

## **GRADUATE COUNCIL AGENDA**

**SEPTEMBER 18, 2025**

**1:00 PM**

**110 GRINTER HALL**

### **I. ACTION ITEMS:**

1. Minutes from the May 15, 2025, Graduate Council Meeting (Enclosure 1)

### **CERTIFICATES:**

2. The College of Agricultural and Life Sciences seeks to close the graduate certificate in Biodegradation and Bioremediation (#21613). Mr. Mike Sisk will be present for discussion (Enclosure 2).
3. The College of Pharmacy seeks to modify the curriculum for the graduate certificate in Artificial Intelligence in Pharmacy (#21558). Ms. Emely McKitrick and Dr. Teresa Roane will be present for discussion (Enclosure 3).
4. The College of Public Health and Health Professions seeks to close the graduate certificate in Forensic Vocational Rehabilitation (#21673). Dr. George Hack will be present for discussion (Enclosure 4).
5. The College of Public Health and Health Professions seeks to close the graduate certificate in Geriatric Care Management (#18745). Dr. George Hack will be present for discussion (Enclosure 5).
6. The College of Public Health and Health Professions seeks to modify the curriculum for the graduate certificate in Public Health (#21378). Dr. Julia Varnes will be present for discussion (Enclosure 6).

### **CONCENTRATION:**

7. The College of Public Health and Health Professions seeks to modify the curriculum for the graduate concentration in Disability, Health, and Participation for the Doctor of Philosophy (Ph.D.) with a major in Rehabilitation Science (#21778). Dr. George Hack will be present for discussion (Enclosure 7).

### **MAJOR:**

8. The College of Education seeks to modify the curriculum for the major in Higher Education Administration for the Doctor of Education (Ed.D.) degree (#21460). Dr. Lindsay Byron will be present for discussion. (Enclosure 8).

### **DEGREE**

9. The College of Public Health and Health Professions seeks to close the Doctor of Philosophy (Ph.D.) with a major in Communication Sciences and Disorders (#21788). Dr. George Hack will be present for discussion (Enclosure 9).

**II. INFORMATION ITEM / ADMINISTRATIVE ACTIONS:**

- 10. Graduate Curriculum Committee – May Minutes and September Agenda (Enclosure 10)
- 11. Graduate Programs – Distance or Self-Supporting (No new items)
- 12. Graduate Student Success Center

**III. DISCUSSION ITEMS:**

- 13. Proposal to make GCC a joint committee parallel to UCC and PCC
- 14. Catalog wording on full-time registration

**GRADUATE COUNCIL MINUTES**  
**MAY 15, 2025**  
**1:00 PM**

**110 GRINTER HALL**  
**&**  
**Teleconference (Via Zoom)**

MEMBERS PRESENT: Dr. Nicole Stedman (Chair), Dr. J.C. Bunch, Dr. Hitomi Greenslet, Dr. James Jawitz, Dr. Abdoulaye Kane, Dr. Michael Martinez, Dr. Connie Mulligan, Dr. Pilar Useche, Dr. Marta Wayne, Dr. Weizhou Zhang, Kevin Senior (GSC rep), and Fatima Akinola (GSC alternate)

MEMBERS ABSENT: Dr. Linda Bloom, Dr. Linjuan Rita Men, and Dr. Joni Williams Splett

GUESTS PRESENT: Dr. Garrett Beatty (College of Health and Human Performance), Dr. Casey Bullock (University Registrar), Dr. Megan Forbes (English Language Institute), Dr. Cheryl Gater (Associate Provost and Director), Dr. Norman Goda (College of Liberal Arts and Sciences), Dr. Peter Hansen (College of Agricultural and Life Sciences), Dr. Marshall Haning (College of the Arts), Dr. Jorge Hernandez (College of Veterinary Medicine), Jeanna Mastrodicasa (Director, Office of Institutional Assessment), Chris Newsom (Office of the Provost/Teaching and Technology), Dr. Jonathan Orsini (Office for Strategic Initiatives), Dr. Roberto Rengel (College of Design, Construction and Planning), Dr. Aner Sela (Warrington College of Business), Dr. Nicholas Serrano (College of Design, Construction and Planning), Dr. Sara Smith (College of Education), Ashley Tidwell (Office of Admissions), and Lissette Toletino (Office of Institutional Assessment)

STAFF PRESENT: Dr. Tom Kelleher, Megan Lewis, Frankie Tai (Recording), and Stacy Wallace

The meeting was called to order at 1:02 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. (Zoom notified all participants that the meeting was being recorded.)

**I. ACTION ITEMS:**

1. Minutes from the April 17, 2025, Graduate Council Meeting. A motion to approve was made, seconded, and passed unanimously.
2. IELTS Score Minimum. The statistics of score standards were discussed, as well as how institutional policy changes will apply to spring admits. A motion to approve the change in minimum IELTS score required for admission to graduate programs at UF from 6 to 6.5, effective spring 2026, was made, seconded, and passed unanimously.
3. Graduate Curriculum Committee Nomination. Dr. Michael Carillo from the Department of

Marketing in the Warrington College of Business was nominated to join the GCC in the fall semester. He will be appointed by Dean Stedman to start a three-year term in fall 2026.

#### **CERTIFICATES:**

4. The College of the Arts seeks to create a graduate certificate in Music Business & Entrepreneurship (#15666). Dr. Marshall Haning was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
5. The College of Education seeks to create a graduate certificate in Language, Education, and Technology (#20599). Dr. Sara Smith was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
6. The College of Health and Human Performance seeks to create a graduate certificate in AI and Sport Science in Human Performance (#21025). Dr. Garrett Beatty was present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
7. The College of Health and Human Performance seeks to create a graduate certificate in Human Performance in Tactical, Flight, and Space Operations (#20851). Dr. Garrett Beatty was present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
8. The College of Health and Human Performance seeks to create a graduate certificate in Sport and Exercise Physiology (#20840). Dr. Garrett Beatty was present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
9. The College of Health and Human Performance seeks to create a graduate certificate in Sport Psychology and Elite Human Performance (#20850). Dr. Garrett Beatty was present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
10. The College of Liberal Arts and Sciences seeks to create a graduate certificate in Holocaust Studies (#20813). Dr. Norman Goda was present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

#### **CONCENTRATION:**

11. The College of Agricultural and Life Sciences seeks to create a concentration in Animal Molecular and Cellular Biology for the Master of Science (M.S.) with a major in Animal Sciences and a major in Veterinary Medical Sciences (#20906). Dr. Peter Hansen was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

## **MAJORS:**

12. The College of Design, Construction and Planning seeks to modify the curriculum for the major in Landscape Architecture for the Master of Landscape Architecture (M.L.A.) degree. This request is submitted in tandem with the request to reduce the credit for the degree (Request #21369) (#21415). Dr. Nicholas Serrano was present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
13. The College of Veterinary Medicine seeks to modify the curriculum for the Doctor of Philosophy (Ph.D.) and Master of Science (M.S.) degrees with majors in Comparative Biomedical Sciences (#21496). Dr. Jorge Hernandez was present for the discussion. He shared a PowerPoint presentation that outlined details of the proposal. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of fall 2025.

## **DEGREES**

14. The College of Design, Construction and Planning seeks to reduce the amount of credit for the Master of Interior Design (M.I.D.) degree (#20679). Dr. Roberto Rengel was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
15. The College of Design, Construction and Planning seeks to reduce the amount of credit for the Master of Landscape Architecture (M.L.A.) degree with a major in Landscape Architecture. This request is submitted in tandem with the request to modify the curriculum for the major (#21415) (#21369). Dr. Nicholas Serrano was present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

## **II. INFORMATION ITEM / ADMINISTRATIVE ACTIONS:**

16. Graduate Curriculum Committee – April Minutes and May Agenda
17. Update on the Graduate Council election 2025-2028  
Dr. Kelleher announced the new members who will join the council in the fall semester. The graduate faculty elected Dr. Jorg Bungert and Dr. James Jawitz. The provost appointed Dr. Chris Janiszewski and Dr. Andrei P. Kirilenko.
18. Graduate Programs – Distance or Self-Supporting (No new items)
19. Graduate Student Success Center  
Dean Stedman shared updates about the BRIDGE (Building Retention in Doctoral Graduate Education) program for 2025. There were over 100 applicants for the 20 seats available.

The meeting adjourned at 2:11 p.m.

## Certificate | Close-Modify for request 21613

### Info

**Request:** Terminate Biodegradation and Bioremediation Graduate Certificate

**Description of request:** The College of Agricultural and Life Sciences seeks to close the graduate certificate in Biodegradation and Bioremediation

**Submitter:** Matthew Whiles mwhiles@ufl.edu

**Created:** 5/30/2025 12:56:20 PM

**Form version:** 2

### Responses

#### Current Certificate Name

Biodegradation and Bioremediation

#### 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.*

Spring

#### Effective Year

2026

#### Requested Action

Terminate Certificate

#### Current Transcript Name

Biodegradation and Bioremediation

#### Assessment Data Review

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

Low Enrollment In Grad Cert Program, Very Few Grad Cert In Biodegradation and Bioremediation Have Been Awarded, Classes Part Of Grad Cert Program (Original) No Longer Offered, SWES Faculty Approved Terminating This Graduate Certificate Program At Recent SWES Teaching Retreat

## Certificate | Close-Modify for request 21558

### Info

**Request:** AI in Pharmacy Graduate Certificate Modification

**Description of request:** The College of Pharmacy seeks to modify the curriculum for the graduate certificate in Artificial Intelligence in Pharmacy

**Submitter:** Emely McKitrick emely.mckitrick@ufl.edu

**Created:** 9/9/2025 3:35:09 PM

**Form version:** 3

### Responses

#### Current Certificate Name

Artificial Intelligence in Pharmacy

#### 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

#### Change Credit Hours?

No

#### Change Certificate Description?

No



## Change Certificate Prerequisites?

No

## Change Certificate Requirements?

Yes

## Current Requirements

1. Consistent with longstanding Graduate Council policy, the only passing grades for students in a Graduate Certificate program are A, A-, B+, B, B-, C+, C, and S.
2. All coursework used for the Graduate Certificate must meet a minimum overall 3.0 GPA (truncated).
3. Coursework and credits used for a UF Graduate Certificate may also be used to fulfill some requirements for a UF graduate degree, subject to existing Graduate School policy, and with the approval of the academic unit offering the graduate degree program. Students will be made aware that only 15 credits taken in the certificate program may potentially be transferred towards a master's degree.
4. Curricular Requirements for Graduate Certificate in Artificial Intelligence in Pharmacy  
Credits: 9

Courses can be taken in any order.

1. PHA 6241 Introduction to Artificial Intelligence in Pharmacy (3 credits, letter-graded)
2. PHA 6247 Principles of Pharmacy Informatics (3 credits, letter-graded)
3. PHA 6134 Foundations of Precision Medicine: Genomic Technologies (1 credit, letter graded)
4. GMS 6224 Foundations of Precision Medicine: Medical Molecular Genetics (1 credit, letter graded)
5. PHA 6138 Foundations of Precision Medicine: Genetic Epidemiology (1 credit, letter graded)

## Proposed Requirements

The program would like to update the curriculum.

### Required Courses

These two required foundational courses (6 credits) must be completed prior to enrolling in any elective coursework and were designed to provide students with a solid foundation in Artificial Intelligence and Pharmacy Informatics.

- PHA6241 Introduction to Artificial Intelligence in Pharmacy (3 credit hours, letter graded)
- PHA6247 Principles of Pharmacy Informatics (3 credit hours, letter graded)

### Elective Courses

\*A minimum of 3 credit hours of elective coursework must be completed in addition to the 6 credit hours of required foundational courses to earn a Graduate Certificate in Artificial Intelligence in Pharmacy issued by the Graduate School of the University of Florida.

- PHA6242 Artificial Intelligence in Clinical Toxicology (3 credit hours, letter graded)
- PHA6XXX Artificial Intelligence in Drug Discovery (3 credit hours, letter graded)(request 20549)
- PHA6136 Clinical Applications of Precision Medicine: Oncology (3 credit hours, letter graded)
- PHA 6134 Foundations of Precision Medicine: Genomic Technologies (1 credit, letter graded)
- GMS6224 Foundations of Precision Medicine: Medical Molecular Genetics (1 credit, letter graded)
- PHA 6138 Foundations of Precision Medicine: Genetic Epidemiology (1 credit, letter graded)

### Impact on Program

The existing Artificial Intelligence (AI) Certificate in Pharmacy has been well-received by students and has played a vital role in preparing pharmacists for the rapidly evolving healthcare landscape. However, to stay current and relevant, we propose updating the program content to focus more on AI-related courses while allowing students to customize their learning experience. This change aims to increase enrollment, better align with industry demands, and reflect student feedback.

### Rationale for Proposed Change(s)

The stated impact above is also the rationale for the proposed change, please see "Impact on Program."

### Assessment Data Review

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

SLO: Identify, explain, describe, and apply comprehensive knowledge related to the Artificial Intelligence, Machine Learning and Pharmacogenomics.

### 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: <a href="https://approval.ufl.edu/start-new-request/modify-aapslo-ugradgradpro/">https://approval.ufl.edu/start-new-request/modify-aapslo-ugradgradpro/</a>*

There are no proposed changes.

## Certificate | Close-Modify for request 21673

### Info

**Request:** Close Certificate in Forensic Vocational Rehabilitation

**Description of request:** The College of Public Health and Health Professions seeks to close the graduate certificate in Forensic Vocational Rehabilitation

**Submitter:** April Oneal apriloneal3@ufl.edu

**Created:** 9/5/2025 1:35:45 PM

**Form version:** 2

### Responses

#### Current Certificate Name

Forensic Vocational Rehabilitation

#### 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)

Unable to meet enrollment threshold.

## Certificate | Close-Modify for request 18745

### Info

**Request:** Closure of Geriatric Care Management graduate certificate

**Description of request:** The College of Public Health and Health Professions seeks to close the graduate certificate in Geriatric Care Management

**Submitter:** Francesca Tai frankiet@ufl.edu

**Created:** 9/8/2025 4:29:06 PM

**Form version:** 2

### Responses

#### Current Certificate Name

Geriatric Care Management

#### 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)

Unable to meet threshold for enrollment.

## Certificate | Close-Modify for request 21378

### Info

**Request:** Certificate in Public Health curriculum modification

**Description of request:** The College of Public Health and Health Professions seeks to modify the curriculum for the graduate certificate in Public Health

**Submitter:** April Oneal apriloneal3@ufl.edu

**Created:** 9/9/2025 8:05:38 AM

**Form version:** 3

### Responses

#### Current Certificate Name

Public Health

#### 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

#### Change Credit Hours?

No

#### Change Certificate Description?

Yes

## Current Certificate Description

The Public Health Certificate requires completion of 15 credits of public health coursework, either under a general plan of study or a specific plan of study. The General Plan of Study is for individuals with no previous public health training or with limited experience in public health, including graduate and professional students at UF. In the General Plan of Study, students take an introductory course in each of the five areas of Public Health: Biostatistics, Environmental Health, Epidemiology, Public Health Management and Policy, and Social and Behavioral Sciences. The Specific Plan of Study is for individuals who work in Public Health or a related field and wish to obtain a greater depth of knowledge in a specific concentration area. Students pursuing a specific plan of study take an introductory course in one of the five core areas (3 credits), 9 credits of intermediate and advanced course work in that area, and an additional 3- credit introductory or specialty course. The certificate program has been available on campus since 2004 and online since 2006. All certificate courses with a grade of B or better may be transferred into the MPH program if a student applies and is accepted to the MPH.

## Proposed Certificate Description (50 word max)

The Graduate Certificate in Public Health is a 15-credit, specialized program that allows students or professionals to gain advanced skills in public health. Students complete a 3-credit foundational public health course and 12-credits of intermediate to advanced level coursework aligned with the Council on Education for Public Health competencies.

## Change Certificate Prerequisites?

No

## Change Certificate Requirements?

Yes

## Current Requirements

Five, 3-credit courses are required to complete the certificate. The General Plan of Study requires the following courses: HSA 6114 Health Care System and Policy, PHC 6050 Statistical Methods for the Health Sciences Research I, PHC 6001 Principles of Epidemiology in Public Health, PHC 6313 Environmental Health Concepts in Public Health, PHC 6410 Psychological, Behavioral, and Social Issues in Public Health. These are the five core courses required of all students seeking the MPH degree. For the specific plan of study, students take at least one course from the previous options and may choose up to four courses from introductory, intermediate and advanced PHC courses. Plans of study are developed in conjunction with the Public Health Program Coordinator. Intermediate and advanced courses are drawn from MPH concentrations, but each MPH concentration has requirements for a larger number of specialty courses than the certificate program allows. Students must earn a grade of "C" or better in each course, and they must have a GPA of 3.0 for all five courses in order to receive credit towards the Certificate in Public Health.

## Proposed Requirements

Five, 3-credit courses are required to complete the certificate. The General Plan of Study requires the following courses: PHC 6600 Foundations of Public Health, PHC 6605 Social Determinants of Health, PHC 6740 (approval # 20700) Public Health Methods 1: Quantitative Foundations, PHC 6742 (approval # 20702) Public Health Methods 2: Applications for Practice, and PHC 6410 Designing & Implementing Public Health Solutions. These are the five core 3-credit courses required of all students seeking the MPH degree.

For the specific plan of study, students take PHC 6600 Foundations of Public Health, and then may choose any variation of 12- additional credits from introductory, intermediate and advanced PHC courses. Plans of study are developed in conjunction with the Public Health Assistant Director, Academic Advising. Intermediate and advanced courses are drawn from MPH concentrations, but each MPH concentration has requirements for a larger number of specialty courses than the certificate program allows. Students must earn a grade of "C" or better in each course, and they must have a GPA of 3.0 for all five courses in order to receive credit towards the Certificate in Public Health.

## Impact on Program

We anticipate that these changes will have a positive effect on the program, resulting in additional students wanting to complete the public health certificate program.

## Rationale for Proposed Change(s)

The revision of the public health certificate aligns the coursework with the new Master of Public Health curriculum (approval # 20946). The new certificate coursework will better prepare students with the skills and competencies necessary to incorporate public health concepts into their professional work.

The original aims of the Public Health Certificate are maintained in that this new curriculum provides a focused set of courses for graduate and professional students who wish to apply the skills of their major discipline in public health agencies and/or in behalf of population groups. The certificate also offers an opportunity for health professionals employed in public health to gain population-based skills, and for those employed in other health professions, to acquire a complimentary knowledge base and skills that extend their occupational opportunities.

## Assessment Data Review

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

The student learning outcome measured is: "Students will describe and explain the public health essential services." This SLO is measured both directly and indirectly. The indirect measurement asks students to respond to the question: "Do you feel competent to

deliver this service?" In the past three years, some of the students have responded that they did NOT feel competent to deliver the specified service, despite successfully answering the applied portion of the exam.

To determine how to address this issue, a Public Health Curriculum Task Force completed a full review of the public health core curriculum, which is used for both the Master of Public Health (MPH) program and the Certificate in Public Health, to examine curricular rigor and competency alignment. This assessment included collection of data from students, alumni, faculty, and the work force. Upon reviewing the results, the task force determined that the public health core curriculum was in need of major revision. The new core were developed and the proposed revisions were recently approved as part of the MPH degree program (approval # 20946).

Revising the course requirements for the Public Health Certificate will bring the graduate certificate in line with the needs of the public health workforce.

### **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: <a href="https://approval.ufl.edu/start-new-request/modify-aapslo-ugradgradpro/">https://approval.ufl.edu/start-new-request/modify-aapslo-ugradgradpro/</a>*

We have determined that the Academic Assessment plan is appropriate to the new course requirements, given that it was the current assessment plan that helped us to identify the new curricular needs of the certificate.



## Public Health certificate curriculum

### Current Requirements

### Proposed Requirements

HSA 6114 Health Care System and Policy	PHC 6600 Foundations of Public Health
PHC 6050 Statistical Methods for the Health Sciences Research I	PHC 6605 Social Determinants of Health
PHC 6001 Principles of Epidemiology in Public Health	PHC 6740 Public Health Methods 1: Quantitative Foundations
PHC 6313 Environmental Health Concepts in Public Health	PHC 6742 Public Health Methods 2: Applications for Practice
PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	PHC 6410 Designing & Implementing Public Health Solutions

Five, 3-credit courses are required to complete the certificate. The Graduate Certificate in Public Health is a 15-credit, specialized program that allows students or professionals to gain advanced skills in public health.

## Concentration | Modify for request 21778

### Info

**Request:** Disability, Health, and Participation Concentration Modification

**Description of request:** The College of Public Health and Health Professions seeks to modify the curriculum for the graduate concentration in Disability, Health, and Participation for the Doctor of Philosophy (Ph.D.) with a major in Rehabilitation Science

**Submitter:** April Oneal apriloneal3@ufl.edu

**Created:** 9/8/2025 9:00:13 AM

**Form version:** 2

### Responses

#### Degree Level

*Indicate the degree level in which the concentration is offered.*

D - Doctoral Degree

#### Thesis or Non-Thesis

*Is this concentration for a thesis or non-thesis degree?*

Thesis

#### Concentration

*Enter the name of the concentration to be modified.*

Disability, Health, and Participation

#### 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.*

UF College of Public Health and Health Professions / PhD / Rehabilitation Sciences (Dept code: 33120000)

*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**

### Core Curriculum

Students are required to complete all core courses (6 credits) that provide foundational theoretical knowledge to conduct disability, health, and participation research.

### Core Courses:

- RSD 6920 Rehabilitation Science Journal Club (1 credit)
- RSD 6410 Development and Evaluation of Rehabilitation Interventions to Promote Participation (3 credits)
- RSD 7752 Measurement Development for Health and Rehabilitation (2 credits)

Students must complete at least 12 additional credits aligned with their scholarly focus area. At least 3 of the 12 total credits must be one of the listed courses in the "Scholarly Areas" listed below. The additional 12 credits may include: 1) other courses listed in the scholarly area (below), or 2) with approval from the student's mentor, other courses aligned with their scholarly focus area.

### Scholarly Area 1 Courses: Engaging individuals and communities

- PHC 6724 Qualitative Research Methods for Public Health and Health Sciences (3 credits)
- PHC 6704 Community-Based Participatory Research (3 credits)
- PHC 6937 Introduction to Mixed Methods Research (Special Topics) (3 credits)

### Scholarly Area 2 Courses: Clinical trial methodology

- GMS 6851 Implementation Science Fundamentals (3 credits)
- GMS 6813 Pragmatic Clinical Trials (3 credits)
- GMS 6885 Translational Health Research Design (3 credits)

## **Proposed Concentration Changes**

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

### Core Curriculum

Students are required to complete all core courses (6 credits) that provide foundational theoretical knowledge to conduct disability, health, and participation research.

#### Core Courses:

- RSD 6920 Rehabilitation Science Journal Club (1 credit)
- RSD 6410 Development and Evaluation of Rehabilitation Interventions to Promote Participation (3 credits)
- RSD 7752 Instrument Development for Health and Rehabilitation (2 credits)

Students must complete 12 additional credits to complete their 18 credit DHP concentration, with at least 6 of these 12 credits chosen from the courses listed below. The additional 6 credits may also be selected from the list below or, with approval from the student's mentor, be other graduate-level courses (6000 and above) aligned with the student's individual course of study.

- PHC 6724 Qualitative Research Methods for Public Health and Health Sciences (3 credits)
- PHC 6704 Community-Based Participatory Research (3 credits)
- PHC 6726 Integrated Mixed Methods Research in Epidemiology (3 credits)
- PHC 6022 Design and Conduct of Clinical Trials (3 credits)
- FYC 6802 Advanced Research Methods (3 credits)
- GMS 6851 Fundamentals of Dissemination and Implementation Research (3 credits)
- GMS 6813 Pragmatic Clinical Trials (3 credits)
- GMS 6885 Translational Health Research Design (3 credits)

### **Pedagogical Rationale/Justification**

*Describe the rationale for the proposed changes to the concentration.*

The Disability, Health, & Participation concentration is a unique interdisciplinary field of study that advances the understanding of person, activity, and environmental factors contributing to disability, function, participation, and health. The DHP concentration adopts the World Health Organization's International Classification of Functioning, Disability and Health (ICF) conceptualization of participation, which is defined as meaningful engagement in all areas of life and in society. The ICF states that function and disability results from the dynamic interaction between health conditions, environmental factors, and personal factors. Through research addressing these factors, the DHP concentration will equip graduates to optimize the participation and health of all people, including people with disabilities, impairments, and chronic health conditions, within their environments.

Students currently in the DHP concentration, and their mentors, shared feedback that the design of the two scholarly areas presented several unintentional barriers to students meeting their optimal learning outcomes. Multiple faculty and students reported that course content across both scholarly areas were relevant to their unique course of study and learning goals. Although not aligned with the original intention of curriculum design, students and mentors were required to select one scholarly area at the expense of the

other—even though both areas offered complementary theoretical and methodological competencies essential for achieving the intended learning outcomes.

The proposed revision includes core concentration courses (6 credits), which remain unchanged, that provide students with foundational theoretical knowledge to conduct disability, health, and participation research. Students then design an individualized course of study (12 additional credits), with their mentor's guidance, to acquire the advanced methodological skills necessary to conduct their dissertation research. These courses were identified and approved by faculty affiliated with the Disability, Health and Participation concentration. The identified courses reflect the interdisciplinary nature of this field of study, and prepare the student to better understand the person, activity, and/or environmental factors contributing to disability, function, participation, and health at the individual, community, or societal level. By allowing students to choose from a list of courses, rather than limiting them to courses in one of two scholarly areas, we are enhancing their flexibility to design a program of study that meets their individual needs. The enhanced flexibility will ensure the Disability, Health, and Participation concentration of the RSD program is student-centric while maintaining our original goal to equip all students with a core set of foundational skills to optimize the participation and health of all people, including those with disabilities, impairments, and chronic health conditions.

The Rehabilitation Science PhD Program Steering Committee has observed that the DHP concentration is currently uniquely structured within the RSD PhD program, as it is the only concentration encompassing two distinct scholarly areas. The proposed revision aims to align the DHP concentration with the program's other concentrations by adopting a more streamlined curricular model, wherein students select the most pedagogically relevant courses from a curated list to fulfill core competency requirements.

### **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 proposed change does not impact other programs or departments or increase student burden. The number of credit hours for the concentration remains the same. The proposed list of courses fulfilling the 12 additional concentration credits includes both previously listed courses from the two scholarly areas and new course options. Faculty teaching these courses have agreed to accept enrollment of students in the DHP concentration. There is no change to the number of prerequisites required to complete these courses or the required number of courses outside the DHP concentration or RSD program.

### **Assessment Data Review**

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

An audit of 5 students currently enrolled under this concentration shows that two students, with support of their mentors, have enrolled in courses across both of the scholarly areas to meet their individualized plan of study. Making the proposed change ensures these students can stay on track to complete the concentration requirements in a reasonable amount of time without needing to enroll in unnecessary, additional coursework to fulfill a specific scholarly area. In addition, two additional students restricted their course of study to comply with one of the current 'scholarly areas,' although they and their mentors initially identified coursework across the two areas relevant to their learning and research goals. The proposed revision would enable these students to take additional desired coursework without jeopardizing their standing in the concentration. The fifth student is a first-year student and has not yet taken courses in any scholarly area.

**Academic Learning Compact and Academic Assessment Plan**

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

As this concentration is for a PhD program, the Academic Assessment Plan and Academic Learning Compact does not apply.

**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

## Disability, Health, and Participation concentration

### Current Curriculum

### Proposed Curriculum

Students are required to complete all core courses (6 credits) that provide foundational theoretical knowledge to conduct disability, health, and participation research.

Core Courses	
RSD 6920 Rehabilitation Science Journal Club (1 credit)	RSD 6920 Rehabilitation Science Journal Club (1 credit)
RSD 6410 Development and Evaluation of Rehabilitation Interventions to Promote Participation (3 credits)	RSD 6410 Development and Evaluation of Rehabilitation Interventions to Promote Participation (3 credits)
RSD 7752 Measurement Development for Health and Rehabilitation (2 credits)	RSD 7752 Measurement Development for Health and Rehabilitation (2 credits)

Students must complete at least 12 additional credits aligned with their scholarly focus area. At least 3 of the 12 total credits must be one of the listed courses in the “Scholarly Areas” listed below. The additional 12 credits may include: 1) other courses listed in the scholarly area (below), or 2) with approval from the student’s mentor, other courses aligned with their scholarly focus area.

Students must complete 12 additional credits to complete their 18-credit DHP concentration, with at least 6 of these 12 credits chosen from the courses listed below. The additional 6 credits may also be selected from the list below or, with approval from the student’s mentor, be other graduate-level courses (6000 and above) aligned with the student’s individual course of study.

<b>Scholarly Area 1 Courses: Engaging individuals and communities</b>	PHC 6724 Qualitative Research Methods for Public Health and Health Sciences (3 credits)
PHC 6724 Qualitative Research Methods for Public Health and Health Sciences (3 credits)	PHC 6704 Community-Based Participatory Research (3 credits)
PHC 6704 Community-Based Participatory Research (3 credits)	PHC 6726 Integrated Mixed Methods Research in Epidemiology (3 credits)
PHC 6937 Introduction to Mixed Methods Research (Special Topics) (3 credits)	PHC 6022 Design and Conduct of Clinical Trials (3 credits)
<b>Scholarly Area 2 Courses: Clinical trial methodology</b>	FYC 6802 Advanced Research Methods (3 credits)
GMS 6851 Implementation Science Fundamentals (3 credits)	GMS 6851 Implementation Science Fundamentals (3 credits)
GMS 6813 Pragmatic Clinical Trials (3 credits)	GMS 6813 Pragmatic Clinical Trials (3 credits)
GMS 6885 Translational Health Research Design (3 credits)	GMS 6885 Translational Health Research Design (3 credits)

## Major | Modify\_Curriculum for request 21460

### Info

**Request:** EdD - Higher Education Administration

**Description of request:** The College of Education seeks to modify the curriculum for the major in Higher Education Administration for the Doctor of Education (Ed.D.)

**Submitter:** Lindsay Lynch lblynch@coe.ufl.edu

**Created:** 5/6/2025 10:51:37 AM

**Form version:** 2

### Responses

#### Major Name

*Enter the name of the major. Example: "Mathematical Modeling"*

Higher Education Administration

#### Major Code

*Enter the two-letter or three-letter major code.*

HEA

#### Degree Program Name

*Enter the name of the degree program in which the major is offered.*

Doctor of Education

#### 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.*

Earliest Available

#### Effective Year

Earliest Available

#### Current Curriculum for Major

The current curriculum includes 90 hours as follows: 15 hours of core higher education content, 27 hours of additional higher education coursework, 12 credit hours of research methods, 15 credit hours of electives (that may potentially be replaced with transfer credits from the master's), and 21 credit hours of dissertation research.



### **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.*

We are proposing to transition the curriculum to the following 90-hour plan: 1) 21 hours of core higher education administration coursework, 2) 9 hours of higher education leadership coursework, 3) 12 credit hours of research methods coursework, 4) at least 15 hours of fieldwork and practice-based research, 5) 15-30 hours of transfer credit for prior graduate work beyond the master's, and 6) 3-15 hours of dissertation research. A detailed outline of the proposed changes in comparison to the current program plan is attached.

### **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.*

These changes emphasize the skills and competencies that emerging higher education leaders need for success in the field and align with the CPED framework.

### **Impact on Enrollment, Retention, Graduation**

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

The Ed.D. program curriculum has traditionally been more aligned with the Ph.D. coursework; however, the students have different academic and career goals. These changes are informed by the CPED framework and will better align the dissertation research project with the professional roles of working Ed.D. students. Creating coursework that better supports students throughout the Ed.D. dissertation process will improve retention of doctoral candidates and shorten their time to graduation.

### **Assessment Data Review**

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

We have reviewed student program timeline, including the length of time from advancement to candidacy and ultimate dissertation defense. We have also evaluated student feedback on the alignment of research training and support for the dissertation; as well as recommended best practices for Ed.D. program design. These changes will allow the Higher Education Administration program faculty to better support EdD students throughout their academic journey, reducing their time in the dissertation phase.

**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.*

Not applicable - graduate program

**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

## Overview of Recommended Changes to Higher Education Administration Ed.D. Program Plan

All courses listed are 3 credits – Letter Graded (unless otherwise noted)

<b>Current</b>	<b>Proposed</b>
<b>Core Higher Education Courses (15 credit hours)</b>	<b>Core Higher Education Courses (21 credit hours)</b>
EDH 6065 History of American Higher Education EDH 6664 Public Policy in Higher Education EDH 7405 The Law and Higher Education EDH 7505 Financing of Higher Education EDH 7635 Higher Education Administration	EDH 6065 History of American Higher Education EDH 6664 Public Policy in Higher Education EDH 7405 The Law and Higher Education EDH 7505 Financing of Higher Education EDH 7635 Higher Education Administration EDH 6053 The Community Junior College in America EDH 6503 Resource Development in Higher Education
<b>Additional Higher Education Content Courses (27 credit hours)</b>	<b>Higher Education Leadership Courses (9 hours)</b>
EDH 6040 Theory of College Student Development EDH 7636 Organizational Theory EDH 6066 American Higher Education EDH 6006 The College Student EDH 6046 Diversity Issues in Higher Education EDH 6305 College and University Teaching EDH 7634 Student Affairs Administration EDH 6053 The Community Junior College in America EDH 6503 Resource Development in Higher Education	EDH 6XXX Contemporary Issues in Higher Ed Leadership (Approval # 20900) EDH 6XXX Change Leadership in Higher Education (Approval # 20903) EDH 6632 Current Issues in Community College Leadership
<b>Research Methods Core Courses (12 credit hours)</b>	<b>Research Methods Core Courses (12 credit hours)</b>
EDF 6401 Educational Statistics (or equivalent) EDF 7405 Advanced Quantitative Foundations of Ed Research (or equiv.) EDF 6464 Reading & Designing Qualitative Research (or equivalent) EDF 6475 Qualitative Foundations of Ed Research (or equivalent)	EDF 6401 Educational Statistics (or equivalent) EDF 7405 Advanced Quantitative Foundations of Educational Research (or equivalent) EDF 6464 Reading & Designing Qualitative Research (or equivalent) EDF 6475 Qualitative Foundations of Ed Research (or equivalent)
<b>Research and Dissertation Hours (21 credit hours)</b>	<b>Practice-Based Research and Field Work Courses (at least 15 credit hours)</b>
EDH 7979 Advanced Research (Variable credit – S/U) EDH 7050 Exploration of Research Literature in Higher Education EDH 7982 Research Proposal development in Higher Education EDH 7980 Dissertation Research	EDH 6XXX Introduction to Problems of Practice Research (Approval # 21265) EDH 7XXX Designing Problems of Practice Research (Approval # 21461) EDH 7979 Advanced Research (Variable credit – S/U) EDH 7050 Exploration of Research Literature in Higher Education EDH 7982 Research Proposal Development in Higher Education EDH 7910 Higher Education Research Fieldwork EDH 7934 Advanced Scholarly Writing for Publication (Repeatable)
<b>Transfer Credits (15 credit hours)</b>	<b>Dissertation Hours (3-15 credit hours)</b>
	EDH 7980 Research for Doctoral Dissertation (Variable credit – S/U)
<b>Total Program Plan:</b>	<b>MDA or Transfer Credit Hours (15-30 credit hours)</b>
<b>90 Credit Hours</b>	<b>Total Program Plan: 90 Credit Hours</b>

Board of Governors, State University System of Florida  
**ACADEMIC DEGREE PROGRAM TERMINATION FORM**  
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Florida

PROGRAM NAME: Communication Sciences and Disorders

DEGREE LEVEL(S): PhD CIP CODE: 51.0204  
(B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Fall 2025  
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Fall 2025  
(First term when no student data will be reported for this program)

*Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.*

**1. Provide a narrative rationale for the request to terminate the program.**

The PhD program in Communication Sciences and Disorders (CSD) ended with the merging of two departments; Department of CSD of the College of Liberal Arts and Sciences and the Department of Speech Language and Hearing Sciences of the College of Public Health and Health Professions. After the merger of the two departments, the College of Public Health and Health Professions offered an

interdisciplinary college level program in Rehabilitation Science for students in doctoral education. No students have been enrolled in the doctoral program in Communication Sciences and Disorders.

2. **Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

UF Main campus. No impact on enrollment, enrollment or reallocation of resources.

3. **Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

N/A – no students or faculty currently active in the program

4. **Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

N/A – no students or faculty currently active in the program

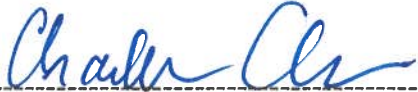
5. **Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

N/A – no students or faculty currently active in the program

6. **If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

N/A – doctoral program only.

Revised 12/2016



Signature of Requestor/Initiator



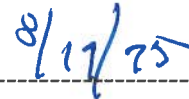
Date

Signature of Campus EO Officer



Signature of College Dean

Date



Date

Signature of President or Vice President for  
Academic Affairs

Date

Date Approved by the  
Board of Trustees

Date

Signature of the Chair of the  
Board of Trustees

Date

Graduate Curriculum Committee  
Minutes

May 8, 2025  
Meeting Materials

Voting Conducted  
via Zoom

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

#### Graduate School

1. IDS 6XXX      *Grant Writing for Graduate Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21374>

The proposal has been approved by the GCC.

2. IDS 6XXX      *Preparing Future Faculty*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21376>

The proposal has been approved by the GCC.

#### Hamilton School

3. ISS 5XXX      *Great Books of the Ancient World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20858>

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

4. ISS 5XXX      *Great Books of the Early Modern World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20859>

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

5. ISS 5XXX      *Great Books of the Medieval World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20983>

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



6. ISS 5XXX      *Great Books of the Modern World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20944>

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

7. ISS 5XXX      *Principles of Grand Strategy and Statecraft I*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20974>

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

8. ISS 5XXX      *Principles of Grand Strategy and Statecraft II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20975>

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

9. ISS 5XXX      *The Liberal Arts in Theory & Practice*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20961>

The proposal has been approved by the GCC.

10. ISS 5XXX      *Theory and Structure in WSS*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20973>

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

11. ISS 6XXX      *Seminar in History of Ideas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21035>

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

12. ISS 6XXX      *Seminar in War, Statecraft and Strategy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21036>

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

13. ISS 6XXX      *Teaching the Liberal Arts: Pedagogy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20962>

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

14. ISS 6XXX      *Teaching the Liberal Arts: Practice*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20963>

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

15. ISS 6XXX      *Topics in Philosophical and Literary Traditions and Ideas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20964>

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

16. ISS 6XXX      *Topics in Political and Historical Traditions and Ideas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20860>

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

17. ISS 6XXX      *Topics in Statecraft and Strategy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21008>

The proposal has been approved by the GCC.

18. ISS 6XXX      *Topics in Theories and Structures*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21010>

The proposal has been approved by the GCC.

19. ISS 6XXX      *Topics in War*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21007>

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

20. ISS 7XXX      *Prospectus Writing Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21033>

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

21. ISS 7XXX      *Supervised Reading*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21038>

The proposal has been approved by the GCC.

22. ISS 6971      *Research for Master's Thesis*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21023>

The proposal has been approved by the GCC.

23. ISS 7979      *Advanced Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21021>

The proposal has been approved by the GCC.

24. ISS 7980      *Research for Doctoral Dissertation*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21020>

The proposal has been approved by the GCC.

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

DCP – Landscape Architecture

1. LAA 6322      *Project Management for Landscape Architects*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21153>

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

2. LAA 6342      *Landscape Architecture Criticism*

Link to proposal:      <https://secure.aa.ufl.edu/Approval/reports/21149>

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

iv. 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.

PHHP – Health Science

1. CLP 6XXX      *Introduction to Professional Ethics in Clinical Psychology*

Link to proposal:      <https://secure.aa.ufl.edu/Approval/reports/21465>

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

COE – School of Human Development and Organizational Studies in Education

2. EDA 6XXX      *Literature Review in Educational Leadership & Policy*

Link to proposal:      <https://secure.aa.ufl.edu/Approval/reports/21420>

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

3. EDA 6XXX      *Research Proposal Development in Educational Leadership and Policy*

Link to proposal:      <https://secure.aa.ufl.edu/Approval/reports/21426>

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

4. EDH 6XXX      *The College Experience: Higher Education in Media and Pop Culture*

Link to proposal:      <https://secure.aa.ufl.edu/Approval/reports/21266>

The proposal has been approved by the GCC, with a note for minor corrections to the syllabus that will be provided to students.

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

5. EEX 6XXX      *Prevention in Practice: MTSS & PBIS*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21403>

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

ENG – Engineering

6. EGS 6XXX      *Managing Engineering with Integrity*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20640>

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

SFRC – Forest Resources and Conservation

7. FNR 6XXXC      *Lidar Remote Sensing for Forestry Applications*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20744>

The proposal has been approved by the GCC.

CLAS – Languages, Literatures and Cultures

8. FOL 5905      *Directed Individual Study*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21484>

The proposal has been approved by the GCC.

Graduate School

9. IDS 6XXX      *IMAGE: Inclusive Mentoring Academy for Graduate Education*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21372>

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

DCP – Interior Design

10. IND 5XXX      *Graduate Colloquium*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21122>

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

11. IND 5XXX *Proposal Development*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21126>

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

DCP – Landscape Architecture

12. LAA 6XXX *LA Grad Field Experience*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21154>

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

13. LAA 6XXX *Landscape Architecture Research Methods*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21146>

The proposal has been approved by the GCC, with a note for minor corrections to the syllabus that will be provided to students.

14. LAA 6XXX *Landscape Ecology and Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21155>

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

15. LAA 6XXXC *Advanced Landscape Architecture Design Studio 2*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21087>

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

16. LAA 6XXXC *Advanced Landscape Architecture Design Studio 3*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21125>

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

17. LAA 6XXXC *Advanced Landscape Architecture Design Studio 4*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21124>

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

#### CBA – Marketing

18.MAR 6XXX      *Marketing Consulting Experience*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21279>

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

19.MAR 7XXX      *Consumer Psychology Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21373>

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

#### COP – Pharmaceuticals

20.PHA 6XXX      *Quantitative Systems Pharmacology (QSP) Modeling*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21381>

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

#### HHP – Sport Management

21.SPM 5XXX      *Managing Athlete Brands*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20589>

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

#### CLAS – Sociology

22.SYA 7XXX      *Advanced Quantitative Methods*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21345>

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

#### VM – Infectious Diseases and Pathology

23.VME 5XXX      *Introduction to Comparative Immunology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21383>

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

#### VM – Physiological Sciences

24.VME 6XXX *Comparative Biomedical Sciences and One Health*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21433>

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

#### VM – Large Animal Clinical Sciences

25.VME 6XXX *Comparative Epidemiology and One Health Study Designs*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21401>

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

#### College of Veterinary Medicine

26.VME 6083C *Dairy Metrics & Extension*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19828>

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

#### v. Information Items:

1. [MHS 6971](#) – 21395 – Change prerequisites
2. [MHS 7804](#) – 21394 – Change course title
3. [SDS 6905](#) – 21396 – Change prerequisites



Graduate Curriculum Committee

Agenda

September 11, 2025  
Meeting Materials

Voting Conducted  
via Zoom

I. Presentation and review of the Minutes from the May 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 Proposal(s): The following proposals are newly requested revisions to existing courses already within the current course catalog in the curriculum inventory. The changes requested are listed below each of the proposals.

#### MED – General Medicine

1. GMS 6602 *Radiological Anatomy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21696>

This is a request to change the credit hours from 2 to 3.

IV. 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.

#### CALS – Agricultural Education and Communication

1. AEC 5XXX *Effectively Communicating Agricultural and Natural Resources Policy Issues*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20649>

Students will be exposed to major policy issues in agriculture and natural resources (ANR) and to a variety of methods used to effectively communicate, inform, and influence decisions about these issues.

#### PHHP – Health Science

2. CLP 6XXXC *Neuroimaging Applications and Analyses with Lab*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21692>

This is an applied and practical introduction to tools for structural and functional brain MRI analysis. The course includes limited topical and practical lectures and in-class labs to help students become comfortable with command line interfaces, HiPerGator, and commonly used structural and functional MRI tools, including FreeSurfer, FSL, and CONN.

3. CLP 7XXXC *Cognitive and Clinical Approaches to Functional Neuroanatomy*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21686>

The purpose of this course is to provide the student with lecture and laboratory study of the human central nervous system. Emphasis is put on the relationship between structure and function in the central nervous system with focus on higher cortical function and anatomy. A key goal of this course is to provide students with introductory knowledge for engaging in basic clinical problemsolving.

#### COE – School of Human Development and Organizational Studies in Education

4. EDH 7XXX *Designing Problems of Practice Research in Higher Education*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21461>

Applies problems of practice research design to real-world issues in higher education settings.

#### ENG – Engineering

5. EGN 6XXX *Practical Work in Artificial Intelligence Systems*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21120>

Practical internship/co-op work in the field of artificial intelligence (AI) systems under industrial supervision. 0-3 credits, repeatable. (S/U grade).

6. EGN 6XXXL *Practical Work in Applied Data Science*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21118>

Practical internship/co-op work in the field of applied data science in the student's selected specialization under industrial supervision. 0-3 credits, repeatable. (S/U grade).

#### ENG – Civil and Coastal Engineering

7. EOC 6XXX *Coastal Dynamics and Engineering Applications*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20985>

Introduction to coastal engineering and coastal processes highlighting coastal engineering projects. Course topics include large-scale coastal behavior, linear wave theory, wave generation and propagation, coastal nearshore hydrodynamics, coastal sediment processes, coastal inlet behavior, and coastal protection measures. Recent innovations in coastal engineering practice are also discussed. Credits: 3.

8. EOC 6XXX *Coastal Resilience and Engineering with Nature*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20987>

Introduces concepts of coastal resilience and engineering with nature with a focus on flood risk management. Course topics include coastal system behavior, principles, and frameworks for engineering with nature, stakeholder engagement, benefits and cost, types of natural and nature-based features, and adaptation. Case studies and recent innovations will be discussed. A team project applies concepts to project site. Credits: 3.

#### HHP – Health Education and Behavior

9. HSC 6XXX      *Behavioral Economics and Health I*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21467>

Covers applied behavioral economic (BE) research and applications concerned with understanding and modifying behavior involved in disease prevention and health promotion. This course is guided by the social ecological model of health behavior and focuses primarily on healthrelevant applications at the individual level and on local environments and contingencies.

10.HSC 6XXX      *Behavioral Economics and Health II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21468>

Covers applied behavioral economic (BE) research and applications concerned with understanding and modifying behavior involved in disease prevention and health promotion. This course is guided by the social ecological model of health behavior and focuses primarily on healthrelevant applications involving the broader community, social, economic, health services, health policy, and legal/regulatory environments.

11.HSC 6XXX      *Foundations of Behavioral Economics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21466>

Reviews the scientific foundations of behavior theory, methods, and findings that are fundamental to modern behavioral economics (BE) and its health-relevant applications. The course will cover schedules of reinforcement, behavioral measurement approaches, and major BE principles and findings with utility for translation in health-relevant prevention, intervention, and policy applications.

#### JOU – Mass Communication

12.JOU 5XXX      *Multimedia Editing*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21572>

Students learn the many levels of producing journalistic work, ranging from highlevel critical thinking to editing with precision. The editing techniques covered will focus on writing, audio, video and photos, so the skills can be applied to multiple forms of journalism, including shortform social media to longer-form narratives and a variety of other genres.

Emphasis will be on tools that are used to help journalists produce compelling content relevant to specific audiences.

13.JOU 5XXX      *Principles of Journalism*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21356>

Students will learn about the history, ethics, legal issues, economics and modern challenges of journalism today. Students will engage in discussions about the role of journalism in a democracy, the threats to modern journalism, the function of a free press and the elements/characteristics of strong and compelling journalism. This course will provide a contextual overview for the journalistic work that students will produce.

14.JOU 5XXX      *Reporting and Writing for Digital, Audio, and Video*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21357>

Student combines traditional reporting skills with the multimedia skills required of journalists today, including writing, audio, video, photo, data visualizations and more. Students will learn to pitch ideas, produce content and market ideas to various media platforms. The emphasis will be on community-based reporting with a strong focus on producing content/stories for specific audiences.

15.JOU 5XXX      *Social Media for Journalists*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21573>

Students explore the relationship between journalists and audiences, which has changed from a one-way broadcast model to a two-way method of communication. Students will analyze how a collaborative culture is changing journalism and how journalists operate in this world. Students will develop skills in social media strategies, tools, audience engagement, reporting through social media and other essential social media topics.

CLAS – Latin American Studies

16.LAS 6XXX      *Social Movements and Gender: A View from Latin America*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20288>

This seminar examines social and cultural movements led by women and LGBTQ activists in twentieth-century Latin America. We will analyze the major moments of social and political change in the region through the prisms of gender, race, and sexuality, asking how these transitions were experienced by women and people of non-normative genders and sexualities, problematizing and disaggregating these categories.

JOU – Mass Communication

17.MMC 6XXX      *Digital Content Creation and Strategy in Sports*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21353>

Students will learn the skills to design and implement effective digital content tailored for the sports industry. Through hands-on projects and strategic analysis, students will engage diverse audiences, enhance brand narratives, and leverage data-driven insights. Emphasizing ethical practices and inclusivity, the course prepares graduates to thrive in the dynamic landscape of sports media and communications.

18.MMC 6XXX *Global Sports Media and Communication*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21163>

Students will examine the evolution of sports media, its impact on society, and the cultural, ethical, and strategic considerations in a globalized sports world using comprehensive analysis with both U.S. and global perspectives. Through case studies, projects, and discussions, students will develop a foundational understanding of how sports media operates, the role of culture in shaping communication, and how international events and trends influence sports and media.

19.MMC 6XXX *Sports Media Analytics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21354>

Students learn the skills to analyze and interpret data within the sports media landscape. Emphasizing the use of advanced analytics and visualization techniques, students will transform complex data into actionable insights that enhance content strategy and audience engagement. By integrating theory with practical applications, the course prepares graduates to leverage data effectively in decision-making processes for sports media organizations.

20.MMC 6XXX *Sports Media Innovation and Entrepreneurship*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21486>

Students learn the skills to launch and manage innovative ventures in the rapidly evolving sports media landscape. Students will explore emerging technologies, creative content strategies, and entrepreneurial principles to develop groundbreaking media solutions. By combining theoretical frameworks with practical projects, the course prepares graduates to launch and lead successful ventures that redefine the sports media experience.

21.MMC 6XXX *The Art of Podcasting*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21355>

students will learn to build a podcast for a brand, advertising, or a strategic communication challenge. The students will learn to find subjects, create strong themes, generate ideas, develop and conduct interviews, and utilize their skills and style as a host. This course reinforces the importance of authentic communication.

## PHHP – Health Science

### 22.PHC 7XXX *Child and Family Treatment in Clinical Psychology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21685>

The purpose of this Public Health and Health Professions course in Clinical Psychology is to introduce you to evidence-based practice in the area of child and family therapy for a variety of childhood psychological disorders and family difficulties. This course will review concepts of assessment, case conceptualization, treatment planning, measurement of treatment outcomes, intersectionality, and ethics.

### 23.PHC 7XXX *Python Coding for Epidemiology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21776>

Introduces Python programming with a focus on statistics and machine learning (ML) applications in public health and epidemiology. Covers Python language basics, including operations, data types, and functions. Students learn how to implement statistical methods (e.g., linear regression and mixed models) and ML approaches (e.g., dimension reduction and random forest) using Python and Python-based packages (i.e., Numpy, Scipy, and Scikit-learn) and their application in epidemiology.

## v. Information Items:

1. [CLP 7428C](#) – 18829 – Change course title
2. [GMS 6590](#) – 21667 – Change course title
3. [PHC 6931](#) – 21494 – Transfer of course ownership