GRADUATE COUNCIL AGENDA
FEBRUARY 15, 2024
1:00 PM

110 GRINTER HALL

I. ACTION ITEMS:

1. Minutes from the January 18, 2024, Graduate Council Meeting (Enclosure 1).

CERTIFICATE:

2. The College of Agricultural and Life Sciences seeks to modify the curriculum for the graduate certificate in Ecological Restoration (#19137). Dr. Wendell Cropper will be present for discussion (Enclosure 2).

CONCENTRATIONS:

3. The College of Medicine seeks to create a graduate concentration in Molecular Genetics and Microbiology for the Master of Science (M.S.) with a major in Medical Sciences (#19112). Dr. Paul Gulig will be present for discussion (Enclosure 3).

4. The College of Pharmacy seeks to change the name of their concentration from Individualized Medicine to Clinical Pharmacogenomics and Precision Medicine and modify the curriculum (#19385). Ms. Emely McKitrick will be present for discussion (Enclosure 4).

MAJOR MODIFICATION:

5. The Wertheim College of Engineering seeks to modify the curriculum for the Master of Science (M.S.) with a major in Chemical Engineering (#18822). Dr. Dmitry Kopelevich will be present for discussion (Enclosure 5).

COMBINATION DEGREE:

6. The College of Education seeks to create a combination degree program between the Bachelor of Arts (B.A.) with a major in Education Sciences and the Master of Education (M.Ed.) with a major in Curriculum and Instruction and a concentration in Educational Technology (#18833). Dr. Bojan Lazarevic will be present for discussion (Enclosure 6).

I-20 AND ADMISSION TIMELINES:

7. The International Center seeks to formally approve the I-20 Process and Admissions Timing. Ms. Ethel Porras will be present for discussion (Enclosure 7).

II. INFORMATION ITEM / ADMINISTRATIVE ACTIONS:

8. Graduate Curriculum Committee – January Minutes and February Agenda (Enclosure 8).

9. Graduate Programs – Distance or Self-Supporting
The following programs have been approved for self-supporting status by the provost effective Summer 2024:

- Graduate certificate AI in Pharmacy – College of Pharmacy
- Graduate certificate in Forensic Science – College of Pharmacy
- Graduate certificate in Occupational Toxicology – College of Pharmacy
- Graduate certificate in Advanced DNA Technology – College of Pharmacy
- Graduate certificate in Medical Biochemistry – College of Medicine
- MS in Microbiology and Cell Science with Concentration in Microbiome in Health and Disease – College of Agricultural Medicine

10. Graduate Student Success Center

III. DISCUSSION ITEMS:

11. Faculty Senate Bylaws

12. Duolingo – Should we consider allowing this test in addition to IELTS and TOEFL?

13. Certificate policy – In cases in which a program offers a master's program and graduate certificate of the exact same name, should we allow students who are leaving the master's program to be awarded a certificate if they have already completed all the required courses?

GRADUATE COUNCIL MINUTES
JANUARY 18, 2024
1:00 PM

110 GRINTER HALL
Teleconference (Via Zoom)

MEMBERS PRESENT: Dr. Nicole Stedman (Chair), Dr. Linda Bloom, 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. Joni Williams Splett, Dr. Marta Wayne, Kevin Senior (GSC rep), and Jasleen Kaur (GSC alternate)

MEMBERS ABSENT: Dr. J.C. Bunch

GUESTS PRESENT: Martine Angrand (International Student Services), Dr. Casey Bullock (University Registrar), Dr. George Cunningham (College of Health and Human Performance), Dr. Oliver Grundmann (College of Pharmacy), Diana Hull (Office of the Registrar), Dr. Maria Leite (Academic Affairs), Dr. Bill McElroy (Herbert Wertheim College of Engineering), Dr. Johnathan Orsini (Office of the Provost/Teaching and Technology), Ashley Tidwell (Office of Admissions), and Dr. Eric Triplett (College of Agricultural and Life Sciences)

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

The meeting was called to order at 1:05 p.m.

Dr. Stedman 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. Stedman informed everyone that today's Zoom meeting was being recorded.)

I. ACTION ITEMS:

1. Minutes from the December 14, 2023, Graduate Council Meeting. A motion to approve was made, seconded, and passed unanimously.

CERTIFICATES:
The Chair sought Council approval for consideration of the two (2) items from the Herbert Wertheim College of Engineering as a package. Council concurred.

2. The Herbert Wertheim College of Engineering seeks to modify the curriculum for the graduate certificate in Engineering Leadership (#18936). Dr. Bill McElroy was present for discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

3. The Herbert Wertheim College of Engineering seeks to modify the curriculum for the graduate certificate in Engineering Project Management (#18937). Dr. Bill McElroy was present for discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

CONCENTRATIONS:

4. 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 was present for discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

5. The College of Pharmacy seeks to close the graduate concentration in Personalized Medicine for the Master of Science in Pharmacy (M.S.P) with a major in Pharmaceutical Sciences (#19120). Dr. Oliver Grundmann was present (via Zoom) for discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective Termination Term of summer 2024 and Phase-Out Term of fall 2026.

NOMINATING COMMITTEE:

6. Establish a nominating committee to assist in creating the ballot for new members to serve on the Graduate Council for 2024-2027.
   Dr. Kelleher discussed the rotation of the current members and asked them to consider nominations for new members for both the Graduate Council and Graduate Curriculum Committee.

II. INFORMATION ITEM / ADMINISTRATIVE ACTIONS:

7. Graduate Curriculum Committee – December Minutes and January Agenda.

8. Graduate Programs – Distance or Self-Supporting – (No new items)
Dr. Jonathan Orsini shared that several new proposals were approved yesterday, and they will be presented at the February meeting.

9. Graduate Student Success Center
- Late hires for spring semester: Graduate School will review petitions for GA late hires through January 26. After that, they will be reviewed by Provost.
- January is Mentoring Month we have Mentoring Panel and a Speaker closing out the month.
- Graduate Student Appreciation Week is April 1-5 with Graduate Research Day on April 2.

Dr. Traveis was present to share updates for the Graduate Student Success Center.

III. DISCUSSION ITEMS:

10. I-20 Process- Admissions Timing. Dr. Marta Wayne and Martine Angrand were present for discussion. Handouts were shared detailing application timing and processing. There is intent to present an action item for policy at the February meeting.

11. Proposal from the College of Health and Human Performance for an online Ph.D. in Health and Human Performance: Concentration in Executive Sport Business. Dr. George Cunningham was present for discussion. He gave a brief description of the intended proposal and shared handouts outlining the details.

The meeting adjourned at 1:58 p.m.

Certificate|Close-Modify for request 19137

Info
Request: Ecological Restoration graduate certificate - adding elective options
Description of request: The College of Agricultural and Life Sciences seeks to modify the curriculum for the graduate certificate in Ecological Restoration.
Submitter: Sandra Houder shouder@ufl.edu
Created: 1/23/2024 9:14:00 AM
Form version: 2

Responses
Current Certificate Name

Ecological Restoration

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

Other (selecting this option will open additional form fields below)

Change Certificate Name?

No

Change Certificate Name on Transcript?

No

Current Transcript Name

Graduate Certificate Ecological Restoration

Change Credit Hours?

No

Change Certificate Description?

No

Change Certificate Prerequisites?

No

Change Certificate Requirements?

Yes

Current Requirements

Credits required: 15

Required:
FOR 5157 Ecosystem Restoration Principles and Practice (3 credits, letter-graded)

Choose 4 Electives:
FAS 6360 Invasion Ecology of Aquatic Animals (3 credits, letter-graded)
FOR 5159 Ecology and Restoration of the Longleaf Pine Ecosystem (3 credits, letter-graded)
FOR 6151 Forest Ecosystem Health (3 credits, letter-graded)
FOR 6154 Analysis of Forest Ecosystems (3 credits, letter-graded)
FOR 6340 Physiology of Forest Trees (3 credits, letter-graded)
FNR 6628 Watershed Restoration and Management (3 credits, letter-graded)
FNR 6669 Policy and Economics of Natural Resources (3 credits, letter-graded)
HOS 6070 Plant Materials for Conservation and Restoration (3 credits, letter-graded)

Proposed Requirements

Credits required: 15

Required:
FOR 5157 Ecosystem Restoration Principles and Practice (3 credits, letter-graded)

Choose 4 Electives:
FAS 6272 Marine Ecological Processes (3 credits, letter-graded)
FAS 6355C Fisheries Management (4 credits, letter-graded)
FAS 6357 Marine Protected Areas (3 credits, letter-graded)
FAS 6360 Invasion Ecology of Aquatic Animals (3 credits, letter-graded)
FOR 5159 Ecology and Restoration of the Longleaf Pine Ecosystem (3 credits, letter-graded)
FOR 6151 Forest Ecosystem Health (3 credits, letter-graded)
FOR 6154 Analysis of Forest Ecosystems (3 credits, letter-graded)
FOR 6340 Physiology of Forest Trees (3 credits, letter-graded)
FNR 6628 Watershed Restoration and Management (3 credits, letter-graded)
FNR 6669 Policy and Economics of Natural Resources (3 credits, letter-graded)
HOS 6070 Plant Materials for Conservation and Restoration (3 credits, letter-graded)

Impact on Program

We seek to add FAS 6272 Marine Ecological Processes, FAS 6355C Fisheries Management, and FAS 6357 Marine Protected Areas as electives to the Ecological Restoration graduate certificate program. This will enhance our program as these Fisheries and Aquatic Science courses are relevant to the Ecological Restoration graduate certificate's Student Learning Outcomes. Students have asked for more FAS options and we agree with this feedback.

Rationale for Proposed Change(s)

The proposed FAS elective options support the Ecological Restoration graduate certificate's Student Learning Outcomes:

1) Apply theoretical and technical knowledge of ecology, soils, and related biophysical sciences in order to plan real-world restoration projects.
2) Analyze and synthesize relevant primary information sources, such as technical reports and scientific publications.
3) Describe various techniques used in ecological restoration, monitoring, and evaluation.
4) Assess implications of socio-economic, ethical, legal, and political dimensions of ecological restoration.

Assessment Data Review

Describe the Student Learning Outcome and/or program goal data that was reviewed to support the proposed changes.

Students have asked for more FAS options and we agree with this feedback. We reviewed the certificate SLOs and the course content/objectives support them.

Academic Assessment Plan Changes

Describe the modifications to the Academic Assessment Plan that result from the proposed change. These changes must be approved by the Academic Assessment Committee. A separate request must be completed for this, which can be found here: https://approval.ufl.edu/start-new-request/modify-aapslo-gradpro/

As this proposal is for adding optional electives, no changes to the AAP are needed. Certificate SLO scores are recorded using an SLO-aligned assignment rubric in the required course, FOR 5157 Ecosystem Restoration.

Graduate Certificate in Ecological Restoration	
Current Requirements 15-credits	Proposed Requirements 15-credits
Required Courses: • FOR 5157 Ecosystem Restoration Principles and Practice (3 credits, letter-graded)	**Required Courses:** • FOR 5157 Ecosystem Restoration Principles and Practice (3 credits, letter-graded)
Choose 4 Elective Courses: • FAS 6360 Invasion Ecology of Aquatic Animals (3 credits, letter-graded) • FOR 5159 Ecology and Restoration of the Longleaf Pine Ecosystem (3 credits, letter-graded) • FOR 6151 Forest Ecosystem Health (3 credits, letter-graded) • FOR 6154 Analysis of Forest Ecosystems (3 credits, letter-graded) • FOR 6340 Physiology of Forest Trees (3 credits, letter-graded) • FNR 6628 Watershed Restoration and Management (3 credits, letter-graded) • FNR 6669 Policy and Economics of Natural Resources (3 credits, letter-graded) • HOS 6070 Plant Materials for Conservation and Restoration (3 credits, letter-graded)	**Choose 4 Elective Courses:** • FAS 6272 Marine Ecological Processes (3 credits, letter-graded) • FAS 6355C Fisheries Management (4 credits, letter-graded) • FAS 6357 Marine Protected Areas (3 credits, letter-graded) • FAS 6360 Invasion Ecology of Aquatic Animals (3 credits, letter-graded) • FOR 5159 Ecology and Restoration of the Longleaf Pine Ecosystem (3 credits, letter-graded) • FOR 6151 Forest Ecosystem Health (3 credits, letter-graded) • FOR 6154 Analysis of Forest Ecosystems (3 credits, letter-graded) • FOR 6340 Physiology of Forest Trees (3 credits, letter-graded) • FNR 6628 Watershed Restoration and Management (3 credits, letter-graded) • FNR 6669 Policy and Economics of Natural Resources (3 credits, letter-graded) • HOS 6070 Plant Materials for Conservation and Restoration (3 credits, letter-graded)

Concentration|New for request 19112

Info
Request: New graduate concentration in Molecular Genetics and Microbiology
Description of request: The College of Medicine seeks to create a graduate concentration in Molecular Genetics and Microbiology for the Master of Science (M.S.) with a major in Medical Sciences via traditional on-campus and non-self-supporting online delivery modalities.
Submitter: Paul Gulig gulig@ufl.edu
Created: 2/7/2024 12:05:18 PM
Form version: 3

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?

Thesis

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

Molecular Genetics and Microbiology

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).

33

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

Fall

Effective Year

2024

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

6

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.

College of Medicine: M.S. in Medical Science

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 College of Medicine's primary graduate major is Medical Science. The Medical Science major is divided into several concentrations at both the Ph.D. and M.S. levels. These concentrations define the area of specialization at the Ph.D. level, and the department offering the degree at the Master's level. The Department of Molecular Genetics and Microbiology offers a legacy M.S. in Medical Science from the days when College of Medicine departments ran their own graduate programs. Since then, other departments have created concentrations bearing their names or specialties. With the generic M.S. in Medical Science currently offered by the Department of Molecular Genetics and Microbiology not bearing a concentration name, there are two serious problems. At the administrative level, there is no way to associate this program with the department; rather, it bears the generic name for the M.S. degree offered at the college level, for which there is no specific program. At the departmental level, there is no branding of the program specifically to the department. To prospective students, the program appears to be offered by the college.

The simple solution to this issue is the creation of a concentration bearing the name of the department, Molecular Genetics and Microbiology. Equally important, from an educational perspective, the creation of a new concentration to succeed the existing unbranded, generically named program, enables the department to reconsider the structure of the curriculum, admissions, and funding of the graduate program.

Course list:
GMS 6012 (Human Genetics I; 1 credit; Letter-graded)
GMS 6013 (Developmental Genetics; 3 credits; Letter-graded)
GMS 6014 (Application of Bioinformatics in Genetics; 1 credit; Letter-graded)
GMS 6034 (Advanced Virology I: Genetics and RNA; 1 credit; Letter-graded)
GMS 6035 (Advanced Virology II: RNA Viruses; 1 credit; Letter-graded)
GMS 6036 (Advanced Virology III DNA Viruses; 1 credit; Letter-graded)
GMS 6040 (Host-Pathogen Interactions; 1 credit; Letter-graded)
GMS 6065 (Fundamentals of Cancer Biology; 3 credits; Letter-graded)
GMS 6108 (Bacterial Physiology, Antibiotics, and Genetics; 3 credits; Letter-graded)
GMS 6109 (Advanced Bacteriology; 2 credits; Letter-graded)
GMS 6121 (Infectious Diseases; 3 credits; Letter-graded)

GMS 6132 (Introductory Gene and Immunotherapy; 2 credits; Letter-graded)
GMS 6196 (Virology Journal Club; 1 credit; Letter-graded)
GMS 6221 (Ethics in Genetics; 1 credit; Letter-graded)
GMS 6224 (Foundations in Precision Medicine: Medical Molecular Genetics; 1 credit; Letter- graded)
GMS 6232 (Advanced Applied Bioinformatics in Genetics; 1 credit; Letter-graded)
GMS 6331 (Stem Cell Biology; 1 credit; Letter-graded)
GMS 6905 (Independent Studies in Medical Sciences; variable credit; Pass-fail)
GMS 6920 (Genetics Journal Colloquy; 1 credit; Pass-fail)
GMS 6921 (Immunology/ Microbiology Journal Colloquy; 1 credit; Letter-graded)
GMS 6971 (Research for Master's Thesis; Variable credit; Pass-fail)
GMS 7133 (Advanced Molecular Virology; 2 credits; Letter-graded)
GMS 7191 (Research Conference; 1 credit; Pass-fail)
GMS 7877 (Responsible Conduct of Biomedical Research; 1 credit; Letter-graded)
PCB 5065 (Advanced Genetics; 4 credits; Letter-graded)
BCH 5413 (Mammalian Molecular Biology and Genetics; 3 credits; Letter-graded)
BCH 6415 (Advanced Molecular and Cell Biology; 3 credits; Letter-graded)

Note that this list is not restrictive. Students, with the approval of their mentor and supervisory committee, may take other graduate-level courses that are deemed appropriate to their research.

GRE requirement for admission: In keeping with other graduate programs in the College of Medicine, this program does not require a GRE score for admission.

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.

Since the educational goals of the concentration are fundamentally the same as the existing program, there will be no impact on other programs or departments over the existing educational and administrative relationships. However, the creation of a concentration bearing the name of the offering department will relieve immense administrative confusion for matters such as SACS, where the responsible entity for the program is unclear because of the generic name. Further, for students interested in the thesis degree offered by the Department of Molecular Genetics and Microbiology, having a concentration with the same name in the catalogue and on the transcript will facilitate recruiting and admissions from both the student and department perspectives.

Concentration|Modify for request 19385

Info
Request: Concentration name change and curricular modification
Description of request: The College of Pharmacy seeks to change the name of their concentration from Individualized Medicine to Clinical Pharmacogenomics and Precision Medicine and modify the curriculum
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 1/26/2024 3:06:00 PM
Form version: 3

Responses
Degree Level
Indicate the degree level in which the concentration is offered.

M - Master's Degree

Thesis or Non-Thesis
Is this concentration for a thesis or non-thesis degree?

Non-Thesis

Concentration
Enter the name of the concentration to be modified.

Individualized Medicine

Effective Term
Enter the term (semester and year) at which the modification should be effective.

Earliest Available

Effective Year

Earliest Available

Is this an undergraduate Innovation Academy Program

No

Department/Degree/Majors to Offer Concentration
List all the department / degree / major combinations at the degree level offering the concentration.

Master of Science in Pharmacy (M.S.P.) with a major in Pharmaceutical Sciences

For example, if you are requesting a change to the "Wetland Sciences" concentration at the master's level, you would need to list all master's level degree / major combinations from every participating department:

- *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*

Current Curriculum for Concentration

Master's Curriculum – Individualized Medicine

REQUIRED COURSES
PHA 6134 Foundations of Precision Medicine: Genomic Technologies (1 credit hour, letter- graded)
GMS 6224 Foundations of Precision Medicine: Medical Molecular Genetics (1 credit hour, letter- graded)
PHA 6138 Foundations of Precision Medicine: Genetic Epidemiology (1 credit hour, letter-graded)

PHA 6120 Foundations of Precision Medicine: Pharmacogenomics (3 credit hours, letter-graded)
PHA 6935 CAPSTONE (Final Semester) Final Comprehensive Exam (Special Topics (1 credit hour, letter-graded)

ELECTIVE COURSES
PHA 6443 Case Studies in Clinical Pharmacogenomics (3 credit hours, letter-graded)

PHA 6137 Clinical Pharmacogenomics Implementation (3 credit hours, letter-graded)
PHA 6631 Foundations of Medication Management: Patient Care and Practice (3 credit hours, letter-graded)
PHA 6930 Foundations of Medication Management: Pharmacotherapy of Chronic Disease (3 credit hours, letter-graded)
PHA 6746 Patient Education and Communication in the Era of Precision Medicine (1 credit hour, letter-graded)
PHA 6184 The Pharmaceutical Research & Development Process: Foundations and Impact on Individualized Medicine (3 credit hours, letter-graded)
PHA 6613 Clinical Applications of Precision Medicine: Precision Health (3 credit hours, letter- graded)
PHA 6136 Clinical Applications of Precision Medicine: Oncology (3 credit hours, letter-graded)
PHA 6935 Advanced Concepts in Oncology (3 credit hours, letter-graded)

PHA 6633 Individualized Pharmacotherapy I (3 credit hours, letter-graded)
PHA 6634 Individualized Pharmacotherapy II (3 credit hours, letter-graded)
PHA 6241 Introduction to Artificial Intelligence (3 credit hours, letter-graded)
PHA 6247 Principles of Pharmacy Informatics (3 credit hours, letter-graded)

PHA 6935 Literature Survey in Precision Medicine (by invitation only) (3 credit hours, letter- graded)

REQUIRED (Final Semester)
PHA 6935 CAPSTONE: Final Comprehensive Exam (1 credit hour, letter-graded)

Proposed Concentration Changes

Describe the proposed changes to the concentration. If requesting a name change please provide details here as well.

Requesting two proposed concentration changes

1. Proposing a concentration name change from "Individualized Medicine" to "Clinical Pharmacogenomics and Precision Medicine."
2. Proposing the inclusion of two additional required courses, listed below, to enhance the clinical knowledge and skill set essential for the offered electives within the curriculum. This addition aims to ensure that students receive a comprehensive clinical background and foundation in pharmacogenomics and precision medicine.

Master's Curriculum – Clinical Pharmacogenomics and Precision Medicine

REQUIRED COURSES
PHA 6134 Foundations of Precision Medicine: Genomic Technologies (1 credit hour, letter- graded)
GMS 6224 Foundations of Precision Medicine: Medical Molecular Genetics (1 credit hour, letter- graded)
PHA 6138 Foundations of Precision Medicine: Genetic Epidemiology (1 credit hour, letter-graded)

PHA 6120 Foundations of Precision Medicine: Pharmacogenomics (3 credit hours, letter-graded)
*PHA 6443 Case Studies in Clinical Pharmacogenomics (3 credit hours, letter-graded)

*PHA 6935 Clinical Pharmacogenomics Implementations (3 credit hours, letter-graded)
* indicates courses that were previously listed as elective options but are now required as part of the curriculum

ELECTIVE COURSES
PHA 6631 Foundations of Medication Management: Patient Care and Practice (3 credit hours, letter-graded)
PHA 6630 Foundations of Medication Management: Pharmacotherapy of Chronic Disease (3 credit hours, letter-graded)

PHA 6746 Patient Education and Communication in the Era of Precision Medicine (1 credit hour, letter-graded)
PHA 6184 The Pharmaceutical Research & Development Process: Foundations and Impact on Individualized Medicine (3 credit hours, letter-graded)
PHA 6613 Clinical Applications of Precision Medicine: Precision Health (3 credit hours, letter- graded)
PHA 6136 Clinical Applications of Precision Medicine: Oncology (3 credit hours, letter-graded) PHA 6935 Advanced Concepts in Oncology (Special Topics) (3 credit hours, letter-graded)

PHA 6633 Individualized Pharmacotherapy I (3 credit hours, letter-graded)
PHA 6634 Individualized Pharmacotherapy II (3 credit hours, letter-graded)
PHA 6241 Introduction to Artificial Intelligence in Pharmacy (3 credit hours, letter-graded) PHA 6247 Introduction to Pharmacy Informatics (3 credit hours, letter-graded)

PHA 6935 Literature Survey in Precision Medicine (by invitation only) (Special Topics) (3 credit hours, letter-graded)
PHA 6936 Individualized Study (by invitation only) (Special Topics) (3 credit hours, letter-graded)

REQUIRED (Final Semester)
PHA 6935 CAPSTONE: Final Comprehensive Exam (Special Topics) (1 credit hour, letter-graded)

Pedagical Rationale/Justification

Describe the rationale for the proposed changes to the concentration.

The Master of Science in Pharmacy (M.S.P.) with a major in Pharmaceutical Sciences and a concentration in Individualized Medicine is proposing a name change to enhance its competitiveness in the evolving landscape of pharmacogenomics and precision medicine. The proposed name change to "Clinical Pharmacogenomics and Precision Medicine" aligns more closely with the program's overarching vision and curriculum, which is centered on training pharmacists and other healthcare professionals to effectively implement precision medicine and pharmacogenomics, ultimately leading to improved patient health outcomes. As defined by the National Institute of Health, pharmacogenomics is a field of research that examines how an individual's genetic makeup influences their response to medications. The long-term goal is to enable healthcare providers to select the most suitable drugs and dosages for each patient based on his/her unique DNA, aligning with the principles of precision medicine, which aims to treat each patient uniquely.

This program provides a distinctive opportunity for students to acquire comprehensive knowledge in pharmacogenomics, pharmacogenetics, genomics, and precision medicine. It equips healthcare practitioners with the necessary skills to incorporate clinical pharmacogenomics into their practice.
A comprehensive review conducted by the University of Florida, College of Pharmacy Enrollment Marketing Team assessed competing online and in-person graduate

programs in precision medicine and pharmacogenomics. The results indicated that the terms "pharmacogenomics," "precision medicine," and "personalized medicine" were the most widely used and recognizable terms in this field.

Justification for the name change:
- Alignment with Program's Mission: The current program name no longer fully conveys the program's mission and purpose. The proposed new name is more reflective of the program's goal, which is to educate pharmacists and other healthcare professionals about the pivotal role of pharmacogenomics in clinical practice. This rebranding will improve clarity and attract prospective students, making the program more competitive.
- Prospective Student Engagement: As a self-funded program, a name that distinctly identifies and resonates with potential students is essential to drive interest and enrollment.
- Educational Intent: The existing name does not adequately represent the program's educational focus, which centers on emerging fields such as pharmacogenomics and precision medicine. The proposed new name better encapsulates the program's scope and activities.

This name change is a strategic move to better align the program with the evolving landscape of precision medicine and pharmacogenomics, enhance its appeal to potential students, and convey its educational mission more accurately.

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 are no anticipated or foreseen impacts on other programs or departments. Changes to the concentration name and curriculum will remain internal and will not interfere or interact with other programs or departments.

Assessment Data Review

Describe the Student Learning Outcomes and/or program goal data that was reviewed to support the proposed changes.

The Program Goal data reviewed to support the proposed name change is High quality Recruitment and Graduation Rates. This PG is assessed annually by Program Directors and the Assistant Dean of Lifelong Learning. The College of Pharmacy utilizes an internal marketing group to achieve recruitment goals. This team employs a combination of traditional and digital marketing techniques with the effectiveness of these tactics being measured by the following metrics:

- # of applications
- % offers made
- % matriculation data

Academic Learning Compact and Academic Assessment Plan

Describe the modifications to the Academic Assessment Plan that result from the proposed change.

The name change will not impact our Academic Assessment Plan.

Catalog Copy

Submitter agrees to prepare and upload document showing the catalog copy with the current and proposed curricula edited using the "track changes" feature in Word.

Yes

Major|Modify_Curriculum for request 18822

Info
Request: Modification to the Curriculum of the Master of Science with a major in Chemical Engineering (with a thesis)
Description of request: The College of Engineering seeks to modify the curriculum of the Master of Science degree with a major in Chemical Engineering for students completing a thesis.
Submitter: Gabrielle Donalson gdonalson@ufl.edu
Created: 2/5/2024 6:25:03 PM
Form version: 7

Responses
Major Name
Enter the name of the major. Example: "Mathematical Modeling"

Chemical Engineering

Major Code
Enter the two-letter or three-letter major code.

CHE

Degree Program Name
Enter the name of the degree program in which the major is offered.

Master of Science

Undergraduate Innovation Academy Program
Is this an undergraduate program in the Innovation Academy?

No

Effective Term
Enter the term (semester and year) that the curriculum change would be effective.

Fall

Effective Year

2024

Current Curriculum for Major

Required M.S. Coursework
The chemical engineering coursework required of all M.S. students consists of:
ECH 6285 Transport Phenomena (3 credits, letter-graded)
ECH 6847 Advanced Mathematics for Chemical Engineering (3 credits, letter-graded)

ECH 6937 Advanced Chemical and Biological Processing Lab (Special Topics) (6 credits total, letter-graded) (two semesters; one fall semester and one spring semester)
ECH 6506 Chemical Engineering Kinetics (3 credits, letter-graded)
or ECH 6526 Reactor Design and Optimization (3 credits, letter-graded)

M.S. students completing a master's thesis must also take:
ECH 6272 Molecular Thermodynamics of Chemical Engineering (3 credits, letter-graded)
The three Basis courses (ECH 6270, ECH 6272, and ECH 6847) are offered in the fall semester while Chemical Engineering Kinetics (ECH 6506) and Reactor Design and Optimization (ECH 6526) are offered in alternating spring semesters. Advanced Chemical and Biological Processing Lab (ECH 6937) is offered at least once each year.

Elective M.S. Coursework
M.S. students must fulfill the remaining portion of the 30 credits of required coursework with elective courses. M.S. students must complete a minimum of 15 credits of total coursework within the Chemical Engineering Department. These 15 credits include the Required M.S. Coursework as well as Chemical Engineering Electives, Approved Chemical Engineering Electives, or Research and Individual Work Courses.

At least 24 of the required 30 credits of coursework must be considered Technical Electives. A maximum of 6 credits of Non-Technical Electives can be included towards the M.S. degree. Students should note that some courses are subject to Course Restrictions and Classifications.

M.S. Final Examination
M.S. thesis students are required to complete a final examination that includes a written master's thesis and a final oral defense examination. M.S. non-thesis students are required to complete a final examination that includes a written report. Details are described in the Final Examination section.

M.S. or M.E. students completing a Master's Thesis are required to take Research for Master's Thesis (ECH 6971) in their final term. During this term, the student must be registered for at least 3 credits in the Fall or Spring semesters and at least 2 credits in the Summer semester. These credits must count towards the specific degree and the courses cannot be an online course.

Proposed Curriculum Changes

Describe the proposed changes to the curriculum. You may list out the specific changes or provide the new semester models where changes are proposed. Please be precise and clear in stating requested changes. If the change is to offer the program through UF Online, please explain and attach a letter of support from the Director of UF Online.

The proposed curriculum change seeks to remove the 3-credit requirement for master's thesis students to take "Molecular Thermodynamics (ECH 6272)." In its place, students will have the option to choose another Department of Chemical Engineering 5000-level or above technical elective coursework, allowing them to reach the 30-credit coursework minimum.

UF Online Curriculum Change

Will this curriculum change be applied to a UF online program as well?

No

Pedagogical Rationale/Justification

Describe the rationale for the proposed changes to the curriculum.

M.S. students engaged in research within the department will often want to write a thesis, and their research advisors will strongly encourage them to write and defend a thesis. This process will help preserve the research products and give those students interested in research (and potentially getting a Ph.D.) experience writing and defending their work. Requiring that students take ECH 6272, Molecular Thermodynamics, as a requirement for the M.S. with Thesis option will often mean that students decide to do a thesis after they have taken their courses and thus after they have already decided not to take ECH 6272. Removing this requirement is therefore expected to increase the number of students who write and defend a thesis.

Impact on Enrollment, Retention, Graduation

Describe any potential impact of the curriculum changes on students who are currently in the major.

This is expected to decrease enrollment in ECH 6272 by less than 5 students per year. This should have no impact on retention or graduation, except that it will result in greater numbers of M.S. with thesis graduates (and an equal lesser number of those graduating with the non-thesis option).

Assessment Data Review

Describe the Student Learning Outcome and/or program goal data that was reviewed to support the proposed changes.

This will encourage students to graduate with a thesis by allowing an appropriate curricular flexibility to support an improved timeline for thesis development and completion. This will assist us with SLO3 (SACSCOC): Communicates Effectively, and SLO1 (SACSCOC): Formulate and solve problems. To the extent, if any, that this increases research engagement among the MS students, this will also assist us with PG1 (SACSCOC): Faculty Involvement.

Academic Learning Compact and Academic Assessment Plan

Describe the modifications to the Academic Learning Compact (for undergraduate programs) and Academic Assessment Plan that result from the proposed change.

No changes.

Catalog Copy

Submitter agrees to prepare and upload document showing the catalog copy with the current and proposed curricula edited using the "track changes" feature in Word.

Yes

Master of Science with a major in Chemical Engineering	
Current Requirements 30-credit coursework minimum	Proposed Requirements 30-credit coursework minimum
Required Courses: ECH 6285 Transport Phenomena (3 credits, letter-graded) ECH 6847 Advanced Mathematics for Chemical Engineering (3 credits, letter-graded) ECH 6937 Advanced Chemical and Biological Processing Lab (Special Topics) (6 credits total, letter-graded) (two semesters; one fall semester and one spring semester) ECH 6506 Chemical Engineering Kinetics (3 credits, letter-graded) or ECH 6526 Reactor Design and Optimization (3 credits, letter-graded) M.S. students completing a master's thesis must also take: ECH 6272 Molecular Thermodynamics of Chemical Engineering (3 credits, letter-graded) The three Basis courses (ECH 6270, ECH 6272, and ECH 6847) are offered in the fall semester, while Chemical Engineering Kinetics (ECH 6506) and Reactor Design and Optimization (ECH 6526) are offered in alternating spring semesters. Advanced Chemical and Biological Processing Lab (ECH 6937) is offered at least once each year. M.S. or M.E. students completing a Master's Thesis are required to take *Research for Master's Thesis* (ECH 6971) in their final term. During this term, the student must be registered for at least 3 credits in the Fall or Spring semesters and at least 2 credits in the Summer semester. These credits must count towards the specific degree and the courses cannot be an online course.	**Required Courses:** ECH 6285 Transport Phenomena (3 credits, letter-graded) ECH 6847 Advanced Mathematics for Chemical Engineering (3 credits, letter-graded) ECH 6937 Advanced Chemical and Biological Processing Lab (Special Topics) (6 credits total, letter-graded) (two semesters; one fall semester and one spring semester) ECH 6506 Chemical Engineering Kinetics (3 credits, letter-graded) or ECH 6526 Reactor Design and Optimization (3 credits, letter-graded) The three Basis courses (ECH 6270, ECH 6272, and ECH 6847) are offered in the fall semester, while Chemical Engineering Kinetics (ECH 6506) and Reactor Design and Optimization (ECH 6526) are offered in alternating spring semesters. Advanced Chemical and Biological Processing Lab (ECH 6937) is offered at least once each year. M.S. or M.E. students completing a Master's Thesis are required to take *Research for Master's Thesis* (ECH 6971) in their final term. During this term, the student must be registered for at least 3 credits in the Fall or Spring semesters and at least 2 credits in the Summer semester. These credits must count towards the specific degree and the courses cannot be an online course. **Optional Courses:** ECH 6502 Research Methods (1 credit, letter-graded) or ECH 6843 Statistics and Design of Experiments (3 credits, letter-graded) or

	ECH 6845 Chemical Process Data Science (3 credits, letter-graded) or ECH 6716 Managing Safety in the Chemical Industry (3 credits, letter-graded) or ECH 6937 Fundamentals of Artificial Neural Networks (Special Topics) (3 credits, letter-graded) or ECH 6537 Molecular Understanding of Catalysis (3 credits, letter-graded) or ECH 6538 Surface Science (3 credits, letter-graded) or ECH 6937 Analytical Methods for Heterogeneous Catalysis and other Solid Materials (Special Topics) (3 credits, letter-graded) or ECH 6937 Pharmaceutical Bioengineering (Special Topics) (3 credits, letter-graded) or ECH 6937 Nanoparticle Nanomedicines (Special Topics) (3 credits, letter-graded) or ECH 6937 Pharmacokinetics (Special Topics) (3 credits, letter-graded) or ECH 6937 Bioprocess Engineering and Bioseparations (Special Topics) (3 credits, letter-graded) or ECH 6937 Protein Engineering and Synthetic Biology (Special Topics) (3 credits, letter-graded) or ECH 6326 Computer Control Processes (3 credits, letter-graded) or ECH 6937 Process Simulation (Special Topics) (3 credits, letter-graded) or ECH 6837 Complex Fluids (3 credits, letter-graded) or

	ECH 6275 Nanoscale Transport (3 credits, letter-graded) or ECH 6937 Rheology Fundamentals and Practice (Special Topics) (3 credits, letter-graded) or ECH 6937 Hydrodynamic Stability (Special Topics) (3 credits, letter-graded) or ECH 6937 Molecular Transport (Special Topics) (3 credits, letter-graded) or ECH 6937 Microfluidics and Electrokinetics (Special Topics) (3 credits, letter-graded) or ECH 6937 Transport in Soft Materials (Special Topics) (3 credits, letter-graded) or ECH 6828 Polymer Science and Engineering (3 credits, letter-graded) or ECH 6728 Materials Self-Assembly over All Length Scales (3 credits, letter-graded) or ECH 6726 Interfacial Phenomena I (3 credits, letter-graded) or ECH 6727 Interfacial Phenomena II (3 credits, letter-graded) or ECH 6937 Molecular Simulations (Special Topics) (3 credits, letter-graded) or ECH 6836 Semiconductor Materials Design and Characterization (3 credits, letter-graded) or ECH 6851 Impedance Spectroscopy (3 credits, letter-graded) or ECH 6225 Electron Transport Phenomena in Semiconductors (3 credits, letter-graded) or ECH 6937 Electrochemical Engineering (Special Topics) (3 credits, letter-graded)

Elective M.S. Coursework M.S. students must fulfill the remaining portion of the 30 credits of required coursework with elective courses. M.S. students must complete a minimum of 15 credits of total coursework within the Chemical Engineering Department. These 15 credits include the Required M.S. Coursework as well as Chemical Engineering Electives, Approved Chemical Engineering Electives, or Research and Individual Work Courses. At least 24 of the required 30 credits of coursework must be considered Technical Electives. A maximum of 6 credits of Non-Technical Electives can be included toward the M.S. degree. Students should note that some courses are subject to Course Restrictions and Classifications.	**Elective M.S. Coursework** M.S. students must fulfill the remaining portion of the 30 credits of required coursework with elective courses. M.S. students must complete a minimum of 15 credits of total coursework within the Chemical Engineering Department. These 15 credits include the Required M.S. Coursework as well as Chemical Engineering Electives, Approved Chemical Engineering Electives, or Research and Individual Work Courses. At least 24 of the required 30 credits of coursework must be considered Technical Electives. A maximum of 6 credits of Non-Technical Electives can be included toward the M.S. degree. Students should note that some courses are subject to Course Restrictions and Classifications.
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Degree|New|CombinationDegree/UgradGrad for request 18833

Info
Request: New combination degree requested from the School of Teaching & Learning
Description of request: Proposal: New combination degree entitled "EdTech 4+1: Applied Design and Innovation for Learning".
Submitter: Bojan Lazarevic blazarevic@ufl.edu
Created: 2/7/2024 2:25:45 PM
Form version: 2

Responses
Department Name (Undergraduate Degree Program)
Enter the name of the department offering the undergraduate degree program.

School of Teaching and Learning

College Name (Undergraduate Degree Program)
Enter the complete name for the college/school for the department listed above.

College of Education

Major Name (Undergraduate Degree Program)
Enter the name of the undergraduate degree program (e.g., Bachelor of Arts in History).

Bachelor of Arts in Education Sciences (BAES)

Major Code (Undergraduate Degree Program)
Enter the major code of the undergraduate degree program (e.g., HY).

EDS

Department Name (Graduate Degree Program)
Enter the name of the department offering the graduate degree program.

School of Teaching and Learning

College Name (Graduate Degree Program)
Enter the complete name for the college/school for the department listed above.

College of Education

Major Name (Graduate Degree Program)
Enter the name of the graduate degree program (e.g., Master of Arts in History).

M.Ed. in Curriculum and Instruction, concentration in Educational Technology

Major Code (Graduate Degree Program)

Enter the major code of the graduate degree program (e.g., HY).

CUI

Effective Term

Enter the term (semester and year) that students would first be admitted to the program.

Earliest Available

Effective Year

Earliest Available

What is the rationale for proposing this Combination Degree?

The proposed combination bachelor's/master's degree combines the undergraduate Bachelor of Arts with a major in Education Sciences program with the Master of Education with a major in Curriculum and Instruction with a concentration in Educational Technology. This combination degree program will significantly expand professional opportunities for students majoring in Education Science while enabling them to seek advanced careers immediately after graduation in a wide range of work environments including corporate, government, K-12, higher education, health care, and/or military.

The rationale for proposing this bachelor's/master's combination degree is grounded on the comprehensive analysis of employment trends at the national level as projected by the U.S. Bureau of Labor Statistics (U.S.BLS, 2022). According to the Occupational Outlook Handbook (section: Employment Projections program), educational technology related positions are not only in high demand currently, but the extent of their projected growth for the period of ten years (2021-2031) is significantly greater than average for other occupations addressed in this report. For instance, Training and Development Specialists (U.S.BLS, 2022a) positions growth at the national level is 8% faster than average. In terms of annual income, it is noticeable that the median salary for Training and Development Managers was $120,130 in May 2021. According to the National Center for Education Statistics (NECS), in 2020, (NECS, 2022) the median earnings of employees with a master's or higher degree were $69,700, some 17 percent higher than the earnings of those with a bachelor's degree ($59,600). Finally, the substantial market demand is more than evident. The U.S. Bureau of Labor Statistics (U.S..BLS, 2022b) reports that there were 205,700 Instructional Coordinator jobs in 2021. Furthermore, about 20,900 openings for Instructional Coordinators are projected each year, on average.

The rationale for establishing this combination degree program is based on researching educational program offerings at 106 public and private institutions of higher education in Florida (55 universities and 51 colleges). This analysis suggests that public universities still do not offer a similar combination degree program. However, private institutions,

such as the University of Tampa provides an opportunity for their undergraduate communication majors to complete a 4+1 M.S. in Instructional Design and Technology (combined B.A./M.S.) program. Additionally, there is a notable trend of initiating combination degree programs across higher education institutions in the United States. Creation of this proposed combination bachelor's/master's degree program would undoubtedly contribute to the University of Florida remaining in a leading position in the educational market.

The School of Teaching and Learning will administer the proposed combination bachelor's/master's degree program. A graduate faculty member associated with the Educational Technology concentration will be selected to serve as a dedicated Master of Education student mentor/advisor for this program.

References:

- NECS. (2023). Annual Earnings. Retrieved April 22, 2023, from https://nces.ed.gov/programs/coe/indicator/cba/annual-earnings
- U.S.BLS, (2022). Occupational Outlook Handbook - Office of Occupational Statistics and Employment Projections. Retrieved October 13, 2022, from https://www.bls.gov/ooh
- U.S.BLS, (2022a). Occupational Outlook Handbook - Training and Development Managers. Office of Occupational Statistics and Employment Projections. Retrieved August 12, 2022, from https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm
- U.S.BLS, (2022b). Occupational Outlook Handbook - Instructional Coordinators. Office of Occupational Statistics and Employment Projections. Retrieved August 12, 2022, from https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm

What are the benefits of establishing this program?

Beyond the obvious benefit that obtaining both a bachelor's and master's degree is an expedient (five-year period) and cost-effective educational investment, the proposed combination degree program offers an exceptional opportunity for the meaningful integration of a principally hands-on focused undergraduate learning experience with advanced conceptual, theoretical and practical framework offered at the graduate level. This combination degree program further reinforces the use of transferable knowledge and skills across the Education Sciences undergraduate and the Educational Technology graduate concentration curriculum.

Benefits at the institutional level are threefold:

a) By establishing the combination degree, the School of Teaching and Learning will further expand academic offerings to the increasingly selective learner demands. Furthermore, this combination degree program with an Applied Design and Innovation for Learning focus may have a stronger potential to attract a more diverse population of undergraduate students who would be interested in completing a graduate degree.

b) Considering that the proposed program offers a unique combination of study areas that, to our knowledge, is not present in the State of Florida, the College of Education and the University of Florida at large will continue pioneering innovative academic

programs tailored to satisfy needs of both students and their future employers.

c) Finally, this program will also be offered via UFO; therefore, it will be accessible to a large traditional and non-traditional population of students.

At the Educational Technology concentration level, this degree program completes the gap in the current academic program offerings by adding a much-needed combination degree which connects a graduate degree with an undergraduate Educational Technology specialization and or minor. Furthermore, the prospective combination degree enables additional capacities for engaging students in educational technology related coursework.

Double-counted credits and Degree Requirements

How will double-counted credits meet the requirements of both degrees? Please note both undergraduate and graduate degree requirements.

Students completing the bachelor's portion of the program are allowed to take 36 elective credits, which provides much-needed flexibility in seeking alternative educational avenues, including minors, certifications, or in this case a combination bachelor's/master's degree program. The M.Ed. in Curriculum and Instruction with a concentration in Educational Technology is a 36 credits degree that consists of 24 required and 12 elective credits. Instead of 12 B.A. undergraduate elective credits, four required M.Ed. courses (12 credits) appropriate for advanced undergraduate- level students are selected and included in coursework for juniors and seniors seeking this combination degree program. Therefore, the following graduate level courses earned with a letter grade of B or higher will double-count for the master's portion of the program: EME5054: Foundations of Educational Technology, EME6059: Blended Learning Environments, EME6208: Designing Integrated Media Environments I, and EME6059: Blended Learning Environments. The undergraduate students must earn a grade of B or higher on the graduate courses included in the proposed program.

The selected combination of courses provides a well-rounded curriculum focused on gaining hands-on skills that are in high demand in the market today. Furthermore, by selecting and combining the courses above, this new combination bachelor's/master's combination degree program would build upon the current program mission statement, highlighting that the Education Sciences major promotes an understanding of education and learning systems, policy, and outcomes in traditional and non- traditional contexts including that this degree prepares individuals for a variety of career paths and for graduate school. Furthermore, graduates of the combination degree program would be prepared for a career in a government, non-profit, or education setting and for graduate studies with possible positions such as Training and Development Managers, Chief Learning Officer, Technology Integration Specialist, Training Director, Faculty Support and Development Specialist, Project Manager, etc.

Coherent Course of Study

How does the Combination degree program present a coherent course of study? Please explain how the combination program maintains a logical, sequential course of study that maintains both the integrity of the undergraduate 8-semester plan and the graduate course of study.

The Bachelor of Arts with a major in Education Sciences offers a multitude of avenues (specializations) for students interested in investigating educational issues centered around early childhood studies, psychological foundations, research, educational policy, disability or instructional technology and learning systems. For students seeking one of the B.A. specializations, the combination program inherently extends learning experiences by adding knowledge and skills in high demand in a technology-driven market and society. This proposed combination bachelor's/master's degree program especially adds value and compliments to the large population of students who have decided to pursue the Bachelor of Arts in Education Science (78% in Fall 2022) as it provides a specific professional focus. However, regardless of the student background specialization, this combination degree provides a coherent progression of undergraduate knowledge and skills (as addressed in the program courses) toward more advanced expertise associated with the application of technology across disciplines and professions.

The selected graduate courses further ensure that learners in the proposed combination bachelor's/master's program receive an advanced understanding of the process of translating theory into real-world educational setting (for instance: EME 6208 - Designing Integrated media Environments I; EME6609: Instructional Design or EME6651: Learning Analytics Concepts and Techniques). Finally, the Experiential Learning course for these combination degree students provides additional opportunities to connect with our industry partners within and outside UF entities (such as CITT, COIP, Shadow Health, Florida Virtual School, etc.)

Meeting Degree Requirements

Please describe the process used to determine the meeting of requirements for both degrees as a coherent course of study for students.

A faculty program coordinator will be assigned to monitor program component completion by students in the combination degree. There are two staff member advisors in the Bachelor of Art with a major in Education Sciences program who will monitor completion at the undergraduate level, and then responsibility for the graduate coursework will shift to the graduate faculty coordinator. An electronic program of study will be issued to students in the combination degree so they can monitor completion themselves as well. Finally, coursework sequence will be fully available (right now there are only graduate courses listed) online at https://education.ufl.edu/educational-technology/course-calendar/

Student Qualifications

How are students determined to be academically qualified for this Combination program? Please describe the additional criteria used to select students for this combination program beyond the GPA. These include but are not limited to:
(a) faculty recommendations
(b) student performance on external examinations
(c) evidence such as portfolios, recordings, software programs, created or creative works
(d) any other indicators of the students' potential for success

To qualify for the combination degree program between the Bachelor of Arts (B.A.) with a major in Education Sciences and the Master of Education (M.Ed.) with a major in Curriculum and Instruction and a concentration in Educational Technology students must provide the following:

a) An updated resume emphasizing educational skills and background.
b) A statement of intent that specifies student interests in the academic field including future professional aspirations.
c) A letter of recommendation from their undergraduate academic advisor as well as one faculty recommendation.

The above listed items should be submitted in a digital format to the Combination program adviser for consideration.

Eligibility Requirements

Please provide the specific admissions requirements for this program, including but not limited to the minimum GPA, GRE score (when appropriate), the application procedures, and the eligibility period when a student may apply for this program.

There are three fundamental admission requirements that prospective Combination B.A. (Education Sciences)/M.Ed. (Curriculum and Instruction with a concentration in Educational Technology) degree program students must meet. First, 3.0 cumulative GPA or higher is required. Second, a student must have at least junior or senior status. Third, completion of one undergraduate technology-related courses with a minimum grade of B is mandatory, for example EME2040: Introduction to Educational Technology.

Ideally, students will submit the UF Combination Degree Program application form in the first year of their study.

Is this combination degree double-counting 12 or fewer credits?

Yes

Double-counted Credit Justification

Provide a justification of the number of double-counted credits.
Please explain how the double-counted credits do not compromise the integrity and quality of the combined programs and enable students to meet each program's learning outcomes at no loss of fidelity.

The Bachelor or Art with a major in Education Sciences program design reinforces diverse professional paths not just through five distinctive specializations including a general study track, but it also allocates a significant number of elective credits (36) allowing students to further engage in academic fields beyond the scope of the specified areas. Therefore, integrating 12 letter-graded, graduate level double-counted credits, focused on instructional design, interactive media environments and issues and trends in research for the given academic field additionally strengthens to the overall intent of the bachelor's portion of the program. These proposed courses are congruent with the overall B.A. curriculum as they further enhance educational topics/concepts

that have been addressed in undergraduate courses. In terms of coursework quality requirements, the double-counted graduate courses urge students to become involved in a more sophisticated and comprehensive learning experience. High achievers and/or students seeking advanced instructional content will find doubled-counted courses intellectually stimulating. Finally, by completing 12 letter-graded, graduate level credits with a grade of B or higher in the undergraduate portion of the program participants will also satisfy the requirement for the M.Ed. Curriculum and Instruction core.

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 not an anticipated impact of this combination degree program on other programs or departments.

A combination degree program between the Bachelor of Arts (B.A.) with a major in Education Sciences and the Master of Education (M.Ed.) with a major in Curriculum and Instruction and a concentration in Educational Technology

(EdTech 4+1: Applied Design and Innovation for Learning; Updated on February 1, 2024.)

Courses

Critical Tracking Course **(CTC)**:

- EDF1005: Introduction to Education (3 cr./letter grade)
- EME2040: Introduction in Educational Technology (3 cr./letter grade)
- EDF2085: Teaching Diverse Populations (3 cr./letter grade)

Core Course **(CC)**:

- EEX2000: Impact of Disabilities: Home, Community and Workplace (3 cr./letter grade)
- EDF3210: Educational Psychology (3 cr./letter grade)
- EDF3423: Educational Research Design (3 cr./letter grade)
- EDF3604: Social Foundations of Education (3 cr./letter grade)
- EME3813: Technology-Enhanced Learning Environments (3 cr./letter grade)

Capstone Course **(CAP)**:

- EDG2021: Critical Issues in Education (1cr./ letter grade)
- EDG4078: Experiential Learning in Education (3cr. - S/U grade)
- EDG4931: Senior Seminar Education Sciences (2cr./ letter grade)

EdTech 4+1 Courses:

Undergraduate required **(UG: 4+1R)**

- EME3319: Design and Development of Educational Multimedia (3 cr./letter grade)
- EME3044: Issues and Trends in Educational Technology (3 cr./letter grade)
- EME4010: Distance Education Research and Practice (3 cr./letter grade)
- EME4320: Instructional Development for Teaching and Learning (3 cr./letter grade)
- EME4673: Introduction to Instructional Design (3 cr./letter grade)

Graduate Required **(GR: 4+1R)**

- EME5054: Foundations of Educational Technology (3 cr./letter grade)
- EME5404: Instructional Computing II (3 cr./letter grade)
- EME6059: Blended Learning Environments (3 cr./letter grade)
- EME6066: Issues and Trends in Educational Technology Research (3 cr./letter grade)
- EME6208: Designing Integrated Media Environments 1 (3 cr./letter grade)
- EME6609: Instructional Design (3 cr./letter grade)
- EME6651: Learning Analytics Concepts and Techniques (3 cr./letter grade)

Electives **(GR: 4+1E)** – select 4 courses /12 credits.

- EME5207: Designing Technology-Rich Curricula (3 cr./letter grade)
- EME6074: Mobile Technologies in Education (3 cr./letter grade)
- EME6156: Games & Simulations for Teaching & Learning (3 cr./letter grade)
- EME 6209: Designing Integrated Media Environments 2 (3 cr./letter grade)
- EME6235: Managing Educational Projects (3 cr./letter grade)
- EME6606: Advanced Instructional Design (3 cr./letter grade)
- EME6637: Managing and Analyzing Multimodal Educational Data (3 cr./letter grade)

Culminating Experience **(CE)**

- EME7938: Seminar in Ed Media (3 cr./letter grade)

General Studies Course **(GSC)**:

- 3000-4999 courses from defined specializations
- 3000-4999 courses from within the College of Education
- 3000-4999 courses from outside of the College of Education with pre-approval
- 3000-4999 special topics

B.A. Year 1, Semester 1 Fall:

- Quest 1 (Gen Ed Humanities)
- State Core Gen Ed Biological or Physical Sciences
- State Core Gen Ed Composition; Writing Requirement: 6,000 words
- State Core Gen Ed Mathematics; STA 2023 recommended
- State Core Gen Ed Social and Behavioral Sciences

B.A. Year 1, Semester 2 Spring:

- Complete 1 of 3 CTC; EDF1005 recommended
- Gen Ed Composition; Writing Requirement: 6,000 words
- State Core Gen Ed Humanities
- Gen Ed Mathematics
- Elective UG

B.A. Year 2, Semester 3 Fall:

- Complete 2 of 3 CTC, EME2040 recommended
- General Education Course with International Content 1
- Elective; Writing Requirement: 6,000 words
- General Studies Course
- Elective UG

B.A. Year 2, Semester 4 Spring:

- Quest 2 (Gen Ed Biological or Physical Sciences)
- Complete 3 of 3 CTC, EDF2085 recommended
- Complete 1 of 5 CC, recommended EME3813
- Complete 2 of 5 CC
- Elective; Writing Requirement: 6,000 words

B.A. Year 3, Semester 5 Fall:

- Complete 3 of 5 CC
- Complete 1 of 5 UG:4+1R, recommended EME3319
- Complete 1 of 7 GR:4+1R, recommended EME5054 (double counts *DC - counts for both degrees)
- EDG2021: Critical Issues in Education (CAP)
- Elective UG

B.A. Year 3, Semester 6 Spring:

- Complete 4 of 5 CC
- Complete 2 of 5 UG: 4+1R, recommended EME4010
- Complete 2 of 7 GR:4+1R, recommended EME6059, *DC
- EDG4078: Experiential Learning in Education (CAP)
- Elective UG

B.A. Year 4, Semester 7 Fall:

- Complete 5 of 5 CC, recommended EDF3423
- Complete 3 of 5 UG: 4+1R, recommended EME3044
- Complete 3 of 7 GR:4+1R, recommended EME6208, *DC
- Elective UG

B.A. Year 4 Semester 8 Spring:

- Complete 4 of 5 UG: 4+1R, recommended EME4673
- EDG4932: Senior Seminar Educational Sciences (CAP) **(2c)**
- Elective UG
- Elective UG

B.A. Year 4 Summer

- Complete 5 of 5 UG: 4+1R, recommended EME4320
- Complete 4 of 7 GR:4+1R, recommended EME6066, *DC

M.Ed. Year +1 Fall

- Complete 5 of 7 GR:4+1R, recommended EME6609
- Complete 1 of 4 GR:4+1E
- Complete 2 of 4 GR:4+1E

M.Ed. Year +1 Spring

- Complete 6 of 7 GR:4+1R, recommended EME6651
- EME 7938: Seminar in Ed Media
- Complete 3 of 4 GR:4+1E

M.Ed. Year +1 Summer

- Complete 7 of 7 GR:4+1R, recommended EME5404
- Complete 4 of 4 GR:4+1E

Admissions Timing Meeting

Goal: Establish a reasonable and practical admissions cut-off date for international students, ensuring that international students are able to matriculate in the semester for which they were admitted. This process will require that graduate departments to submit I-20 requests in a timely manner; we propose a 90-day window before the student's admitted semester start date, given that the majority of our students originate from India and China (as do the majority of F-1 international students in the US). These countries often experience a backlog in F-1 visa applications, as do many African countries.

Semester Start Date (approximate)	**I-20 request Deadline (~90 days in advance)**
Fall (August 20)	May 15
Spring (January 3)	October 1
Summer C (May 5)	February 1
Summer B (June 25)	March 15

General Overview: I-20 Request and Processing

For Graduate Students:

- Graduate international students need their admitting academic department to initiate the I-20 request through the ISSS portal.
- Within 3-5 business days of the academic department submitting the I-20 request in ISSS, we review and determine if students have department funding based on information provided by the academic department.
- We update the ISSS system with the required amount of funds necessary for the I-20 application, and an email is sent automatically within 1-24 hours to the student (at the email address they provided when they applied to UF).
    - This email contains a student-specific link to access ISSS and provides instructions regarding questionnaires and document uploads. Students must use their Gatorlink credentials to access ISSS.
    - It's crucial that students check their email accounts for timely responses, accurately complete their applications, upload all required documents, and click "SUBMIT APPLICATION."
        - The time taken to submit the I-20 application varies for each student. Those fully funded by UF tend to submit their applications promptly, while others may take more time.

Processing Timeline:

- After submitting their I-20 application, students are placed in a queue and receive a confirmation date and time.
- We review the application and documents. If everything is accurate, we issue the I-20. If not, we email the student for necessary corrections, which they can address by uploading missing or corrected documents directly in the ISSS portal.

    - I-20 applications are processed in the order received, once they are accurately completed and submitted.
        - For Spring admissions (~250 – 300 students), we typically process I-20s within 7-10 business days after the student has submitted their I-20 application in ISSS.
        - For Summer and Fall admissions (~1,500 – 2,200 students), processing time is often longer, and can take up to 21 business days.
- Once the I-20 is issued, it is uploaded to the student's ISSS record.
    - The student must then print and wet-sign a hard copy of the I-20, as it is necessary for various purposes, including the F-1 visa application, travel to the US, SSN or FLHSMV ID/license application, and more.

F-1 Visa Application:

- After receiving the I-20, students must pay the government I-901 SEVIS fee online and schedule an F-1 visa appointment at their nearest US Embassy/Consular office.
- The waiting time for a visa appointment can vary, ranging from one to two weeks (prior to the pandemic) to 30-90 days, depending on the time of year and the number of applicants.
- The visa interview itself can be brief for most applicants but may take a couple of hours in rare cases.
    - If approved, the visa is usually issued within one to two weeks after the interview.
    - However, if the US Embassy/Consular office determines that the applicant needs additional Administrative Review after the interview, the visa application may take an additional 90+ days (with most Administrative Reviews completed within 60 days).

    NOTE: We – UF, UFIC, ISS – have no influence over the F-1 visa application process.

Special Cases:

- Some students may need to travel to another country to apply for the F-1 visa because there is no US Embassy/Consulate in their home country. These students are often subject to Administrative Review.
- Once a student secures their F-1 visa, they can make travel arrangements to the US. They can enter the US no more than 30 days before the program start date written on the I-20.
- If a student cannot secure their F-1 visa in time to arrive before the program start date, they must defer to a future semester. For departments with only Fall admissions, this could result in a one-year deferral.

Graduate Curriculum Committee

Minutes

January 11, 2024
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the December 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.

There are no updates to present at this time.

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.

There are no course modifications to present at this time.

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 5XXX courses to present at this time.

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.

CLAS – Anthropology

1. ANG 6XXX *Ethnographic Writing*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18119

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

HHP – Applied Physiology and Kinesiology

2. APK 6XXX *Extreme Environment Physiology*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18892

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

CLAS – Mathematics

3. MAP 6XXX *Variational Analysis*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19023

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

HHP – Sport Management

4. PET 5XXX *High Performance Coaching: Building Character Through Sport*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18535

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

5. PET 5XXX *High Performance Coaching: Creating Winning Environments*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18874

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

6. PET 5XXX *High Performance Coaching: Exploring Team Dynamics*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18875

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

7. PET 5XXX *High Performance Coaching: Priority Alignment*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18877

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

8. SPM 5XXX *Diversity, Equity, and Inclusion in Sport Organizations*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18878

   Proposal has been conditionally approved. Once revised, the GCC wishes to review the proposal again.

VI. Information Items:

1. EEX 7303 – 19039– Change to course description
2. GIS 6116 – 19025 – Change prerequisites
3. PCO 7945 – 18539 – Change maximum repeatable credit
4. PHC 6704 – 19024 – Change prerequisites

Graduate Curriculum Committee faculty members serve three-year terms, staggered so that two members' terms end at the end of each academic year. New members are nominated by the Graduate Council and appointed by the Dean of the Graduate School. A member who serves one three-year term may be re-appointed by the Dean of the Graduate School to a second term. Any temporary vacancies may be filled by the Dean of the Graduate School with consent of the council.

PROPOSED Terms

Final semester of first term	**Spring 2024**	**Spring 2025**	**Spring 2026**	**Spring 2027**
	Rosenberg Smith-Bonahue	Hoover Nishida	Byrd Diehl	McCarty/CLAS?

Graduate Curriculum Committee

Agenda

February 8, 2024
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the January 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.

There are no updates to present at this time.

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.

COP – Pharmacotherapy and Translational Research

1. PHA 6137 *Clinical Pharmacogenomics Implementations*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19464

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

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 5XXX courses to present at this time.

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.

MED – Health Outcomes and Biomedical Informatics

1. GMS 6XXX *Foundations of Programming in Biomedical Studies*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19000

   This course is targeted for biomedical scientists looking for working knowledge of programming and the quantitative foundations of AI and biomedical informatics. This is a fast-paced, hands-on course covering the following topics: programming basics in Python, elements of data processing and analytics, and essential knowledge on using high-performance computing environments.

PHHP – Health Services Research, Management and Policy

2. PHC 6XXX *Social Stratification and Health*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19472

   This course explores the extent, causes, and consequences of social and economic inequalities on health. The course examines these topics through the lens of two central concepts: social inequality and social mobility, with a particular emphasis on intergenerational patterns of mobility within the U.S. related to health, illness, and well-being.

CLAS – Religion

3. RLG 5XXX *Ethics after the Holocaust*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/17631

   Introduces graduate students to major philosophical and theological debates in the aftermath of the Holocaust: modernity, evil, theodicy, resentment and forgiveness, and visual representations. Engagment with major philosophical works, film, and new media.

HHP – Sport Management

4. SPM 6XXX *The Racquets Directorship*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18965

   Students will gain an in-depth understanding and knowledge of the skills necessary for running a multi- court/multi-sport racquets program at clubs or public facilities. Students will learn the fundamentals of marketing, budgeting, communications, human capital management and leadership that the Director of Racquet Sports position involves.

5. SPM 7XXX *Theories in Sport Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19359

   Doctoral students will be exposed to the key concepts of theory, the process of theory development, and the application/extension of theories in sport management, helping students to critically evaluate emergent research topics in sport management and develop theoretically based research models.

VI. Information Items:

1. ANG 6186 Seminar in Archeology – 19108 – Change maximum repeatable credit
2. CAP 6137 Malware Reverse Engineering – 18233 – Change pre- and co- requisites
3. COP 5536 Advanced Data Structures – 18232 – Change prerequisites
4. GMS 6421 Cell Biology – 19379 – Change Variable Credit
5. MAE 6313 Problem Solving in School Mathematics – 19097 – Change course description