the first pathway already complete the three courses included in the proposed concentration. The concentration would simply allow these students to clearly signal the development of highly employable econometric and data analysis skills to employers. The three courses in this concentration constitute a coherent graduate sequence, in which students receive training in economic data visualization; economic applications of linear regression; advanced regression techniques, including instrumental variables, regression discontinuity, and difference-in-differences; and effectively communicating and presenting econometric results verbally and in writing.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing program.

There is no anticipated impact on enrollment in the M.A. with a major in Economics program, the Ph.D. with a major in Economics program, or any other program offered by the University. All students who will complete this concentration are already enrolled in the three required courses. The Department of Economics does not anticipate concurrently enrolled Ph.D. in Economics students choosing to pursue this concentration.

Concentration | New for request 18927

Info

Request: Add CTS concentration to PhD in Special Education

Description of request: The College of Education seeks to participate in the existing interdisciplinary concentration in Clinical and Translational Science for the Doctor of Philosophy (PhD) with a major in Special Education.

Submitter: Nancy Waldron waldron@coe.ufl.edu

Created: 12/5/2023 11:05:34 AM

Form version: 4

Responses

Proposed Action

Choose to add a new concentration if the concentration has never been offered before. In this case documentation of consent from all participating departments must be submitted.

OR,

Choose to participate in an existing concentration if the concentration has already been approved. In this case documentation of consent from all departments offering the major must be submitted.

Begin Participating in a Concentration

Note that documents can be uploaded on the next page or after the request has been initiated.

Concentration Name

Enter the name of the concentration. Example: "Mathematical Modeling" or "Ecological Restoration".

Clinical Translational Science

Credits

Enter the number of credits for the concentration. Note: as a guideline only, graduate concentrations typically range from 9-21 credits (9-12 for master's degrees, or 9-21 for doctoral degrees).

14

Effective Term

Enter the term (semester and year) that the concentration would start.

Earliest Available

Effective Year

Earliest Available

Students

Enter the expected number of new students enrolled in this concentration in the first three years.

NA

Percentage of Credits Available Fully Online

Indicate the percentage of course credits that will be available through fully online courses.

<50%

Percentage of Credits Available Off-Campus

Indicate the percentage of course credits that will be available away from the main Gainesville campus (including courses with onsite & off main campus meetings).

<25%

Is this an additional (secondary) concentration?

Yes

All Department/Degree/Majors Adding Concentration

List the department / degree / major combinations at the degree level chosen that will offer this concentration.

School of Special Education, School Psychology & Early Childhood Studies PhD with a major in Special Education Concentration in Early Childhood Studies

For example, to request a new "Wetland Sciences" concentration at the master's level, list all master's level degree / major combinations from all participating departments:

- Forest Resources and Conservation: M.S. in Fisheries and Aquatic Sciences
- Forest Resources and Conservation: M.S. in Forest Resources and Conservation
- Forest Resources and Conservation: M.F.A.S. in Fisheries and Aquatic Sciences
- Forest Resources and Conservation: M.F.R.C. in Forest Resources and Conservation
- Geography: M.A in Geography
- Geography: M.S. in Geography
- Geological Sciences: M.S. in Geology
- Geological Sciences: M.S.T. in Geology

Rationale for Proposed Concentration

Describe the rationale for offering this new concentration and having it on the transcript, how it will enhance the quality of the existing major, how it relates to graduate programs at peer institutions. Also describe what distinguishes this new concentration within the existing major(s) in the degree program, the degree of its overlap with existing majors and concentrations (both in the degree program and in other degree programs at the university), and a justification for any such overlap.

PhD students in Special Education have an interest in multidisciplinary research and would like to further expand their experiences and research methodology preparation by completing the CTS concentration. This has been encouraged by faculty, especially those engaged in research and doctoral student mentoring through one of our interdisciplinary centers - the Anita Zucker Center for Excellence in Early Childhood Studies.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing program.

NA

Concentration | New for request 18948

Info

Request: Proposed Ph.D. Concentration in Microbial and Cellular Data Science

Description of request: The College of Agricultural and Life Sciences seeks to create an online graduate concentration in Microbial and Cellular Data Science for the Doctor of Philosophy (Ph.D.)

Submitter: Eric Triplett ewt@ufl.edu

Created: 12/6/2023 2:30:12 PM

Form version: 2

Responses

Proposed Action

Choose to add a new concentration if the concentration has never been offered before. In this case documentation of consent from all participating departments must be submitted.

OR,

Choose to participate in an existing concentration if the concentration has already been approved. In this case documentation of consent from all departments offering the major must be submitted.

Create a Concentration

Note that documents can be uploaded on the next page or after the request has been initiated.

Degree Level

Indicate the degree level in which to add the concentration.

D - Doctoral Degree

Thesis or Non-Thesis

is this concentration for a thesis or non-thesis degree?

Thesis

Concentration Name

Enter the name of the concentration. Example: "Mathematical Modeling" or "Ecological Restoration".

Microbial and Cellular Data Science

Credits

Enter the number of credits for the concentration. Note: as a guideline only, graduate concentrations typically range from 9-21 credits (9-12 for master's degrees, or 9-21 for doctoral degrees).

Effective Term

Enter the term (semester and year) that the concentration would start.

Earliest Available

Effective Year

Earliest Available

Students

Enter the expected number of new students enrolled in this concentration in the first three years.

20

Percentage of Credits Available Fully Online

Indicate the percentage of course credits that will be available through fully online courses.

100%

Percentage of Credits Available Off-Campus

Indicate the percentage of course credits that will be available away from the main Gainesville campus (including courses with onsite & off main campus meetings).

50% or more

Is this an additional (secondary) concentration?

No

All Department/Degree/Majors Adding Concentration

List the department / degree / major combinations at the degree level chosen that will offer this concentration.

Microbiology and Cell Science Department: Ph.D. in Microbiology and Cell Science

This PhD concentration will be available to MS graduates in the life sciences and is particularly appropriate for the graduates of our online MS concentration.

The typical coursework in the Microbiology and Cell Science online MS degree includes:

Required Courses:

BSC6459 – 3 credits (Fundamentals of Bioinformatics)

BCH5413 – 3 credits (Mammalian Molecular Biology and Genetics)

MCB7922 – 1 credit (Final Literature Review)

MCB5205 – 3 credits (Microbiology of Human Pathogens)

MCB5505 - 3 credits (Virology)

MCB7922 – 1 credit (journal colloquy)

Electives:

MCB6796 – 3 credits (Microbiological Data Analysis)

MCB6937 – 3 credits (AI in Agriculture and Life Sciences)

MCB6937 – 3 credits (Python Programming)

MCB6670C – 3 credits (The Microbiome)
MCB6937 – 3 credits (Computational Genomics and Epigenomics)
MCB6906 – 1 credit (Innovation Project Management)

After 30 credits are completed at the MS level, 60 credits will be required for the PhD degree concentration after the MS degree.

Of the 60 credits, the course distribution will typically be as follows:

MCB 7922 Journal Colloquy (6 credits, synchronous)
MCB 6930 Seminar (6 credits, synchronous)
MCB 6940 Supervised teaching (2 credits, asynchronous)
MCB 7979 Supervised research (23 credits, asynchronous)
MCB 7980 Advanced Research (23 credits, asynchronous)

Half of the research credits will be taken prior to qualifying (MCB 7979) while the other half will be taken after qualifying (MCB 7980).

For example, to request a new "Wetland Sciences" concentration at the master's level, list all master's level degree / major combinations from all participating departments:

- *Forest Resources and Conservation: M.S. in Fisheries and Aquatic Sciences*
- *Forest Resources and Conservation: M.S. in Forest Resources and Conservation*
- *Forest Resources and Conservation: M.F.A.S. in Fisheries and Aquatic Sciences*
- *Forest Resources and Conservation: M.F.R.C. in Forest Resources and Conservation*
- *Geography: M.A in Geography*
- *Geography: M.S. in Geography*
- *Geological Sciences: M.S. in Geology*
- *Geological Sciences: M.S.T. in Geology*

Rationale for Proposed Concentration

Describe the rationale for offering this new concentration and having it on the transcript, how it will enhance the quality of the existing major, how it relates to graduate programs at peer institutions. Also describe what distinguishes this new concentration within the existing major(s) in the degree program, the degree of its overlap with existing majors and concentrations (both in the degree program and in other degree programs at the university), and a justification for any such overlap.

The objective of this concentration is to provide an opportunity to earn a Ph.D. to perspective students with a Master's degree in a field related to microbiology and cell biology. These students will be expected to have sufficient quantitative skills to pursue quantitative research questions that do not require benchwork and can be accomplished entirely by performing their dissertation work off-campus. This program is intended primarily for very talented people with strong quantitative interests whose current life circumstances do not allow them to attend a residential college full- time. We expect most of these students to be part-time taking six credits per academic term.

The rigor for this degree will be equivalent to the on-campus degree program. The trainers will be the current graduate faculty of the department.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing program.

This program is not expected to have any impact on our own on-campus Ph.D. program or on any other Ph.D. program on campus. This program is intended primarily for our own online M.S. graduates who have completed much, if not all, of the coursework needed for our Ph.D. program. These students will be part-time and not paid a stipend. Our expectation is that at least half of the students will have a tuition benefit from their employers. We ask that this program be state funded.

**New or Modified State-Funded Doctorate (Ph.D.)
Online Major/Concentration**

New or Modified Proposal Process for Online State-Funded Ph.D. Majors/Concentrations

New or modified academic program proposals are initiated and developed by faculty members. Approval of the proposal must be obtained from department chairs and college deans, and/or college curriculum committees before submission to Academic Affairs for review and consideration.

Directions: Please provide a concise but complete response to each section.

Program Location	Online
Degree Program Title	Ph.D. in Microbiology and Cell Science
CIP Code	26.0503
Proposed Delivery (% Online)*	100
Proposed Delivery (% Remote)*	0
Proposed Delivery (% On campus)*	0
Enrollment Projections (Headcount)	up to 10 per year
Proposed Implementation Date	Earliest available
Emphasis	Ph.D. Concentration in Microbial and Cellular Data Science
Other SUS Programs	None

*In determining the percentages of proposed delivery methods please consult the following guidelines:

Remote courses (or remote Ph.D.) - Remote courses adhere to the fundamentals of face-to-face courses. Remote courses and experiences replace face-to-face classroom learning or other educational activities when face-to-face learning on campus in Gainesville is not physically possible for some students. Students participate synchronously with other students with instructors giving live lectures. These courses aren't necessarily designed to optimize online learning, and some students may be participating at a distance while other students participate face-to-face simultaneously. Having students join a live lab meeting, for example, from a remote location while other students were in person would be an example of a remote Ph.D. experience, and not just an online/distance learning experience. Students conducting supervised research off campus is another example of remote work.

Online/Distance courses (or online Ph.D.) – Online courses are designed under the assumption that all instructors and students are generally separated by time or space. Students have the flexibility (generally) to not attend specific lectures at specific times. Further, the courses and educational activities have been specifically designed to be most effective for a distance audience and not just modified from a face-to-face course. For example, all students would participate in lab meetings via Zoom, lab trainings for students have been prepared for students to be watched asynchronously, etc.

Program Summary (Briefly describe the proposed program or modification.)

1. Summarize the overall rationale for the new or modified academic program and consider the following in your response:

Academic Vetting	<p>Please provide documentation of support for the proposal by graduate faculty and college curriculum committee.</p> <p>This is documented in the approval system.</p>																					
Faculty Capacity (overload) Faculty Expertise Student-Faculty Ratio	<p>Will faculty teach students as part of a regular appointment or as overload (self-funded)? Do they have adequate capacity? What is the ratio of qualified doctoral chairs to number of students, and will this change with introduction of online programs? Role of adjuncts or other instructors?</p> <p>This is intended as a state-funded program only. The same mentors for our on-campus PhD program will be mentors in our online program. Faculty mentoring in this program will be considered as part of their regular appointment.</p> <p>We expect about 10-25% of our PhD to be mentoring one of these students at any one time.</p> <p>We will admit between 3 and 10 students per year. This will be limited to the amount of mentoring capacity available among our faculty. We expect an enrollment of about four Doctoral chairs per student in this program. The students will be mentored exclusively by graduate faculty. We don't expect any Doctoral Chair to mentor more than three of these students at a time.</p>																					
Recruitment/Admissions	<p>What is the strategy for recruitment and achieving target enrollment numbers? International students?</p> <p>We will market this program primarily to our online MS graduates and current students. The program will also be available on our website. We do have international students in our online MS degree program and they are eligible to join this concentration.</p>																					
Courses/Credits Student Learning Outcomes	<p>What will the programmatic components of the degree/concentration be? (e.g., courses vs. research for credit) Synchronous vs. Asynchronous offerings.</p> <p>This PhD concentration will be available to MS graduates in the life sciences and is particularly appropriate for the graduates of our online MS concentration.</p> <p>The typical coursework in the Microbiology and Cell Science online MS degree includes:</p> <p>Required Courses:</p> <table border="1" data-bbox="537 1654 1406 1873"> <thead> <tr> <th>Course no.</th> <th>Course title</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td>BSC6459</td> <td>Fundamentals of Bioinformatics</td> <td>3</td> </tr> <tr> <td>BCH5413</td> <td>Mammalian Molecular Biology and Genetics</td> <td>3</td> </tr> <tr> <td>MCB7922</td> <td>Final Literature Review</td> <td>1</td> </tr> <tr> <td>MCB5205</td> <td>Microbiology of Human Pathogens</td> <td>3</td> </tr> <tr> <td>MCB5505</td> <td>Virology</td> <td>3</td> </tr> <tr> <td>MCB7922</td> <td>Journal Colloquy</td> <td>1</td> </tr> </tbody> </table>	Course no.	Course title	Credits	BSC6459	Fundamentals of Bioinformatics	3	BCH5413	Mammalian Molecular Biology and Genetics	3	MCB7922	Final Literature Review	1	MCB5205	Microbiology of Human Pathogens	3	MCB5505	Virology	3	MCB7922	Journal Colloquy	1
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	<p>Electives:</p> <table border="0"> <tbody> <tr> <td>MCB6796</td> <td>Microbiological Data Analysis</td> <td>3</td> </tr> <tr> <td>MCB6937</td> <td>AI in Agriculture and Life Sciences</td> <td>3</td> </tr> <tr> <td>MCB6937</td> <td>Python Programming</td> <td>3</td> </tr> <tr> <td>MCB6670C</td> <td>The Microbiome</td> <td>3</td> </tr> <tr> <td>MCB6937</td> <td>Computational Genomics and Epigenomics</td> <td>3</td> </tr> <tr> <td>MCB6906</td> <td>Innovation Project Management</td> <td>1</td> </tr> </tbody> </table> <p>After 30 credits are completed at the MS level, 60 credits will be required after the MS degree for the PhD degree concentration.</p> <p>Of the 60 credits, the course distribution will typically be as follows:</p> <p>Required courses: 15 credits</p> <table border="0"> <thead> <tr> <th>Course no.</th> <th>Course title</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td>BSC 6438</td> <td>R for Functional Genomics</td> <td>3</td> </tr> <tr> <td>BSC 6459</td> <td>Fundamentals of Bioinformatics</td> <td>3</td> </tr> <tr> <td>MCB 6670C</td> <td>The Microbiome</td> <td>3</td> </tr> <tr> <td>MCB 6796</td> <td>Analysis, Interpretation, & Visualization of Micro. Data</td> <td>3</td> </tr> <tr> <td>MCB 6318</td> <td>Comparative Microbial Genomics</td> <td>2</td> </tr> </tbody> </table> <p>Recommended courses: 11 credits</p> <table border="0"> <tbody> <tr> <td>MCB 6937</td> <td>Python Programming</td> <td>3</td> </tr> <tr> <td>MCB 6937</td> <td>AI in Agriculture and Life Sciences</td> <td>3</td> </tr> <tr> <td>MCB 6937</td> <td>Synthetic Biology</td> <td>3</td> </tr> <tr> <td>MCB 6095</td> <td>Careers for Impact in Microbiology and Cell Science</td> <td>1</td> </tr> <tr> <td>MCB 6096</td> <td>Innovation Project Management for Life Sciences</td> <td>1</td> </tr> </tbody> </table> <p>Any of the above can be fulfilled if taken by our online M.S. graduates.</p> <p>Specific requirements for a PhD degree:</p> <table border="0"> <tbody> <tr> <td>MCB 7922</td> <td>Journal Colloquy</td> <td>6</td> </tr> <tr> <td>MCB 6930</td> <td>Seminar</td> <td>6</td> </tr> <tr> <td>MCB 6940</td> <td>Supervised teaching</td> <td>2</td> </tr> <tr> <td>MCB 7979</td> <td>Supervised research</td> <td>15</td> </tr> <tr> <td>MCB 7980</td> <td>Advanced Research</td> <td>15</td> </tr> </tbody> </table> <p>Only Journal Colloquy will be synchronous. The number of Supervised and Advanced Research credits will vary depending on the number of courses taken by a particular student.</p>	MCB6796	Microbiological Data Analysis	3	MCB6937	AI in Agriculture and Life Sciences	3	MCB6937	Python Programming	3	MCB6670C	The Microbiome	3	MCB6937	Computational Genomics and Epigenomics	3	MCB6906	Innovation Project Management	1	Course no.	Course title	Credits	BSC 6438	R for Functional Genomics	3	BSC 6459	Fundamentals of Bioinformatics	3	MCB 6670C	The Microbiome	3	MCB 6796	Analysis, Interpretation, & Visualization of Micro. Data	3	MCB 6318	Comparative Microbial Genomics	2	MCB 6937	Python Programming	3	MCB 6937	AI in Agriculture and Life Sciences	3	MCB 6937	Synthetic Biology	3	MCB 6095	Careers for Impact in Microbiology and Cell Science	1	MCB 6096	Innovation Project Management for Life Sciences	1	MCB 7922	Journal Colloquy	6	MCB 6930	Seminar	6	MCB 6940	Supervised teaching	2	MCB 7979	Supervised research	15	MCB 7980	Advanced Research	15
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<p>Research Experience Integrity of Research Experience</p>	<p>How will the research experience be guided? How will access to faculty be ensured to support research productivity?</p> <p>The research will be guided by one of the Graduate Faculty trainers in the department. Virtual communication by video, email, and phone will be frequent, probably every business day. The faculty mentor will be expected to formerly assess the PhD student's progress after each academic term. This is identical to our current process for on-campus PhD students. A graduate committee will be appointed for each student and qualifying exams after 30 of the 60 credits required are completed. Research productivity will be assessed by the graduate committee every year. A</p>																																																																		

	large component of that assessment will be submission and acceptance of research publications in the peer-reviewed literature.
Academic Milestones	<p>Any anticipated modifications to established milestones? Time to completion?</p> <p>Most, but not all, of the students in this program are expected to be working full-time. As such, these students will usually take 6 credits during each academic semester and 3 credits in the summer. At that pace and assuming the passing of qualifying exams and an appropriate amount of research productivity, these students, who already MS degrees, are expected to complete their PhDs in four years. There are no changes in requirements for these students compared to on-campus PhD students but we expect time to degree to take a year or two longer.</p>
On Campus/Online Student Experience	<p>How will the program support equitable experiences for both on-campus and online students?</p> <p>The PhD experience will be similar for all students, both on-campus and online, with the exception that the online students will be doing their dissertation work remotely usually using datasets that are publicly available or generated by the mentor or his/her collaborators. Access to faculty mentors will be the same but will be done virtually for online students. We will establish a peer-mentoring system for our online students where they will meet formally twice per term but will be free to meet informally at their discretion. An online orientation will be provided to the students that will be available at any time.</p>
Student Funding	<p>For students enrolled full-time, what is the funding strategy? TA appointments for online students? International students?</p> <p>None of the students are expected to be full-time students. In the rare events where this occurs, TA appointments will be provided. This is easily done as all of our lecture courses are online.</p>
Technology	<p>What technology will be required for these students? Software, etc.</p> <p>As with all UF students, these students will be expected to have personal computers and excellent internet access. Software needed will be determined by the faculty mentor for data analyses. Video conferencing capability will be required as well as cell phone access. All of these students will have access to HiperGator.</p>
Evaluation	<p>What plans are in place to evaluate the success of the program within a 3-5 year time period?</p> <p>Drs. Jennifer Drew (Microbiology and Cell Science Dept.) and Sebastian Gllindo (Agricultural Education and Communication Dept.) will work together on the evaluation of this program and publish the results as we have done with our other online BS degree program and in progress for our online MS concentration. The activities below are approved under IRB201601296.</p> <p>The evaluation will include the following and will include a comparison with standard on-campus Ph.D. program: 1) retention, 2) time and progress to degree, 3) program enrollment over time, 4) number of mentors involved, 5) number of credits taken by term on average per student and overall across all students, 6) tracking of standard milestones toward degree such as the timing and success of qualifying exams, 7) participation of the students in meetings, seminars, and symposia will be tracked, 8) tracking of graduate student committee establishment and meetings, and 9) conducting separate focus groups for current students and faculty mentors in an anonymous manner. Suggestions for improvement from these activities and</p>

	focus groups will be vetted every two years by our online Ph.D. committee for discussion on implementation of new policies and procedures.
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Student Academic Support (Briefly describe the strategy for student support.)

2. Summarize the ways in which the new or modified academic program addresses key student support concerns:

Orientation	<p>How will students be oriented to the program, department, or institution?</p> <p>Orientation activities are provided to all new Ph.D. student prior to the start of the fall semester. These include training for teaching, wellness, and a graduate student research symposium where research projects in the department will be provided. Distance Ph.D. students will be strongly encouraged to attend. Virtual access to the symposium will be provided.</p>
Advising Strategy Mentoring Support	<p>What will the advising/mentoring strategy be, including appointment of faculty to committees, etc.?</p> <p>The same processes for advising and mentoring strategies that is provided to on-campus Ph.D. students will be provided for PhD students in this concentration. TEAMS staff admit, enroll, and register the students in courses to be taken each academic term. A faculty mentor will be chosen by virtual interviews between each prospective student in the program prior to admission. Once a match is made between mentor and student and all other admissions criteria are met, the student will be admitted. The appointment of the graduate committee will be done during the first semester.</p>
Community/Connection	<p>How will the program provide a community-based experience for program students?</p> <p>All students in this concentration will attend seminars and journal colloquy synchronously along with their fellow students. They will also be expected to attend our annual graduate student research symposium. Each student will be invited to join our departmental graduate student association, offered appointments to departmental committees, and invited to quarterly town halls with all PhD students in the program.</p> <p>Also, we will have online Ph.D. cohort meetings monthly so that these students can discuss with the faculty their experiences to date and do what we can to address any challenges - most of which we think will be in common with all Ph.D. students.</p>

Travel/Conferences/PD	<p>In what ways will the department support student travel, conference engagement, and professional development?</p> <p>The department's policy to provide matching support for travel to one national or international meeting per year. This is intended to compliment support from the University, College, and mentor. The department offers courses in fellowship proposal writing, resume preparation and career opportunities, and project management.</p>
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Workforce and Economic Development Needs (Briefly describe how the proposal meets workforce and economic needs.)

- Summarize how the new or modified academic program works to meet workforce and economic development needs and consider the following:

Market Analysis of Need (industry/academia)	<p>Is there a need for Ph.D.-level positions in either industry or academia?</p> <p>The Nation has a shortage of PhD STEM graduates. To satisfy the need for STEM PhDs, we hope that a new distance training paradigm will set an example and help close the gap. Our online MS students were recently surveyed on the possibility of a distance PhD program. The students expressed GREAT interest in such a program.</p>
Competing Programs	<p>To what extent are there existing academic programs with the same focus and modality?</p> <p>George Mason University offers a 100% online PhD (72 credits) in Bioinformatics and Computational Biology (https://masononline.gmu.edu/programs/bioinformatics-and-computational-biology-phd/?cmgfrm=www.gmu.edu). This program is much more expensive than this program would be in either in-state or out-of-state tuition.</p> <p>The University of Miami offers an Executive PhD program in Biochemistry and Molecular Biology (https://med.miami.edu/graduate-studies/doctoral-programs/executive-ph,-d,-d,-d,-in-biochemistry-and-molecular-biology). However, this program is based on bench work done with companies and is not a computationally based program as the one proposed here.</p>
State vs Self-Funding	<p>How does the program anticipate being funded? Why?</p>

	Students will be enrolled in the state-funded program. Tuition will be paid personally or by their employer. When serving as TAs for our lecture courses, these students will be given a scholarship for tuition and a partial stipend. The resources for this will be derived from our online MS income.
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Additional Considerations:

4. If you have any additional information that should be considered in evaluating the proposal, please use this table:

Environmental Health and Safety	Students in this concentration are forbidden from establishing or using any laboratory outside of approved UF labs to generate data. If data are needed for a project, the student must work with the PI to determine how this is to be done in UF labs and in a manner consistent with all UF Policies and Regulations.
IRB	Any data using human subjects for dissertation work will need approval from the University of Florida Institutional Review Board. We expect that most of these will be exempt studies using de-identified data.
Academic Integrity	We will employ the same strategies and policies for academic integrity in this concentration as we do in our standard Ph.D. program. These include: 1) clear policies and guidelines, 2) plagiarism detection using Turnitin and other tools including approaches to detect AI-generated material, 3) supervision and mentorship by graduate committee chairs and graduate committee members, 4) UF research ethics training, 5) extensive communication between and among faculty and students engaged in the program, 6) fostering creativity, and 7) pursuit of university remedies for violations of academic integrity.



**Elevating Excellence: Proposal to Restructure
the UF College of Pharmacy's Department of Pharmacotherapy
and Translational Research into Two Distinct Departments**

September 2023

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Overview

For a century, the University of Florida (UF) College of Pharmacy has been training future leaders in pharmacy practice and science, while supporting world-class research programs and advancing pharmacy practice to improve the health and wellness of others. The college's footprint in Florida includes campuses in Gainesville, Jacksonville, and Orlando, with 898 Pharm.D., 131 Ph.D. and 10 master's students enrolled in its residential programs, and nearly 1,000 pursuing a degree online.

In recent years, the college has experienced robust growth, strengthened its position as a national leader in pharmacy education and research, and significantly impacted pharmacy and the pharmaceutical sciences. In particular, the Department of Pharmacotherapy and Translational Research (PTR) in the College of Pharmacy has witnessed remarkable growth. Adding 30+ faculty members since 2003, PTR has expanded significantly and is now comprised of over 60 faculty members in clinical, instructional, and tenure-track roles.

As PTR's growth and impact have continued to soar, an overwhelming majority of faculty, through anonymous voting, have expressed their shared vision for the department's future. In light of this consensus, this proposal to divide PTR into two distinct departments has been developed. The two proposed departments are:

- 1) The Department of Pharmacotherapy and Translational Research, which will remain home to tenure-track research and other research-focused faculty driving groundbreaking scientific discoveries and training graduate students in clinical translational research.
- 2) The Department of Pharmacy Education and Practice, which will house faculty dedicated to enhancing clinical practice and education, empowering the next generation of pharmacists, and advancing pharmacy practice across the state.

By embracing this internal reorganization, the College of Pharmacy would welcome a sixth department, signaling a strategic move towards achieving an even more focused and impactful approach to research, clinical practice, and education.

Background and Rationale

UF College of Pharmacy

For a century, the UF College of Pharmacy has been training future leaders in pharmacy practice and science, while supporting world-class research programs and advancing pharmacy practice to improve the health and wellness of others. The college's footprint in Florida includes campuses in Gainesville, Jacksonville, and Orlando, with 898 Pharm.D., 131 Ph.D. and 10 master's students enrolled in its residential programs, and nearly 1,000 pursuing a degree online. In the third year of a five-year strategic plan, the college's vision is to demonstrate preeminence in education, pharmaceutical sciences research, and patient care that optimizes the health and wellness of individuals and communities. Five strategic goals are featured in the plan and revolve around

excellence in professional education, research and graduate education, clinical practice, lifelong learning, and accessibility, belonging and community health.

In recent years, the college has experienced robust growth, strengthened its position as a national leader in pharmacy education and research, and significantly impacted pharmacy and the pharmaceutical sciences. The college currently ranks No. 5 nationally in U.S. News & World Report's rankings of the best pharmacy colleges. In addition, the college has led the nation in graduates matching into pharmacy residency programs for five of the last six years. With the recruitment of many world-renowned clinicians, educators, and researchers, the faculty has nearly doubled since 2013, from 72 to 128, which along with reductions in class size have led to a fall in the student-to-faculty ratio from 16.8:1 to 7.0:1. The Blue Ridge Institute for Medical Research ranks the college No. 2 nationally in National Institutes of Health, or NIH, award funding, and the American Association of Colleges of Pharmacy, or AACP, ranks the college No. 3 in NIH and federal research funding.

The College of Pharmacy is currently organized into five departments:

- Medicinal Chemistry
- Pharmaceutical Outcomes and Policy
- Pharmaceutics
- Pharmacodynamics
- Pharmacotherapy and Translational Research

Department of Pharmacotherapy and Translational Research

The mission of PTR is to improve patient outcomes by maximizing efficacy and minimizing toxicity of drug therapy through research, teaching and service focused on evidence-based drug therapy decision-making, drug discovery, and drug development. As evident from its remarkable growth over the last decade, PTR has expanded significantly, currently comprising over 60 faculty members in clinical, instructional, and research-track roles (tenured and non-tenured tracked). To maximize its impact and expertise, **PTR operates through three divisions:** Division of Community-Based Pharmacotherapy, Division of Health-System Based Pharmacotherapy, and Division of Translation Research. These divisions were established to address the challenges posed by PTR's expanding faculty size, allowing for better management of diverse specialties and expertise within the department.

Despite these achievements, the rapid growth and diversification experienced by PTR have brought certain challenges. Approximately one-third of the faculty in the Division of Translational Research does not have a pharmacy degree or clinical background, distinguishing them from the majority of the department. While diversity in perspectives and expertise is valued, this difference has made evaluating clinical colleagues with high levels of clinical service effort and minimal to no research effort for promotion and tenure complex. Some faculty members feel unfamiliar with the evaluation criteria in this area and choose to abstain from voting, impacting the fairness and inclusivity of the college's promotion processes. Furthermore, the recent departure of Dr. Reggie Frye, the former chair of PTR, has heightened the collective awareness of both the faculty and college leadership regarding the challenge of finding a suitable replacement who possesses Dr.

Frye's unique qualities. Confronted by these intricate circumstances, the PTR faculty and College of Pharmacy leadership have united in a shared vision for the department's future. In light of this shared vision, this proposal to divide PTR into two distinct departments has been developed.

This essential step aims to enhance the college's ability to manage faculty growth effectively and achieve even greater positive impact on research and patient outcomes. The creation of two specialized departments, each with focused leadership, will streamline decision-making processes, develop targeted expertise, and foster even stronger collaborative efforts.

The proposed split will lead to the formation of two departments, each with its unique identity and mission, closely aligned with the College of Pharmacy's core values. Retaining the title of the Department of Pharmacotherapy and Translational Research (PTR), the first department will continue to focus on driving groundbreaking scientific discoveries and training the graduate students in clinical translational research. The new Department of Pharmacy Education and Practice (PEP) will dedicate itself to clinical practice and education, empowering the next generation of pharmacists, and advancing pharmacist practice across the state.

This division will enable the provision of specialized support and training to faculty in both departments, ensuring a fair and thorough evaluation process for all. Furthermore, promoting focused leadership will enhance the departments' capacity to effectively address the administrative intricacies stemming from the management of diverse faculty.

Moreover, the division of PTR into two distinct departments represents a strategic move aimed at positioning the College of Pharmacy for sustained growth and success. The concentration of efforts, streamlining processes, and cultivation of leadership will empower a more substantial influence on patient outcomes, the advancement of pharmaceutical research, and contributions to the betterment of healthcare.

Proposed Split into Two Departments

The Department of Pharmacotherapy and Translational Research

This department will remain home to tenure-track and other research-focused faculty, driving groundbreaking scientific discoveries and training the graduate students in clinical translational research. Faculty members under this department are listed in [Table 1](#). Dr. Larisa Cavallari will serve as the interim chair for this department. Dr. Cavallari is a Professor and Debbie DeSantis Term Professor. Dr. Cavallari also serves as Co-director of the Center for Pharmacogenomics and Precision Medicine and as Director of the CTSI Health Precision Medicine Program.

The Department of Pharmacy Education and Practice

This department will house faculty dedicated to enhancing clinical practice and education, empowering the next generation of pharmacists with essential skills and knowledge. Faculty members under this department are listed in [Table 2](#). The Divisions of Community-Based Pharmacotherapy, led by Dr. Eric Dietrich, and Health-Systems Based Pharmacotherapy, led by Dr. Kalen Manasco will be part of this new department. Dr. Michelle Farland will serve as the interim chair for this department. Dr. Farland is a Clinical Professor and was previously the Division Head of Community-Based Pharmacotherapy. Dr. Farland is a past president of the

Team-Based Learning Collaborative and is an active member of the American Association of Colleges of Pharmacy, and American College of Clinical Pharmacy.

Anticipated Impacts

During the discussions surrounding the division of PTR, both faculty and UF campus administration raised various questions about the potential impacts and consequences of the split. These questions notably coalesced around five areas: human resources/faculty distribution, budget, courses, post-graduate trainees, and service/faculty governance.

In response to these inquiries, a faculty meeting was held on July 10, 2023, where the Dean was present to provide necessary clarifications and gather feedback. After extensive discussion, all major questions raised by the faculty were successfully addressed, ensuring a transparent and well-informed decision-making process. Specifically, the following questions were discussed and addressed:

1) Human Resources/Faculty Distribution: Clarifications were provided on any potential changes to positions, reporting structures, and opportunities for growth and development. The categorization of faculty into the two departments was determined by pre-existing divisions that were originally shaped by the unique emphases of their respective scholarly pursuits. A comprehensive review process has been initiated, allowing all faculty members the opportunity to reevaluate and potentially realign their departmental affiliations. Refer to Tables 1 and 2 for an overview of how the existing faculty will be allocated.

Pending the approval of the proposed division of the current PTR into two distinct departments, each faculty member will be afforded a six-month window for transitioning between departments. Following the conclusion of this grace period, any faculty member seeking to change departments will be required to obtain dean approval before the proposed switch can be considered. Subsequently, a formal voting procedure within the target department will be conducted to finalize the decision followed by receiving the appropriate UF campus approvals. With the approval of this proposal, the Dean will initiate the process of finding new department chairs. Each interim chair will be invited to apply for the department chair position.

Given its size, PTR already benefits from the support of two administrative assistants. With the impending split, each department will inherit one of the existing administrative assistants. This approach ensures that administrative functions continue seamlessly. To maintain the continuity of research endeavors, research staff will remain under the PTR umbrella. This decision is rooted in the importance of fostering a consistent research environment, allowing ongoing projects to proceed smoothly. Importantly, the pivotal services that underpin our academic and administrative landscape – including human resources, research administration, IT support, and fiscal management – will continue to function as shared resources across the college. Both departments will have equal access to these essential services, ensuring equitable support and streamlined operations.

In addition, each department will be supported by the college in matters of growth and development. For instance, the college's PROSPER faculty development program offers a college-

wide avenue for faculty enrichment, regardless of department affiliation. This commitment underscores the college's dedication to nurturing a vibrant and thriving academic community.

2) Budgetary: Re-appointment of current faculty into the two proposed departments, along with re-assignment of general revenue fund that provide salaries and operational support (maintenance, office supplies, etc.) will only require reapportionment of the current PTR budget. A new department ID will be created for the operational budget to be used by PEP. In addition, a new IDC account for PEP will be created. Since PEP is comprised of primarily practicing pharmacists, the College of Pharmacy will allocate unrestricted funds for the department to use on a yearly basis. These funds will support PEP faculty development and their national presence in the absence of external funding income to the department. Foundation accounts will be split between the two departments by historic usage and fund purpose. For foundation accounts that have shared usage and purpose, the account will be allocated based on the total number of faculty in each proposed department.

3) Courses: There are numerous degree offerings within the College of Pharmacy. Our primary degree is the Doctor of Pharmacy degree, which enrolls ~240 students per cohort annually. The courses in this degree program are team taught by faculty from multiple departments in the college, so no change to the organization of the courses for this program will be needed. The college also offers masters and PhD degrees, and the courses currently offered for these degree programs will remain with PTR, as all graduate students will be housed within that department.

4) Post-graduate Trainees: PTR currently has a mixture of clinical residency programs, clinical/research fellowships, and post-doctoral fellows. These programs will continue to reside with the faculty who serve as program directors.

5) Service/Faculty Governance: Participation in college-level service and faculty governance is of vital importance to the success of the college. With the installation of a new Association Dean for Faculty Affairs, Dr. Chris McCurdy, the faculty governance structure within the college is under review and revision. Conversations with Dr. McCurdy have included the potential to update bylaws for committees to include faculty from both PTR and PEP departments to appropriately represent the perspectives of faculty from all departments.

Faculty Review Process

The concept of forming two departments from the existing department emerged under the leadership of the Dean of the College of Pharmacy, particularly in response to Dr. Frye's impending departure from UF (See [Table 3](#) for detailed timeline). Dean Peter Swaan spearheaded a comprehensive review of PTR, engaging with stakeholders such as former Dean, Dr. Julie Johnson, department chairs from other College of Pharmacy departments, and each division head within PTR. During these meetings, the Dean facilitated in-depth discussions regarding the potential division of PTR, presenting a balanced assessment of his analysis findings, and outlining the advantages and disadvantages inherent in the creation of two separate departments. This process led to a comprehensive understanding of the ramifications of such a structural shift.

Subsequently, Dr. Cavallari and Dr. Farland were appointed co-interim department chairs with Dr. Cavallari leading the research faculty and Dr. Farland leading the clinical practice and education faculty, to allow for PTR and the college to pilot the new organizational structure.

Individual division heads, then presented this proposed split to the faculty members within their respective divisions. These conversations occurred during the divisional meetings convened on June 6, 2023, and June 15, 2023. This platform enabled a direct and transparent exchange of insights, paving the way for a collective exploration of the feasibility and potential benefits of this proposed evolution.

Following the initial presentation, numerous discussions and questions were generated over the course of several months. In July 2023, the PTR faculty gathered for a comprehensive meeting to further deliberate the implications of the department split. During this meeting, they also had the opportunity to engage with the Dean and a formal vote on the proposed process took place shortly after. The decision to divide faculty into two distinct departments was reached and passed in July 2023.

With the direction established, the faculty collectively tasked the Dean and co-interim department chairs of PTR with the responsibility of developing a formal proposal. This proposal would then be subject to approval through the college and university channels. In August 2023, a planning group was formed to construct the proposal.

Faculty Voting Results

From July 13, 2023 to July 20, 2023, the PTR faculty participated in the formal vote through an anonymous online voting system. The Dean charged the faculty to consider two options:

Option 1: Yes, to divide the faculty into two distinct departments: (a) The Department of Pharmacotherapy and Translational Research, and (b) The Department of Pharmacy Education and Practice with a national search for permanent chairs.

Option 2: No, to remain unified as the Department of Pharmacotherapy and Translational Research and initiate a national search for a permanent chair.

The results of the voting were overwhelmingly in favor of Option 1. The final tally revealed 46 votes in favor of Option 1, 7 votes in favor of Option 2, and 3 faculty members abstained ([Figure 1](#)). Seven faculty members did not vote for either of the options. With this decisive outcome, it was decided to move the proposal to divide PTR into two separate departments forward through the university approval process.

In the process of selecting an appropriate name for the newly envisioned department, Dr. Farland orchestrated a series of meetings with faculty members who were slated to become integral components of the emerging department. These gatherings were specifically aimed at devising a strategic name that supported the mission of the new department. Engaging in thorough deliberations, the faculty members collectively navigated the terrain of potential names, seeking to identify the most fitting option.

Following these discussions, the faculty members aligned with the nascent department undertook a vote to finalize the name. The chosen "Department of Pharmacy Education and Practice" (PEP), was presented for consideration. Faculty members were granted the choices – "Yes", "No", or "Abstain" – as they participated in vote. The final tally of this anonymous vote included 26 faculty in favor of department title of PEP, 5 faculty opposed, 3 abstained, 8 did not respond.

Appendices

Table 1. Department of Pharmacotherapy and Translation Research Faculty

Professors:	Dr. Larisa Cavallari Dr. Jurgen Bulitta Dr. Jatinder Lamba Dr. John Markowitz Dr. Charles Peloquin
Clinical Professor:	Dr. David DeRemer
Research Professor:	Dr. Taimour Langae
Associate Professors:	Dr. Rhonda Cooper-DeHoff Dr. Julio Duarte Dr. Yang Gong Dr. Luisel Ricks-Santi Dr. Danxin Wang
Clinical Associate Professor	Dr. John Allen Dr. Emily Cicalli
Assistant Professor:	Dr. Caitrin McDonough
Clinical Assistant Professor:	Dr. Nathan Seligson Dr. Khoa Nguyen
Research Assistant Professors:	Dr. Joseph Collins Dr. Yinzhi Lang Dr. Alaa R M Sayed Dr. Marwa Tantawy

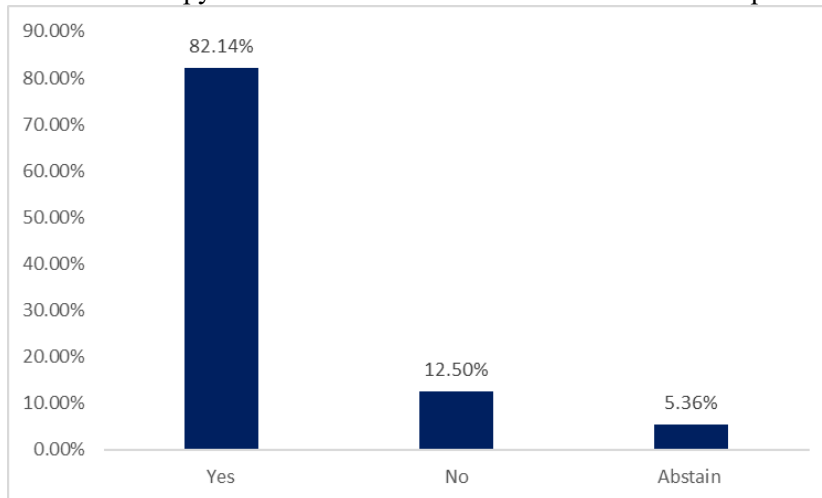
Table 2. Department of Pharmacy Education and Practice Faculty

Division of Health-System Based Pharmacotherapy	Clinical Professors:	Dr. Kalen Manasco
	Clinical Associate Professors:	Dr. Kaitlin Alexander Dr. Shauna Buring Dr. Anthony Casapao Dr. Lindsey Childs-Kean Dr. Randell Doty Dr. Carinda Feild Dr. Adonice Khoury Dr. Priti Patel Dr. Bethany Shoulders Dr. Veena Venugopalan
	Clinical Assistant Professors:	Dr. Kayihura Manigaba Dr. Barbara Santevecchi
	Instructional Assistant Professor:	Dr. Lisa Vandervoort
Division of Community-Based Pharmacotherapy	Clinical Professors:	Dr. Lakesha Butler Dr. Michelle Farland Dr. John Gums Dr. Lisa Miller Dr. Carol Motycka Dr. James Taylor Dr. Karen Whalen
	Clinical Associate Professors:	Dr. Teresa Cavanaugh Dr. Stacey Curtis Dr. Eric Dietrich Dr. Eric Egelund Dr. Robin Moorman Li Dr. Teresa Roane Dr. Erin St. Onge Dr. Katie Vogel Anderson
	Clinical Assistant Professors:	Dr. Kelsey Cook Dr. Jessica Huston Dr. Bradley Phillips Dr. Jason Powell Dr. Casey Rowe Dr. Angelina Vascimini Dr. Chardae Whitner
	Instructional Assistant Professors:	Dr. Tracy Leonard Dr. Janet Schmittgen Dr. Janel Soucie

Table 3. Timeline for the departmental division

	Feb 2023	March 2023	April 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Jan 2024
Dr. Reginald Frye Announces departure from UF	█									
Dr. Peter Swaan meets with key stakeholders regarding PTR's faculty size	█	█	█							
Dr. Larissa Cavallari & Dr. Michelle Farland are appointed co-interim chairs of PTR				█						
Dr. Swaan and Dr. Farland meet with Dr. Hass to discuss split and obtain his approval				█						
Faculty meetings to discuss PTR split				█	█					
Dr. Swaan meets with division of PTR to answer faculty question					█					
Faculty vote to split PTR into two departments						█				
Proposal planning group formed							█			
New department votes on new name							█			
Faculty council and college leadership review and approve proposal								█		
Proposal sent to Faculty Senate requesting consideration of the department split									█	
New departmental structure operational for spring semester										█

Figure 1. The outcome of the faculty vote regarding the division of the current Department of Pharmacotherapy and Translation Research into two distinct departments



College of Pharmacy
Department of Pharmacotherapy and Translational Research

PO Box 100484
Gainesville, FL 32610-0486
352-273-8245 Phone
352-273-6485 Fax

September 12, 2023

Peter W. Swaan, PhD, MPharm
Dean and Professor
College of Pharmacy
University of Florida
Peter.swaan@ufl.edu

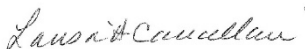
Re: Support of Proposal to Restructure the Department of Pharmacotherapy and Translational Research

Dear Dean Swaan,

We are pleased to extend our support for the attached reorganization plan, which has been developed by a college appointed committee and has endorsement from the faculty within the Department of Pharmacotherapy and Translational Research (PTR).

We can confirm that the faculty of PTR have overwhelmingly voted in favor of both the departmental division and the proposed name for the new department. Furthermore, we can attest that every faculty member has approved their designated department placements. We have full confidence that this impending departmental split and faculty realignment will usher in significant advantages and ignite a renewed sense of enthusiasm, harmoniously aligning with the strategic objectives of both the College of Pharmacy and the University of Florida.

Thank you,



Larisa Cavallari, PharmD, BCPS
Interim Chair and Professor
Department of Pharmacotherapy & Translational Research
University of Florida



Michelle Z. Farland, PharmD, CDCES
Interim Chair and Clinical Professor
Department of Pharmacotherapy & Translational Research
University of Florida

September 12, 2023

1515 SW Archer Road, Suite 23C1
Gainesville, FL 32608
P.O. Box 100014
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Peter W. Swaan, PhD, MPharm
Dean and Professor
College of Pharmacy
University of Florida
Peter.swaan@ufl.edu

Re: Endorsement of Proposal to Restructure the Department of Pharmacotherapy and Translational Research


Dear Peter,

I have reviewed the proposal put forth by you and the College of Pharmacy, outlining your intention to divide the current Department of Pharmacotherapy and Translational Research into two distinct and specialized departments. I am pleased to express my full support for this proposal.

The deliberate division of the existing Department of Pharmacotherapy and Translational Research into two distinct entities is poised to significantly enhance the clarity and precision of their individual missions. As you clearly outline in your proposal the first department, retaining the title of the Department of Pharmacotherapy and Translational Research, will remain devoted to advancing research and graduate education. While the newly formed Department of Pharmacy Education and Practice will take the lead in clinical practice, pharmacy education, and the advancement of pharmacy practice across our state.

Please consider my endorsement as a testament to the merit and potential of this proposal. I look forward to witnessing the positive outcomes that will undoubtedly result from this division, as well as the continued excellence of the University of Florida College of Pharmacy.

Thank you,



David R. Nelson, MD
Senior Vice President for Health Affairs, UF
President, UF Health

College of Pharmacy
Office of the Dean

HPNP Bldg., Room 4332
1225 Center Drive
PO Box 100484
Gainesville, FL 32610-0484
Phone: 352-273-6309
Fax: 352-273-6306

September 12, 2023

Dr. J. Scott Angle
Interim Provost and Senior Vice President for Academic Affairs
Office of the Provost
University of Florida

Re: Strong Support for Proposal to Split the Department of Pharmacotherapy and Translational Research at UF College of Pharmacy

Dr. Angel:

I am writing to express my strong endorsement of the enclosed proposal, which requests the reorganization of the existing Department of Pharmacotherapy and Translation Research at the University of Florida College of Pharmacy. Specifically, it proposes the creation of two distinct and specialized departments: The Department of Pharmacotherapy and Translational Research and the Department of Pharmacy Education and Practice.

Over the past decade, the UF College of Pharmacy has witnessed remarkable growth, particularly in the current Department of Pharmacotherapy and Translational Research (PTR). Since 2003, PTR has undergone exceptional expansion, welcoming more than 30 distinguished faculty members to its ranks. Presently, PTR stands as a department with over 60 faculty members encompassing clinical, instructional, and research focused positions. This expansion, along with the challenges it has presented, has generated a consensus among PTR faculty members, as demonstrated by anonymous voting, that the time has come to establish two specialized departments. These departments, each with a defined leadership and a sharper focus, will streamline decision-making processes, cultivate targeted expertise, and foster even stronger collaborative endeavors.

This reorganization will have no adverse impact on the mission of the College of Pharmacy or adverse impact on faculty, staff or students. There is no change to current curricula and/or degree programs resulting from the proposed departmental restructuring. The curriculum and degrees of the College of Pharmacy are not departmentally-based and will remain so: faculty members teach across programs and graduate specialties. In consultation with the interim department chairs, all faculty members will be assigned to the Department of Pharmacotherapy and Translational Research or the Department of Pharmacy Education and Practice based on their teaching and record of scholarship.

As Dean of the College of Pharmacy, I approve of the attached proposal as written and can attest that the College of Pharmacy is ready to implement this new structure once all required approvals are obtained. Please do not hesitate to contact me if you have questions or need additional information.

Thank you,



Peter W. Swaan, PhD, MPham
Dean and Professor

Graduate Curriculum Committee

Agenda

December 14, 2023
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the November Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

CALS – Entomology and Nematology

1. ENY 6XXX *Practical Work Experience in Entomology and Nematology*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18460>

GCC requested revisions to the course title, course objectives, and clarify the contact hours. The Committee requested to re-review this proposal once revised. The unit has since revised the attached submission materials, attached here.

COP – Pharmacotherapy and Translational Research

2. PHA 6XXX *Forensic Ethics*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18767>

GCC requested revisions to the course description and clarification regarding the contact hours. The Committee requested to re-review this proposal once revised. The unit has since revised the attached submission materials, attached here.

VM – Physiological Sciences

3. VME 6XXX *Ecotoxicology*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/17699>

GCC requested revisions to the course description and objectives. It was also suggested that the unit have a consultation with Dr. Byrd. The Committee requested to re-review this proposal once revised. The unit has since revised the attached submission materials, attached here.

III. Course Change Proposals: The following proposals are newly requested revisions to existing courses already within the current course catalog in curriculum inventory. The changes requested are listed below each of the proposals.

COE – School of Teaching and Learning

1. EDE 6948 *Internship in Elementary Schools*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18941>

This is a request to change the credit hours from 3 to 2 and the variable credit range from 3-12 to 1-12.

CALS – Entomology and Nematology

2. ENY 6206 *Ecology of Vector-Borne Disease*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18721>

This is a request to change the prerequisites, course objectives, and credit hours from 2 to 3.

MED – Anatomy and Cell Biology

3. GMS 5630 *Medical Histology*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19075>

This is a request to change the credit hours from 4 to 3.

CLAS – Classics

4. LNW 6495 *Late Latin Literature*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19101>

This is a request to change the rotating topic designation from fixed to rotating with a repeatable max of 9 credits.

IV. New 5XXX Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

There are no new courses submitted through the 5000-level path to present.

v. New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

HHP – Applied Physiology and Kinesiology

1. APK 5XXX *Genetics of Human Performance*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/17626>

This course will introduce genomics, genetics principals, and technologies relevant to sports and human performance. It will analyze the evidence for the role of genetic variation in power, endurance, trainability, and injury. It will encourage developing analytical skills to critically reflect on the promise and practical applications of sports genetics.

DCP – Architecture

2. ARC 6XXXC *Public Interest Design: Contemporary Issues and Practice*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19032>

An introduction to contemporary issues and practice of Public Interest Design (PID), an interdisciplinary and collaborative field focused on the built environment. The need and potential for PID to address social, economic, and environmental justice issues engages a range of geographies, communities, and project types. Modes of practice and case studies are explored in relationship to benefits and barriers to the practice.

CLAS – Economics

3. ECO 7207 *Macroeconomic Theory II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19038>

Introduces foundational models of economic growth and macroeconomic fluctuations. Presents the Solow Growth Model, the Ramsey-Cass-Koopmans Growth Model, and the Diamond Growth Model. Develops the New Growth Theory by incorporating research and development activity and human capital investment. Examines short-run macroeconomic fluctuations using the traditional and new Keynesian models.

CLAS – Geological Sciences

4. GLY 6XXX *Survival Skills for Academic Careers*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18795>

Introduces skills needed to find, be competitive for, and survive in academic jobs. Topics include finding and securing post-doc positions, skills and tactics for writing academic job applications, interview and negotiation approaches and tips, writing and reviewing proposals, methods for effective course design, and others.

CALS – Food Science and Human Nutrition

5. HUN 6XXX *Global Nutrition*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18755>

Explore current nutritional problems influencing the health and livelihood of populations in low income countries. Examine local and global dimensions of malnutrition, food and nutrition insecurity, and micronutrient deficiencies, along with the policies and

interventions aimed at improving nutrition outcomes implemented at the household, community, national, and global levels to improve nutritional status.

DCP – Interior Design

6. IND 5XXX *Interior Finishes and Materials*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19010>

The purpose of this course is to introduce building materials and finishes used for interior applications and how they contribute to the functionality of the built environment. It also discusses the contextual relevance of application, operational and environmental sustainability, and their potential impact on the continuum of human health, safety, and well-being. In this course, students will explore and evaluate the diversity, applicability, and lifecycle of interior building materials.

COP – Pharmaceutical Outcomes and Policy

7. PHA 6XXX *Principles of Biomedical Peer-Reviewed Publications*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19186>

Students will learn principles fundamental to the ethical and responsible publication of peer reviewed biomedical content. Skills gained will relate to the purpose and importance of best practices and ethical standards in the conduct and reporting of research, the roles and responsibilities involved in peer-reviewed publishing, and the principles and practices of sound publication planning, development, publication, and post-publication.

PHHP – Public Health

8. PHC 6XXX *Health, Artificial Intelligence, and Human Values*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19172>

This course will evaluate the use of artificial intelligence in Healthcare, Public Health, and health research. Students will appraise predictive models used for making trustworthy health decisions, addressing ethical factors when using artificial intelligence in health research, and analyzing potential for bias, risk, and social inequity.

PHHP – Environmental and Global Health

9. PHC 6XXX *Social Determinants of Health*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19144>

Using the WHO Conceptual Framework for Action on the Social Determinants of Health, students will map the interrelationships among the Social Determinants of Health (SDH) and Health Inequalities (HI) / Health Disparities (HD); and discuss the social origins of illness, disease, and suffering that contribute to HD in people's health.

CALS – Plant Pathology

10. PLP 6XXXC *Applied Bioinformatics in Plant Pathology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19063>

Bioinformatics training for practical research applications in plant pathology. Analysis of omics data on viral, fungal, and oomycete plant pathogens, developing customized pipelines for large dataset analysis supported by real case studies.

HHP – Sport Management

11. SPM 5XXX *Diversity, Equity, and Inclusion in Sport Organizations*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18878>

Students will learn about foundational information about key terms, relevant theories, and researching diversity and inclusion. They will summarize the intersection of different diversity forms and sport; and learn strategies for sport managers to create and sustain diverse and inclusive sport organizations.

VI. Information Items:

1. [MMC 6905](#) – 19006 – Change to max repeatable credits
2. [MMC 6910](#) – 19007 – Change to max repeatable credits
3. [MMC 6936](#) – 19005 – Change to max repeatable credits

Graduate Curriculum Committee

Minutes

November 9, 2023
Meeting Materials

Voting Conducted
via Mail-Vote

I. Presentation and review of the Minutes from the October Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

JOU – Mass Communication

1. MMC 6XXX *Media Psychology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18772>

Proposal has been approved by the GCC.

III. Course Change Proposals: The following proposals are newly requested revisions to existing courses already within the current course catalog in curriculum inventory. The changes requested are listed below each of the proposals.

CALS – Entomology and Nematology

1. ENY 5006 *Graduate Survey of Entomology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18770>

Proposal has been approved by the GCC.

PHHP – Public Health

2. PHC 6940 *Master of Public Health Capstone*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18743>

Proposal has been approved by the GCC.

3. PHC 7083 *Computational Data Science for Epidemiology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18782>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

IV. New 5XXX Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

MED – Biochemistry and Molecular Biology

1. BCH 5XXX *Fundamentals of Biochemistry & Molecular Biology*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18977>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

CLAS - Geological Sciences

2. GLY 5XXX *Cosmochemistry*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18956>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved after further review by the Chair of the GCC.

v. New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

COE – School of Special Education, School Psychology, and Early Childhood Studies

1. EEC 6XXX *Assessment and Evaluation in Early Childhood Settings*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18925>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

2. EEC 6XXX *Families as a Context in Early Childhood Studies*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18923>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved after further review by the Chair of the GCC.

SFRC – Forest Resources and Conservation

3. FOR 5XXX *Introduction to programming with R*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18963>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved after further review by the Chair of the GCC.

HHP – Sport Management

4. PET 5XXX *High Performance Coaching: Leadership Through a Sport Lens*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18876>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved after further review by the Chair of the GCC.

5. SPM 5XXX *Name, Image, and Likeness: Amateur Athletes as Brands*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18519>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

6. SPM 5XXX *Nonprofit Management in Sport*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/17709>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

7. SPM 5XXX *Sport Sponsorship*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/17717>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

CALS – Soil and Water Science

8. SWS 6XXX *Soil Health and Data*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18785>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

VI. Information Items:

1. [APK 6176](#) – 17571 – Change to course title, transcript title, and course description
2. [DCP 6943](#) – 18681 – Change from Internship to Lecture Type
3. [EME 5405](#) – 18456 – Change prerequisites
4. [ENU 6935](#) – 18859 – Change to S/U and max repeatable to 8 credits
5. [PHC 6064](#) – 18984 – Share Ownership from PPHP with MED-Biostatistics
6. [WIS 6306](#) – 18692 – Change to course description and objectives