

GRADUATE COUNCIL AGENDA

OCTOBER 16, 2025

1:00 PM

110 GRINTER HALL

I. ACTION ITEMS:

1. Minutes from the September 18, 2025, Graduate Council Meeting (Enclosure 1)

CERTIFICATES:

2. The College of the Arts seeks to modify the curriculum for the graduate certificate in Museum Studies (#20740). Dr. Elizabeth Ross will be present for discussion (Enclosure 2).
3. The College of Liberal Arts and Sciences seeks to modify the curriculum for the graduate certificate in Medical Geography and Global Health (#21617). Dr. Saide Ryan will be present for discussion (Enclosure 3).
4. The College of Design, Construction and Planning seeks to close the graduate certificate in Construction Project Management (#21743). Dr. Masoud Gheisari will be present for discussion (Enclosure 4).
5. The College of Design, Construction and Planning seeks to close the graduate certificate in Sustainable Construction (#21666). Dr. Masoud Gheisari will be present for discussion (Enclosure 5).

CONCENTRATIONS:

6. The Herbert Wertheim College of Engineering seeks to create a concentration in Artificial Intelligence for the Master of Science (M.S.) with a major in Computer Science (#21047). Dr. Benjamin Lok will be present for discussion (Enclosure 6).
7. The Herbert Wertheim College of Engineering seeks to create a concentration in Cybersecurity for the Master of Science (M.S.) with a major in Computer Science (#21046). Dr. Benjamin Lok will be present for discussion (Enclosure 7).
8. The Warrington College of Business seeks to cease participation in the concentration in Marketing for the Master of Science with a major in Business Administration (#19836). Ms. Ana Portocarrero will be present for discussion (Enclosure 8).

MAJORS:

9. The College of Education seeks to close the major in Counseling and Counselor Education for the Doctor of Education (Ed.D.) (#20361). Dr. Cliff Haynes will be present for discussion. (Enclosure 9).

10. The College of Design, Construction and Planning seeks to modify the core curriculum for the major in Construction Management for the Master of Construction Management (M.C.M.) (#21866). Dr. Masoud Gheisari will be present for discussion (Enclosure 10).
11. The College of Design, Construction and Planning seeks to modify the core curriculum for the major in Construction Management for the Master of Science in Construction Management (M.S.C.M.) (#21867). Dr. Masoud Gheisari will be present for discussion (Enclosure 11).

CATALOG WORDING ON FULL-TIME REGISTRATION

12. Catalog wording on full-time registration. Dr. Tom Kelleher will be present for discussion. (Enclosure 12).

COURSE DESCRIPTION TASKFORCE

13. Course Description Taskforce. Dr. Toby Shorey will be present for discussion (Enclosure 13).

II. INFORMATION ITEM / ADMINISTRATIVE ACTIONS:

14. Graduate Curriculum Committee – September Minutes and October Agenda (Enclosure 14)
15. Graduate Programs – Distance or Self-Supporting (No new items)
16. Graduate Student Success Center

III. DISCUSSION ITEM:

17. Dr. Jeanna Mastrodicasa – report on certificates with no enrollment

GRADUATE COUNCIL MINUTES

SEPTEMBER 18, 2025

1:00 PM

110 GRINTER HALL

&

Teleconference (Via Zoom)

MEMBERS PRESENT: Dr. Nicole Stedman (Chair), Dr. Jörg Bungert, Dr. Hitomi Greenslet, Dr. Abdoulaye Kane, Dr. Andrei Kirilenko, Dr. Michael Martinez, Dr. Linjuan Rita Men, Dr. Connie Mulligan, Dr. Joni Williams Splett, Dr. Pilar Useche, Fatima Akinola (GSC rep), and Ali Mahmoudi (GSC alternate)

MEMBERS ABSENT: Dr. Chris Janiszewski, Dr. James Jawitz, and Dr. Weizhou Zhang

GUESTS PRESENT: Dr. Lindsay Byron (College of Education), Dr. Casey Bullock (University Registrar), Dr. George Hack (College of Public Health and Health Professions), Diana Hull (Office of the Registrar), Emely McKitrick (College of Pharmacy), Jeanna Mastrodicasa (Office of Institutional Assessment), Chris Newsom (Office of the Provost/Teaching and Technology), Dr. Teresa Roane (College of Pharmacy), Mike Sisk (College of Agricultural and Life Sciences), Dr. Tobin Shorey (Assistant Provost, Curriculum and Academic Policy), Ashley Tidwell (Office of Admissions), and Dr. Julia Varnes (College of Public Health and Health Professions)

STAFF PRESENT: Lorna Dishman, Dr. Tom Kelleher, Megan Lewis, Chelsea Rojas, Frankie Tai (Recording), Dr. Judy Traveis, and Stacy Wallace

The meeting was called to order at 1:01 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 May 15, 2025, Graduate Council Meeting. A motion to approve was made, seconded, and passed unanimously.

CERTIFICATES:

2. The College of Agricultural and Life Sciences seeks to close the graduate certificate in Biodegradation and Bioremediation (#21613). Mike Sisk was present (via Zoom) for the discussion. He clarified that there is one active student, but they will graduate this semester. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of spring 2026.
3. The College of Pharmacy seeks to modify the curriculum for the graduate certificate in Artificial Intelligence in Pharmacy (#21558). Emely McKitrick and Dr. Teresa Roane were

present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

4. The College of Public Health and Health Professions seeks to close the graduate certificate in Forensic Vocational Rehabilitation (#21673). Dr. George Hack was present 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 Public Health and Health Professions seeks to close the graduate certificate in Geriatric Care Management (#18745). Dr. George Hack was present 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 Public Health and Health Professions seeks to modify the curriculum for the graduate certificate in Public Health (#21378). Dr. Julia Varnes 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.

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

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 was present (via Zoom) for the discussion. Questions were raised regarding the curriculum change; and it was explained that while expanding the elective list, they were also shifting courses that were more focused toward the Ph.D. rather than the Ed.D. The transfer of credit policy was also discussed, including reference to 15-30 credits of “*MDA or Transfer Credit Hours*” in the appendix document. A councilmember suggested that the unit amend that part of the appendix document to clarify that those 15-30 credits are electives and do not need to exclusively come from transfer credits and are available to non-MDA students. A motion to approve (once amended) was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

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 was present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed termination date of earliest available and a phase-out date of fall 2025.

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)
Chris Newsom was present (via Zoom) to confirm.

12. Graduate Student Success Center

Dr. Judy Traveis was present to announce Pallavi Eswara as the new Director of Prestigious Awards and Postdoctoral Affairs.

September 22nd is the first monthly meetup of The Exchange. This is a new Graduate School initiative to bring together campus partners in graduate education.

October 28th will be the Graduate School's fall Open House. This event is an opportunity to interact with our stakeholders from across campus

Dr. Stedman announced that we will host the 2026 Conference of Florida Graduate Schools. This will take place in April in Emerson Hall.

III. DISCUSSION ITEMS:

13. Proposal to elevate the Graduate Curriculum Committee (GCC) to a joint committee parallel to UCC and PCC

Dr. Kelleher shared a draft of a proposal to make the Graduate Curriculum Committee constitutionally recognized. Rationale for the proposal includes:

- Better represent campus-wide colleges and graduate-degree-granting programs, in comparison to current six-member GCC.
- Formalize GCC as a constitutionally recognized committee, parallel to UCC and PCC.
- Allow Graduate Council to focus more on constitutional duties of representing Graduate School as an agent of the Graduate Faculty in supervision of graduate programs, maintaining standards, and establishing and executing policy.
- Operate more consistently with UCC and PCC for better user experience and clarity of process and purpose for graduate faculty and staff.

Under the proposal, GCC would review program proposals in addition to individual course proposals. The Graduate Council would continue to focus on policy and maintaining standards as an agent for all UF Graduate Faculty, per its mission in the UF Constitution. Dr. Kelleher shared the proposal he is bringing to the Faculty Senate (including the Committee on Committees, the Constitution and Regulations Committee, and the Senate Steering Committee). If approved, the new GCC would be elected via the senate's annual nomination and election cycle, making the earliest possible implementation either fall 2026 or fall 2027.

14. Catalog wording on full-time registration

Dr. Kelleher shared documents outlining the current language in the catalog and the proposed language updates. The updated language would align with the definition that enrollment management uses: "Full-time registration is 9 credits in fall and spring. In summer full-time

registration is 8 credits for any combination of A, B, and C terms.” This update will be presented as an action item at a future meeting, and discussions will also need to take place regarding part-time or minimum registration.

The meeting adjourned at 2:26 p.m.

Certificate | Close-Modify for request 20740

Info

Request: Museum Studies Graduate Certificate, Curriculum Changes

Description of request: The College of the Arts seeks to modify the curriculum for the graduate certificate in Museum Studies

Submitter: Jacquelyn Micieli-Voutsinas jmicelivoutsina@ufl.edu

Created: 9/2/2025 10:49:32 AM

Form version: 2

Responses

Current Certificate Name

Museum Studies

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?

Yes

Current Credit Hours

more than 12 (please detail in description how many credits)

Proposed Credit Hours

12

Change Certificate Description?

No

Change Certificate Prerequisites?

No

Change Certificate Requirements?

Yes

Current Requirements

Course Requirements

ARH 6938 Introduction to Museum Studies (3 credits)
Three Museum Studies seminars (9 credits)
One 120-hour *internship (3 credits)

Proposed Requirements

New Course Requirements would be as follows:

1. ARH 6938 Introduction to Museum Studies (3 credits)
2. Two Museum Studies (or related*) seminars (6credits)
3. One 120-hour *internship (3 credits) Total: 12 credit hours

*Related course work can be in Museum Studies or a related field to count toward the certificate.

Impact on Program

The Museum Studies certificate is attracts interdisciplinary students from across the university, servicing students from the Social Sciences, Arts, and Humanities. The certificate continues to enhance and support our graduate program by attracting new student talent from across campus, enriching our student community inside and outside of the classroom.

Rationale for Proposed Change(s)

The Museum Studies graduate certificate is currently a 15credit hour graduate certificate, making us an outlying certificate offering across the university. On average

graduate certificates are 9-12 credits hours, therefore, to continue to attract high-quality students to our program, we propose reducing the number of required courses to 12 credit hours to be in line with other certificate offerings across the university.

Assessment Data Review

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

The Museum Studies graduate program underwent 2+ years of discussion and review prior to proposing these curriculum changes. This included focus groups with our students, and prospective students, about the certificate offerings and how it could best serve their scholarly interests and career goals. With that said, one of the main barriers for majority of students became the number of courses required to attain the Museum Studies graduate certificate. Mainly, our current course requirements did not easily fit into the students' existing programs of student, which meant that students were opting out of completing a certificate in our program.

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/

We proposed reducing the Museum Studies Certificate program from 15credit hours to 12 credit hours. The reduction will come from reducing the requirement of taking 3 museum studies seminars to 2 museum studies, or related, seminars.

New Course Requirements would be as follows:

1. ARH 6938 Introduction to Museum Studies (3 credits)
2. Two Museum Studies (or related*) seminars (6credits)
3. One 120-hour *internship (3 credits) Total: 12 credit hours

*Related course work can be in Museum Studies or a related field to count toward the certificate.

Certificate | Close-Modify for request 21617

Info

Request: Medical Geography and Global Health Graduate Certificate Modification

Description of request: The College of Liberal Arts and Sciences seeks to modify the curriculum for the graduate certificate in Medical Geography and Global Health

Submitter: Sadie Ryan sjryan@ufl.edu

Created: 10/3/2025 4:01:52 PM

Form version: 3

Responses

Current Certificate Name

Medical Geography and Global 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?

No

Change Certificate Prerequisites?

No

Change Certificate Requirements?

Yes

Current Requirements

Students must take three required medical geography courses, and one additional geography technique course, for a minimum of 12 credits. Students must complete with a minimum of average grade of 3.0 (B).

Required:

GEO 6451: Introduction to Medical Geography [3 cr – letter graded]

GEO 6938: Applications of GIS for spatial epidemiology and disease ecology [3 cr – letter graded] GIS 6938: Advanced design in Medical Geography [3 cr – letter graded]

Select ONE:

GIS 6104: Spatial networks [3 cr – letter graded] GIS 6938: GIS Programming [3cr-letter graded] GIS 5107C: GIS in Research [3cr-letter graded] GIS 5038C: Remote Sensing [4cr-letter graded] GIS 6117: Applied Geostatistics [3cr-letter graded]

Proposed Requirements

Students take two required courses and two techniques courses, for a minimum of 12 credits.

Required:

GEO 6451: Medical Geography [3cr-letter graded]

GIS 6456C: Applications in GIS for Zoonoses and Disease Ecology [3cr-letter graded]

Select TWO:

GEO 6346: Climate Change and Health [3cr-letter graded] GIS 6425C: GIS Models for Public Health [3cr-letter graded] GIS 5038C: Remote Sensing [4cr-letter graded]

GIS 6104: Spatial networks [3cr-letter graded]

GIS6125C: Geocomputation using R programming [3cr-letter graded]

Impact on Program

None - the same number of credits and same content will be provided, but the layout of Required and Selected is altered to reflect ongoing offerings and availability. In addition, course numbering and naming is updated, and additional courses offered, and removing courses not currently offered.

Rationale for Proposed Change(s)

The numbering and naming of courses has shifted since we initially created this certificate. We wish to bring this up to date.

Assessment Data Review

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

None - the SLO submission to accompany these modifications is already in the system and reflects the updated course numbering and naming.

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/

The SLO change has been submitted, and reflects the course numbering in this update.

Medical Geography and Global Health

certificate curriculum

Current Requirements

Students must take three required medical geography courses, and one additional geography technique course, for a minimum of 12 credits. Students must complete with a minimum of average grade of 3.0 (B).

Proposed Requirements

Students take two required courses and two techniques courses, for a minimum of 12 credits.

Required:	Required:
GEO 6451 Introduction to Medical Geography [3 cr – letter graded]	GEO 6451 Medical Geography [3cr-letter graded]
GEO 6938 Applications of GIS for spatial epidemiology and disease ecology [3 cr – letter graded] (Special Topics)	GIS 6456C Applications in GIS for Zoonoses and Disease Ecology [3cr-letter graded]
GIS 6938 Advanced design in Medical Geography [3 cr – letter graded] (Special Topics)	

Select ONE:	Select TWO:
GIS 6104 Spatial networks [3 cr – letter graded]	GEO 6346 Climate Change and Health [3cr-letter graded]
GIS 6938 GIS Programming [3cr-letter graded] (Special Topics)	GIS 6425C GIS Models for Public Health [3cr-letter graded]
GIS 5107C GIS in Research [3cr-letter graded]	GIS 5038C Remote Sensing [4cr-letter graded]
GIS 5038C Remote Sensing [4cr-letter graded]	GIS 6104 Spatial networks [3cr-letter graded]
GIS 6117 Applied Geostatistics [3cr-letter graded]	GIS 6125C Geocomputation using R programming [3cr-letter graded]

Certificate | Close-Modify for request 21743

Info

Request: Close the Construction Project Management Certificate

Description of request: The College of Design, Construction and Planning seeks to close the graduate certificate in Construction Project Management.

Submitter: Joseph Carroll josephcarroll@ufl.edu

Created: 7/28/2025 10:57:48 AM

Form version: 1

Responses

Current Certificate Name

Construction Project 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)

The Rinker School has closed the Master of International Construction Management which the Construction Project Management certificate was part of. Additionally, the ICM courses have currently pending termination requests.

Certificate | Close-Modify for request 21666

Info

Request: Close the Sustainable Construction Certificate

Description of request: The College of Design, Construction and Planning seeks to close the graduate certificate in Sustainable Construction.

Submitter: Joseph Carroll josephcarroll@ufl.edu

Created: 4/5/2023 8:01:36 AM

Form version: 1

Responses

Current Certificate Name

Sustainable Construction

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

Current Transcript Name

Sustainable Construction

Assessment Data Review

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

The Sustainable Construction certificate was part of the International Construction Management program which the Rinker School is phasing out. The Master of International Construction Management has already been closed. There are no students currently in the Sustainable Construction certificate and admission to that program have already ceased.

Concentration | New for request 21047

Info

Request: Add Artificial Intelligence Concentration to the CISE MS Degree Program

Description of request: The Herbert Wertheim College of Engineering seeks to create a concentration in Artificial Intelligence for the Master of Science (M.S.) with a major in Computer Science

Submitter: Benjamin Lok lok@ufl.edu

Created: 10/2/2025 5:01:06 PM

Form version: 2

Responses

Proposed Action

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

OR,

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

Create a Concentration

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

Degree Level

Indicate the degree level in which to add the concentration.

M - Master's Degree

Thesis or Non-Thesis

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

Non-Thesis

Concentration Name

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

Artificial Intelligence

Credits

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

Effective Term

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

Earliest Available

Effective Year

Earliest Available

Students

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

150

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).

50% or more

Is this an additional (secondary) concentration?

No

All Department/Degree/Majors Adding Concentration

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

Computer and Information Science and Engineering: M.S. with a major in Computer 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.

In March of 2024, the BLS reported that AI-related postings for jobs were rising, reaching 2% of all posted jobs.

At this time, AI-related classes are in highest demand among our students and our faculty hiring is focused on this area of research and instruction.

The application areas of AI overlap with numerous other departments at UF, but the core technologies and methods are firmly rooted in Computer Science and Applied Statistics.

Our program focuses on understanding current methods, models, and requirements for effective application to specific problems domains.

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.

The program we propose is associated with classes that are currently being taught.

It does not impose the addition of extra coursework or enrollment demands on other departments.

UF CISE Concentration in Artificial Intelligence

REQUIREMENTS FOR COMPLETION

Required Courses (6 credits):

- o COT 5615 Mathematics for Intelligent Systems (3) - letter Grade
- o CAP 6610 Machine Learning (3) - Letter Grade

Two additional courses must be selected from the following:

- o CAI 6307 Natural Language Processing (3) - Letter Grade
- o CAI 6826 Project in Artificial Intelligence Systems (3) - Letter Grade
- o CAP 5404 Deep Learning for Computer Graphics (3) - Letter Grade
- o CAP 5771 Introduction to Data Science (3) - Letter Grade
- o CAP 6617 Advanced Machine Learning (3) - Letter Grade
- o CIS 6261 Trustworthy Machine Learning (3) - Letter Grade

Students must complete all four courses with a grade of B or better to satisfy the concentration requirement.

Concentration | New for request 21046

Info

Request: Add Cybersecurity Concentration to CISE MS Degree Program

Description of request: The Herbert Wertheim College of Engineering seeks to create a concentration in Cybersecurity for the Master of Science (M.S.) with a major in Computer Science

Submitter: Benjamin Lok lok@ufl.edu

Created: 10/2/2025 5:01:22 PM

Form version: 2

Responses

Proposed Action

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

OR,

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

Create a Concentration

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

Degree Level

Indicate the degree level in which to add the concentration.

M - Master's Degree

Thesis or Non-Thesis

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

Non-Thesis

Concentration Name

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

Cybersecurity

Credits

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

Effective Term

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

Earliest Available

Effective Year

Earliest Available

Students

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

300

Percentage of Credits Available Fully Online

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

50-99%

Percentage of Credits Available Off-Campus

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

50% or more

Is this an additional (secondary) concentration?

No

All Department/Degree/Majors Adding Concentration

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

Computer and Information Science and Engineering: M.S with a major in Computer 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 BLS reports that there are 700,000 open roles in cybersecurity.

Most of these roles cannot be filled by entry-level employees with an undergraduate degree. Most of these roles provide both high job satisfaction and high salaries with good benefits.

Our internal demand for research assistants and student demand for instruction in these areas increases every year.

This area overlaps with Electrical Engineering in that hardware approaches to ensuring security of resources is a discipline primarily studied in that department.

This program focuses on the software elements associated with security.

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.

The courses offered in this concentration are being offered today.

The primary benefit of this concentration is to make these offerings and the opportunities they provide more clear to potential students, thus helping recruit the cybersecurity professionals of the near future.

UF CISE Concentration in Cybersecurity

REQUIREMENTS FOR COMPLETION

Required courses (6 credits):

- o CIS 5370 Computer and Information Security (3) – Letter Grade
- o CNT5410 Computer and Network Security (3) – Letter Grade

Two additional courses must be selected from the following:

- o CIS 5371 Introduction to Cryptology (3) – Letter Grade
- o CIS 5209 Penetration Testing — Ethical Hacking (3) – Letter Grade
- o CAP 6137 Malware Reverse Engineering (3) – Letter Grade
- o CDA 6325C Cyber-physical System Security (3) Letter Grade
- o CIS 6930 Special Topics in Cybersecurity (3) – Letter Grade

Students must complete all four courses with a grade of B or better to satisfy the concentration requirement.

Concentration | Close for request 19836

Info

Request: Cease Participation in Marketing Concentration - M.S. with a major in Business Administration

Description of request: The Warrington College of Business requests to cease participation in the concentration in Marketing for the Master of Science with a major in Business Administration

Submitter: Ana Portocarrero anais@ufl.edu

Created: 4/2/2024 5:28:29 PM

Form version: 1

Responses

Proposed Action

Indicate whether the proposed action is to fully close (terminate) a concentration or to cease participation in a concentration.

Cease Participation in a Concentration

- *Select to close the concentration if the requesting academic unit is the sole participant in the concentration or if all participating academic units in an inter-disciplinary concentration want to close the concentration. In this latter case, documentation of consent from all participating academic units must be included in the request.*
- *Select to cease participation in a concentration if the requesting academic unit is part of an inter-disciplinary concentration with other academic units and wishes to remove only its portion of the concentration, or if you the requesting academic unit expects the concentration to continue being offered in another degree program.*

Degree Level

Indicate the degree level from which to remove the concentration.

M - Master's Degree

Concentration

Enter the name of the concentration to be closed.

Marketing

Termination Date

Enter the termination date (semester/year), which is the last date students will be accepted into the program.

Spring 2025 estimated

Phase-Out Date

Enter the phase-out date (semester/year), which is when the last student in teach-out will have completed the major. This date should allow time for enrolled students to complete the

major in a reasonable amount of time. The phase-out date is the last date that data will be submitted for the major.

Spring 2026 estimated

Department/Degree/Majors Closing the Concentration

List the department / degree / major combinations at the degree level chosen at which to close this concentration.

Marketing / Master of Science / Business Administration

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

- *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 Closure

Describe the rationale for the request to close the concentration.

The Warrington College of Business (WCB) has been offering a Master of Science (M.S.) in Business Administration with a concentration in Marketing (CIP 52.0201) since Fall 2020 and has demonstrated the program's marketability and demand. During the 2022-23 academic year, 116 new students enrolled in the program and 73 students graduated with the M.S. in Business Administration with a concentration in Marketing degree. Based on the program's success, the WCB would like to 1) offer a M.S. degree with a major in Marketing under CIP 52.1401 Marketing/Marketing Management and 2) cease participation in the "marketing" concentration for the Master of Science (M.S.) in Business Administration. The proposed major name, Marketing, is congruent with the marketing-focused curriculum.

Impact on Other Programs

Describe the potential impact that closing the concentration may have on other programs.

We do not anticipate any potential impact on other departments. The WCB and marketing department will continue to offer existing marketing courses (currently offered under the M.S. in Business Administration with a concentration in Marketing) for the proposed M.S. with a major in Marketing.

Steps Taken to Inform Students and Faculty

State what steps have been taken to inform students and faculty of the intent to close the concentration.

After the proposed M.S. with a major in Marketing is approved, existing students in the M.S. in Business Administration with a concentration in Marketing will be informed of the intent to close the concentration. Existing students will be given the option to remain in the M.S. in Business Administration with a concentration in Marketing or to enroll in the M.S. with a major in Marketing degree.

Teach-Out Plan

Explain how students in the major will be able to complete their degree. The teach-out process often extends well beyond the termination date.

Existing students who choose to complete the M.S. in Business Administration with a concentration in Marketing will continue to have access to courses (offered by the M.S. with a major in Marketing program) needed to complete their degree/concentration requirements.

Accommodation of Faculty

Provide an explanation of the manner in which the Department and College intend to accommodate faculty who are currently active in the concentration.

The WCB and marketing department will continue to offer existing marketing courses (currently offered under the M.S. in Business Administration with a concentration in Marketing) for the proposed M.S. with a major in Marketing. As a result, we do not anticipate any potential impact on faculty who are currently active in the major/concentration.

Major | Close for request 20361

Info

Request: EDD - Counseling and Counselor Education closure

Description of request: The College of Education seeks to close the major in Counseling and Counselor Education for the Doctor of Education (Ed.D.)

Submitter: Clifford Haynes cliffh@ufl.edu

Created: 10/3/2025 1:34:19 PM

Form version: 2

Responses

Degree Program Name

Enter the name of the Degree Program. A list of approved programs is available at the SUS Academic Program Inventory database.

Counseling and Counselor Education

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the Office of Institutional Planning and Research (OIPR) to verify the CIP code for the existing degree program.

13.1101

Degree Name

Enter the degree name. Example: "Doctor of Philosophy (Ph.D.)" or "Master of Occupational Therapy (M.O.T.)"

Doctor of Education (Ed.D.)

Major Name

Enter the major name. Example: "Tree Surgery"

Counseling and Counselor Education

Major Code

Enter the two or three letter code.

CCE

Termination Date

Enter the termination date (semester/year), which is the last date students will be accepted into the program.

Fall/2024

Phase-Out Date

Enter the phase-out date (semester/year), which is when the last student in teach-out will have completed the major. This date should allow time for enrolled students to complete the major in a reasonable amount of time. The phase-out date is the last date that data will be submitted for the major.

Fall/2024

Rationale for Request

Describe the rationale for the request to close the major.

We are requesting that the Doctor of Education (Ed.D.) with a major in Counseling and Counselor Education and its concentrations in Marriage and Family Counseling (CCE_EDD01), Mental Health Counseling (CCE_EDD02), and School Counseling and Guidance (CCE_EDD03) be closed due to the lack of student interest over many years. There have been no students enrolled in this program since it was created. Instead, students have opted to enroll in the Doctor of Philosophy (Ph.D.) with a major in Counseling and Counselor Education (CCE_PHD), which will remain active and accepting students.

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 degree program.

This program occurs on the Gainesville main campus. The termination of this degree will not have any impact on enrollment, planning, or reallocation of resources because students have been enrolling in the Doctor of Philosophy (Ph.D.) with a major in Counseling and Counselor Education program instead, which will remain active and openly enrolling students.

Steps Taken to Inform Students and Faculty

State what steps have been taken to inform students and faculty of the intent to close the major.

Faculty voted on the closure at a departmental meeting in Fall 2024. The departmental website no longer lists this program as an option.

Teach-Out Plan

Explain how students in the major will be able to complete their degree. The teach-out process often extends well beyond the termination date.

There have been no students enrolled in this program since it was created.

Accommodation of Faculty

Provide an explanation of the manner in which the Department and College intend to accommodate faculty who are currently active in the major.

No faculty appointments will be affected by this degree program termination. All faculty affiliated with this program are also affiliated with the active Ph.D. and combined M.Ed./Ed.S. degree programs.



Academic Degree Program Termination

In Accordance with Board of Governors Regulation 8.012,
Academic Program Termination and Temporary Suspension of New Enrollments

Institution: University of Florida

Program Name: Counseling and Counselor Education

Degree Level(s): Doctor of Education (Ed.D.) **CIP Code:** 13.1101

Anticipated Termination Term: Fall 2024
First term when no new students will be accepted into the program

Anticipated Phase-Out Term: Fall 2024
First term when no student data will be reported for this program

Each university board of trustees has the responsibility and authority to approve termination of degree programs at the undergraduate, graduate, and professional levels with the exception of master's degree programs in nursing, which must be approved by the Board of Governors in accordance with Board Regulation 8.008. Upon termination of a degree program, the university will submit to the Board of Governors' office a request for termination prior to the start of the effective term. Upon resolution of any outstanding issues regarding the program's termination, the change will be added to the State University System Academic Degree Program Inventory, and a letter of notification shall be provided to the institution.

1. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?

[Programs of Strategic Emphasis List](#)

☒ Yes, it does qualify as a Program of Strategic Emphasis.

☐ No, it does not qualify as a Program of Strategic Emphasis.

Does the program fall under one of the CIP codes listed below that qualifies for the Programs of Strategic Emphasis Waiver? (*for baccalaureate programs only*)

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

☐ Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to [Board Regulation 7.008](#) and the [Programs of Strategic Emphasis Waiver Guidance](#).

☐ No

2. Provide a narrative rationale for the request to terminate the program.

We are requesting that the Doctor of Education (Ed.D.) with a major in Counseling and Counselor Education and its concentrations in Marriage and Family Counseling (CCE_EDD01), Mental Health Counseling (CCE_EDD02), and School Counseling and Guidance (CCE_EDD03) be closed due to the lack of student interest over many years. There have been no students enrolled in this program since it was created.

Instead, students have opted to enroll in the Doctor of Philosophy (Ph.D.) with a major in Counseling and Counselor Education (CCE_PHD), which will remain active and accepting students.

3. 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.

This program occurs on the Gainesville main campus. The termination of this degree will not have any impact on enrollment, planning, or reallocation of resources because students have been enrolling in the Doctor of Philosophy (Ph.D.) with a major in Counseling and Counselor Education program instead, which will remain active and openly enrolling students.

- 4. Explain how the university intends to accommodate any students or faculty 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.**

There have been no students enrolled in this program since it was created. Faculty voted on the closure at a departmental meeting in Fall 2024. The departmental website no longer lists this program as an option.

- 5. Provide the date the teach-out plan was submitted to the institution's accreditor. Include a copy of the notification letter with your submission.**

Not applicable. There have been no students enrolled in this program since it was created.

- 6. Identify the process for evaluating and mitigating any potential negative impact of the proposed action on the current representation of faculty and students in the program.**

No faculty appointments will be affected by this degree program termination. All faculty affiliated with this program are also affiliated with the active Ph.D. and combined M.Ed./Ed.S. degree programs.

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

Not Applicable. It is a doctoral program.

Required Signatures

Provost's Signature

Date

Board of Trustees Chair's Signature

Date

Date Approved by the Board of Trustees

Major | Modify_Curriculum for request 21866

Info

Request: MCM core courses modification

Description of request: The College of Design, Construction and Planning seeks to modify the core curriculum for the major in Construction Management for the Master of Construction Management (M.C.M)

Submitter: Joseph Carroll josephcarroll@ufl.edu

Created: 8/25/2025 9:31:10 AM

Form version: 1

Responses

Major Name

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

Construction Management

Major Code

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

CM

Degree Program Name

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

Master of Construction Management

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

Current Core Courses:

- > BCN 5722 – Advanced Construction Planning and Control (3 credits)
- > BCN 5737 – Advanced Issues in Construction Safety & Health (3 credits)
- > BCN 6036 – Research Methods in Construction (3 credits)

> BCN 6748 – Construction Law (3 credits)

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 propose to revise the Master of Construction Management (MCM) curriculum by updating the required core courses. Specifically, we are replacing three of the current core courses, adding one new course, and increasing the total number of required core courses to five. These changes will ensure the curriculum better reflects the essential knowledge and skills needed by today's construction professionals.

Proposed Core Courses:

- > BCN 5618C – Comprehensive Estimating (3 credits)
- > BCN 5705C – Project Management for Construction (3 credits)
- > BCN 5722 – Advanced Construction Planning and Control (3 credits)
- > BCN 5789C – Construction Project Delivery (3 credits)
- > BCN 6785 – Construction Information Systems (3 credits)

Summary of Changes:

- > BCN 5618C Comprehensive Estimating and BCN 5705C Project Management for Construction will be elevated from prerequisite-level courses to required graduate-level core courses, ensuring students gain advanced expertise in these foundational areas.
- > BCN 5789C Construction Project Delivery will become the culminating capstone-style course in which students complete a comprehensive simulated construction project.
- > BCN 6785 Construction Information Systems will be added as a core requirement to reflect the industry's increasing reliance on technology and digital systems.
- > BCN 5737, BCN 6036, and BCN 6748 will no longer be required core courses, but they will remain available as electives for students who wish to pursue additional expertise in these areas.
- > BCN 5722 Advanced Planning and Control will continue as a required core course.

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.

The proposed changes strengthen the MCM curriculum by aligning it more closely with the competencies demanded by today's construction industry, recommendations from the School's Graduate Committee, practices of peer institutions, and construction education's graduate-level accreditation standards.

Key Rationale:

1: Industry Relevance and Job Placement: (i) Estimating, scheduling (planning & control), project management, and building information modeling represent core subject areas within construction education where employers consistently expect strong graduate-level competency. (ii) Elevating estimating and project management from prerequisite to graduate-level core courses ensures students gain advanced, practice-ready knowledge rather than only entry-level exposure. (iii) Construction Project Delivery (BCN 5789C) provides an integrative capstone experience, allowing students to apply knowledge across all core areas and preparing them directly for professional practice. (iv) Construction Information Systems (BCN 6785) responds to the industry's ongoing digital transformation, ensuring graduates are skilled in information modeling tools and systems shaping construction practice.

2. Alignment with Peer Institutions: Comparative review shows that leading construction management graduate programs (e.g., Texas A&M, Auburn) emphasize these same areas as program cores. Adopting a similar model ensures Rinker graduates remain competitive.

3. Rinker Graduate Committee Recommendations: The Rinker School Graduate Programs and Research Committee reviewed and approved these changes to ensure students gain deeper expertise in essential core areas. The faculty were also notified, with no objections raised.

4. Accreditation Considerations: The American Council for Construction Education (ACCE) is considering master's degree accreditation criteria that emphasize these core subject areas. Updating our curriculum now positions the Rinker School to pursue this accreditation in the future.

5. Streamlining Learning Outcomes: (i) Courses such as Construction Safety and Construction Law remain important, but they are no longer required because equivalent baseline competencies (e.g., OSHA 30-hour training) are addressed through other means, and deeper exploration of those topics is available as electives. (ii) Research Methods is better suited as an elective since MCM students are not conducting thesis-level research.

In summary: These revisions elevate critical subject areas to graduate-level rigor, align Rinker's curriculum with peer institutions and accreditation standards, and ensure that our graduates are better prepared for professional success in a rapidly evolving construction industry.

Impact on Enrollment, Retention, Graduation

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

The proposed change will not impact the students currently in the major.

Assessment Data Review

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

Student Learning Outcomes (SLOs) and program goals were reviewed as part of this process, but they did not directly drive the proposed curriculum change. The current SLOs are tied to a limited number of existing courses and therefore do not fully capture the breadth of essential competencies the MCM program aims to deliver. Instead, the proposed changes are based primarily on industry needs, peer program benchmarking, graduate committee recommendations, and accreditation considerations. However, the review of the current assessment data reinforced the need to restructure the core curriculum so that each core course is explicitly aligned with a program-level learning outcome. This will allow for more meaningful and measurable assessment of student performance across the most critical subject areas of construction management.

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.

If the proposed curriculum changes are approved, the program assessment plan will be revised accordingly. Specifically, (i) each of the five proposed core courses will be directly tied to a distinct Student Learning Outcome (SLO); (ii) new SLOs will be developed to reflect advanced competencies in Estimating, Scheduling (Planning and Control), Project Management, Construction Information Systems, and Project Delivery (capstone experience); (iii) the current assessment plan will be modified to align with these new SLOs, ensuring that student performance in each core area is systematically measured and evaluated; and (iv) this revision will result in a more comprehensive and meaningful assessment framework, providing stronger evidence of both student achievement and overall program effectiveness.

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 Construction Management (M.C.M.)
with a major in Construction Management core curriculum**

Current Core Requirements

The Master of Construction Management (M.C.M.) degree is for students pursuing advanced work in construction management, construction techniques, and research problems in the construction field.

General requirements are the same as for the Master of Science in Construction Management degree, except that the M.C.M. requires at least 36 graduate credits. A thesis is not required. All candidates are required to pass a comprehensive examination at the completion of coursework.

Proposed Core Requirements

Master of Construction Management (M.C.M.) is non-thesis coursework-only option and designed for students who intend to enter the construction industry directly after graduation. The M.C.M. requires 30 semester hours of coursework, plus 6 semester hours of leveling courses for students who do not hold an undergraduate degree in Construction Management accredited by the American Council for Construction Education (ACCE).

BCN 5722 – Advanced Construction Planning and Control (3 credits)	BCN 5618C – Comprehensive Estimating (3 credits)
BCN 5737 – Advanced Issues in Construction Safety & Health (3 credits)	BCN 5705C – Project Management for Construction (3 credits)
BCN 6036 – Research Methods in Construction (3 credits)	BCN 5722 – Advanced Construction Planning and Control (3 credits)
BCN 6748 – Construction Law (3 credits)	BCN 5789C – Construction Project Delivery (3 credits)
	BCN 6785 – Construction Information Systems (3 credits)

Rinker School of Construction Management

Course #	Course	Semester	Prerequisite	CR
Leveling Courses				
N/A	OSHA 30 for Construction Certification	N/A		N/A
BCN 4905	Fundamentals of Building Construction I	Fall		3
BCN 4905	Fundamentals of Building Construction II	Spring		3
The courses above do not count towards the degree hours			Subtotal =	6
Core Courses				
BCN 5618C	Comprehensive Estimating	Fall		3
BCN 5705C	Project Management for Construction	Fall		3
BCN 5722	Advanced Planning & Control	Spring		3
BCN 6785	Construction Information Systems	Fall		3
BCN 5789C	Construction Project Delivery (capstone)	Fall	BCN 5618C/5722	3
Program Electives				
BCN 5470	Construction Methods Improvement	Fall		
BCN 5737	Advanced Issues in Constr. Safety & Health	Spring		
BCN 5905	Construction Finance	Fall		
BCN 5905	Advanced BIM	Fall		
BCN 5905	Advanced Construction Technology	Fall		
BCN 5949	Construction Management Internship	Summer-C	BCN 5618C/5722	
BCN 6036	Research Methods in Construction	Spring		
BCN 6583	Sustainable Housing	Spring		
BCN 6585	Sustainable Construction	Spring		
BCN 6641	Value Engineering	Fall	BCN 5618C	
BCN 6748	Construction Law	Spring		
BCN 6905	Directed Independent Study in Construction	All Semesters		
BCN 6933	Advanced Construction Management	Spring		
			TOTAL =	15
MCM total required graduate hours				30

Major | Modify_Curriculum for request 21867

Info

Request: MSCM core course modification

Description of request: The College of Design, Construction and Planning seeks to modify the core curriculum for the major in Construction Management for the Master of Science in Construction Management (M.S.C.M)

Submitter: Joseph Carroll josephcarroll@ufl.edu

Created: 9/3/2025 10:20:16 AM

Form version: 1

Responses

Major Name

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

Construction Management

Major Code

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

CM

Degree Program Name

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

Master of Science in Construction Management

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

Current Core Courses:

- > BCN 5722 – Advanced Construction Planning and Control (3 credits)
- > BCN 5737 – Advanced Issues in Construction Safety & Health (3 credits)
- > BCN 6036 – Research Methods in Construction (3 credits)

- > BCN 6748 – Construction Law (3 credits)
- > BCN 6971 – Research for Master’s Thesis (3 credits)

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 propose to revise the Master of Science in Construction Management (MSCM) curriculum by updating the set of required core courses. Specifically, the new curriculum will require students to complete five construction management courses along with six credits of research for master’s thesis. The proposed core courses are:

Proposed Core Courses:

- > BCN 5618C – Comprehensive Estimating (3 credits)
- > BCN 5705C – Project Management for Construction (3 credits)
- > BCN 5722 – Advanced Construction Planning and Control (3 credits)
- > BCN 6036 – Research Methods in Construction (3 credits)
- > BCN 6785 – Construction Information Systems (3 credits)
- > BCN 6971 – Research for Master’s Thesis (6 credits)

Summary of Changes:

- > BCN 5618C Comprehensive Estimating and BCN 5705C Project Management for Construction will be elevated from prerequisite-level courses to required graduate-level core courses, ensuring students gain advanced expertise in these foundational areas.
- > BCN 6785 Construction Information Systems will be added as a core requirement to reflect the industry’s increasing reliance on technology and digital systems.
- > BCN 5737 and BCN 6748 will no longer be required core courses, but they will remain available as electives for students who wish to pursue additional expertise in these areas.
- > BCN 5722 Advanced Planning and Control and BCN 6036 Research Methods in Construction will continue as required core courses.
- > BCN 6971 – Research for Master’s Thesis will continue as required core credits.

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.

The proposed changes strengthen the MSCM curriculum by aligning it more closely with the competencies demanded by today’s construction industry, recommendations from the School’s Graduate Committee, practices of peer institutions, and graduate-level accreditation standards in construction education. They also clarify and reinforce the

research component to better prepare MSCM students for thesis development and defense.

Key Rationale:

1. Industry Relevance and Job Placement: (i) Estimating, scheduling (planning & control), project management, and building information modeling represent core subject areas within construction education where employers consistently expect strong graduate-level competency. (ii) Elevating estimating and project management from prerequisite to graduate-level core courses ensures students gain advanced, practice-ready knowledge rather than only entry-level exposure. (iii) Construction Information Systems (BCN 6785) responds to the industry's ongoing digital transformation, ensuring graduates are skilled in information modeling tools and systems shaping construction practice.

2. Alignment with Peer Institutions: Comparative review shows that leading construction management graduate programs (e.g., Texas A&M, Auburn) emphasize these same areas as program cores. Adopting a similar model ensures Rinker graduates remain competitive.

3. Rinker Graduate Committee Recommendations: The Rinker School Graduate Programs and Research Committee reviewed and approved these changes to ensure students gain deeper expertise in essential core areas. The faculty were also notified, with no objections raised.

4. Accreditation Considerations: The American Council for Construction Education (ACCE) is considering master's degree accreditation criteria that emphasize these core subject areas. Updating our curriculum now positions the Rinker School to pursue this accreditation in the future.

5. Streamlining Learning Outcomes: Courses such as Construction Safety and Construction Law remain important, but they are no longer required because equivalent baseline competencies (e.g., OSHA 30-hour training) are addressed through other means, and deeper exploration of those topics is available as electives.

6. Research Methods and Thesis Credit Requirements: MSCM students are required to complete BCN 6036 – Research Methods in Construction to support the design and writing of their theses. In addition, they must complete six credits of BCN 6971 – Research for Master's Thesis, which are intentionally distributed across two semesters to ensure meaningful progress milestones: (Semester A) Thesis Proposal Stage (3 credits of BCN 6971): This stage marks the official beginning of the thesis process and includes two key steps: (i) developing the written proposal document, and (ii) presenting and defending the proposal. (Semester B) Final Thesis Stage (3 credits of BCN 6971): This stage represents the culmination of the thesis process and includes three key steps: (i) completing the final chapters of the thesis, (ii) presenting and defending the final thesis, and (iii) submitting the final approved document to the Graduate School.

In summary: These revisions elevate critical subject areas to graduate-level rigor, align Rinker's curriculum with peer institutions and accreditation standards, and ensure that our graduates are better prepared for professional success in a rapidly evolving construction industry. Moreover, they clarify and reinforce the research component requirements to better prepare MSCM students for thesis development and defense.

Impact on Enrollment, Retention, Graduation

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

The proposed change will not impact the students currently in the major.

Assessment Data Review

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

Student Learning Outcomes (SLOs) and program goals were reviewed as part of this process, but they did not directly drive the proposed curriculum change. The current SLOs are tied to a limited number of existing courses and therefore do not fully capture the breadth of essential competencies the MSCM program aims to deliver. Instead, the proposed changes are based primarily on industry needs, peer program benchmarking, graduate committee recommendations, and accreditation considerations. However, the review of the current assessment data reinforced the need to restructure the core curriculum so that each core course is explicitly aligned with a program-level learning outcome. This will allow for more meaningful and measurable assessment of student performance across the most critical subject areas of construction management.

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.

If the proposed curriculum changes are approved, the program assessment plan will be revised accordingly. Specifically, (i) each of the six proposed core courses will be directly tied to a distinct Student Learning Outcome (SLO); (ii) new SLOs will be developed to reflect advanced competencies in Estimating, Scheduling (Planning and Control), Project Management, Construction Information Systems, and Research Methods & Research Thesis (iii) the current assessment plan will be modified to align with these new SLOs, ensuring that student performance in each core area is systematically measured and evaluated; and (iv) this revision will result in a more comprehensive and meaningful assessment framework, providing stronger evidence of both student achievement and overall program effectiveness.

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.

No

**Master of Science in Construction Management (M.S.C.M.)
with a major in Construction Management core curriculum**

Current Core Requirements

The Master of Science in Construction Management (M.S.C.M.) is a master's degree that requires students to do original experimentation, write a thesis, and defend their thesis before a committee of professors. The MSCM requires nine courses plus three credits of Thesis Research, plus four leveling courses for those without a Construction Management bachelor's degree from an ACCE-accredited program to complete the degree. The research involved with the degree creates a graduate who is an expert in the area of their thesis topic. That research is more complicated than merely completing coursework, and a sound thesis usually takes nine months of work to complete. Students must have a Rinker School professor guide them through their research, producing an approved research proposal prior to engaging in research. Fortunately, the Rinker School has a wide array of faculty members with many areas of specialization, which allows students to research virtually any topic related to construction. The general requirements for the Master of Arts and the Master of Science degrees also apply to the Master of Science in Construction Management.

Proposed Core Requirements

The Master of Science in Construction Management (M.S.C.M.) is a thesis option, designed for students who are interested in conducting research or planning to pursue a Ph.D. in the future. The thesis option provides an in-depth research experience, allowing students to work closely with a faculty advisor and thesis committee on construction-related topics. The M.S.C.M. also requires 30 semester hours of coursework, plus 6 semester hours of leveling courses for students who do not hold an undergraduate degree in Construction Management accredited by the *American Council for Construction Education (ACCE)*.

BCN 5722 – Advanced Construction Planning and Control (3 credits)	BCN 5618C – Comprehensive Estimating (3 credits)
BCN 5737 – Advanced Issues in Construction Safety & Health (3 credits)	BCN 5705C – Project Management for Construction (3 credits)
BCN 6036 – Research Methods in Construction (3 credits)	BCN 5722 – Advanced Construction Planning and Control (3 credits)
BCN 6748 – Construction Law (3 credits)	BCN 6036 – Research Methods in Construction (3 credits)
BCN 6971 – Research for Master's Thesis (3 credits)	BCN 6785 – Construction Information Systems (3 credits)
	BCN 6971 – Research for Master's Thesis (6 credits)

Rinker School of Construction Management

Course #	Course	Semester	Prerequisite	CR
Leveling Courses				
N/A	OSHA 30 for Construction Certification	N/A		N/A
N/A	IRB Training	N/A		N/A
BCN 4905	Fundamentals of Building Construction I	Fall		3
BCN 4905	Fundamentals of Building Construction II	Spring		3
The courses above do not count towards the degree hours				Subtotal = 6
Core Courses				
BCN 5618C	Comprehensive Estimating	Fall		3
BCN 5705C	Project Management for Construction	Fall		3
BCN 5722	Advanced Planning & Control	Spring		3
BCN 6036	Research Methods in Construction	Spring		3
BCN 6785	Construction Information Systems	Fall		3
BCN 6971	Thesis Research (part 1)	All		3
BCN 6971	Thesis Research (part 2)	All		3
Program Electives				
BCN 5470	Construction Methods Improvement	Fall		
BCN 5737	Advanced Issues in Construction Safety & Health	Fall		
BCN 5789C	Construction Project Delivery	Fall	BCN 5618C/5722	
BCN 5905	Construction Finance	Fall		
BCN 5905	Advanced BIM	Fall		
BCN 5905	Advanced Construction Technology	Fall		
BCN 5949	Construction Management Internship	Summer-C	BCN 5618C/5722	
BCN 6583	Sustainable Housing	Spring		
BCN 6585	Sustainable Construction	Spring		
BCN 6641	Value Engineering	Fall	BCN 5618C	
BCN 6748	Construction Law	Spring		
BCN 6905	Directed Independent Study in Construction	All		
BCN 6933	Advanced Construction Management	Spring		
				TOTAL = 21
MSCM total required graduate hours				30

REGISTRATION REQUIREMENTS

The University of Florida operates on a semester system consisting of two 16-week terms and two 6-week summer terms. One semester credit equals 1.5 quarter credits. "Term" is used hereafter, instead of "semester."

Full-time registration is 9 credits in fall and spring. In summer full-time registration is 8 credits for any combination of A, B, and C terms.

~~Full time registration is 9 to 12 credits. Students not on an appointment may want to enroll full time to finish their degrees in the minimum time frame or may be required to enroll full time by external funding agencies or their academic units.~~

~~Registration for fewer than 9 to 12 credits may be considered equivalent to full time enrollment in specific circumstances, such as internships or fieldwork required for all students within the degree program, or lockstep programs (e.g., M.B.A.). Upon petition by the academic unit and under circumstances directed by Graduate Council policy, the Graduate School may certify specified students as meeting full time equivalency.~~

Part-time registration: Registration for fewer than 9 credits in fall and spring and fewer than 8 credits total in summer is considered part-time. Graduate students should be aware that to qualify for most financial aid programs (federal, state, or institutional), they must be enrolled at least half time, which is 5 credits fall and spring and 4 in any combination of summer A, B, and C. For more information on enrollment requirements for student financial aid: <https://www.sfa.ufl.edu/process/receiving-your-aid/enrollment-requirements/>.

Minimum registration is 3 credits in fall or spring and 2 credits in summer.

Undergraduate registration in graduate courses: Upper-division undergraduate students may enroll in 5000-level courses with consent of the instructor. Normally, a student must have a GPA of at least 3.00. To enroll in 6000-level courses, a student must have senior standing, consent of the instructor, and an upper-division GPA of at least 3.00. After a student is accepted to graduate school, up to 15 credits of graduate-level courses earned with a letter grade of B or better taken under this provision may be applied toward a graduate degree at UF if credit for the course has not been used for an undergraduate degree, and if the transfer is approved by the academic unit and made as soon as the student is admitted to a graduate program.

KT

Kelleher, Tom

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Opening section under "registration requirements" applies to all graduate students.

All discussion of minimum registration requirements for waivers moved to later sections for clarity.

September 17, 2025, 8:08 AM

Reply

KT

Kelleher, Tom

... 

Direct reference to "full-time registration" is consistent with enrollment management: <https://registrar.ufl.edu/registration/enrollment-requirements>

Reply

Exam and Final term registration: During the term the final examination is given, and during the term the degree is awarded, a student must be registered for at least 3 credits in fall or spring or 2 credits in summer. Thesis students must enroll in 6971 and doctoral students must enroll in 7980. Project students are required to take 3 credits of 6973/6979 (Project in Lieu of Thesis) in their final term (2 credits if the final term is summer). Non-thesis students must enroll in coursework that counts toward a graduate degree. Students on a fellowship, traineeship, or assistantship must be registered appropriately for their appointments.

Clear prior: Clearing prior status is only possible for thesis and dissertation students who have met all published deadlines for the current term except Final Submission and/or Final Clearance from the Graduate School Thesis, Dissertation and Publication team. No other students are eligible. Clear Prior permits students to be exempt from registration for the term in which the degree will be awarded. Although not required to register during the term of degree award, students are required to file a new degree application for that term within all published deadlines for doing so, as degree applications do not carry over from semester to semester and are essential for the degree to be awarded.

A student requesting to clear prior must meet ALL of the following criteria:

- Student has successfully submitted a degree application for the current term within the published deadlines, as confirmed by print screen available from [ONE.UF](#).
- Student has appropriately satisfied the current term registration.
- Student has successfully met the current term first submission deadlines for the thesis or dissertation, as confirmed by the Thesis, Dissertation and Publication team, via a confirmation email to the student and committee chair.
- Student has successfully met all other degree and administrative requirements, within the published deadlines for the current term, except Final Submission and/or Final Clearance with the Thesis, Dissertation and Publication team.
- Student is in the process of finalizing the thesis or dissertation with the Thesis, Dissertation and Publication team. No other students are eligible.

Regardless of eligibility to clear prior, students on a fellowship, traineeship, or assistantship must be registered appropriately for their appointments.

Drop/add: Courses may be dropped or added during drop/add without penalty. This period usually lasts 5 UF business days in the fall and spring semesters or 2 business days for summer semesters, starting with the first day of the term. Classes that meet for the first time after drop/add may be dropped without academic penalty or fee liability by the end of the next business day after the first meeting. This does not apply to laboratory sections. After this period, a course may be dropped, and a **W** appears on the transcript. Students become financially liable for any course added or dropped after the deadline, including students with tuition waivers. Prior to the last day of classes for each term, students should



Kelleher, Tom



Approved by Grad Council 10/24/2024.

Reply

personally verify all registration changes and any required adjustments online on [ONE.UF](#). Retroactive drop/add will not be permitted.

Retaking courses: In this context, repeating courses refers only to a repetition of the same course where no significant change in content has occurred. It does not include repetition of seminars, special problems, dissertation, thesis or other courses that have varying content. Normally, Graduate Students may only repeat courses in which a failing grade (C-, D+, D, D-, or E) was earned. Courses in which a C (2.0) or higher was earned can only be repeated if approved by the academic unit and the college. Effective Spring 2020 term and forward, University of Florida coursework that is repeated will be counted in the computation of the UF grade point average as many times as grades for that course are recorded. Please note, however, credits will only be awarded once. Repeating a course for credit may not be used to resolve an incomplete grade. If enrollment is needed for completion, then auditing the course is the appropriate registration.

Minimum Registration for Graduate Assistants

The Graduate School requires minimum registration for students who are graduate assistants, based on the appointment's FTE. The most common assistantships have an FTE of .25 - .74. For example, a Graduate Assistant on a 12-month appointment at .50 FTE is required to register for 9 credits in fall, 9 credits in spring, and 6 credits in summer....

UF Course Description Style Guide

A course description is a short summary of what the course is about, designed to attract interest from students. At UF, course descriptions are publicly displayed to students, faculty, staff, and outside entities via published catalogs, are linked to courses in the schedule of classes, and are stored locally in the student information system. They are also maintained in the State Common Numbering System (SCNS) database.

Based upon course level, course descriptions are updated via course change requests to the University Curriculum Committee, Graduate Curriculum Committee, or the Professional Curriculum Committee. The following guidelines have been created to: (1) provide a unified experience across the curriculum; and (2) deliver accurate information in an accessible format for print, varying screen sizes, and assistive technologies.

Guiding Principles

- **Focus on Course Content:** State the purpose of the course, give relevant background, and an overview of key content covered rather than a summary of learning outcomes. Would a reader understand what the course is about?
- **Be Brief:** Keep course descriptions to a maximum of two to three sentences, with a maximum of 50 words.
- **Be Clear and Concise:** Use direct, simple language to convey essential course information.
 1. **Use active voice:** Engage students with dynamic, present-tense descriptions.
 2. **Avoid unnecessary words:** examples include "course," "student," "UF," and "University of Florida."
 3. **Prioritize action verbs:** Begin descriptions with active verbs like "Explores," "Develops," "Emphasizes," or "Investigates."
- **Use the Oxford Comma (aka serial comma):** A comma should be used after each item in a list of three or more items before 'and' or 'or' (e.g. "an Italian painter, sculptor, and architect"). This is to assist students with vision issues who use screen readers to better understand the content by inserting an audible pause after each item in a list.

Avoid:

- **Course attributes:** Exclude General Education and Writing Requirements designations, prerequisites, grading methods, repeatability, frequency of course offering.
- **Curriculum information:** Omit mention of how the course fits into curriculum.
- **References to other courses:** Avoid referring to other courses by course title. If necessary, only use course prefixes and numbers.

- **Do not begin with** “This course...” but begin with an action verb.
- **Avoid Jargon:** While some jargon is inescapable, use accessible language for student audiences whenever possible.

Examples

Investigates the principles of financial accounting. Emphasizes wealth and income measurement and the preparation and interpretation of conventional financial statements.

Applies quantitative and managerial techniques for planning of agricultural technical resources. Emphasizes the applications of queuing theory, project scheduling, optimization, and expert decision systems.

Develops Italian oral and comprehension skills through exposure to and discussion of topics relating to contemporary Italian society. Discussion and assignments address different registers of speech from the colloquial to the formal. Active in-class participation is essential.

Addresses how to meet the world's energy needs, based on available resources, technology, environmental concerns, economics, personal choices, and nation and international policy. Develops quantitative reasoning skills necessary to make informed decisions. Compares energy use, resources, and policy in different countries.

Presents the scientific method's many formulations from historical, philosophical, and sociological perspectives. Explores generation and presentation of data, formulation of hypotheses, and theories and dissemination of results. Also examines the ethical implication of biological research.

Graduate Curriculum Committee
Minutes

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>

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.

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>

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

PHHP – Health Science

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

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

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

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

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

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

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

ENG – Engineering

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

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

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

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

ENG – Civil and Coastal Engineering

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

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

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

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

HHP – Health Education and Behavior

9. HSC 6XXX *Behavioral Economics and Health I*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21467>

The proposal has been approved by the GCC.

10. HSC 6XXX *Behavioral Economics and Health II*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21468>

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

11. HSC 6XXX *Foundations of Behavioral Economics*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21466>

The proposal has been approved by the GCC.

JOU – Mass Communication

12. JOU 5XXX *Multimedia Editing*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21572>

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

13. JOU 5XXX *Principles of Journalism*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21356>

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

14. JOU 5XXX *Reporting and Writing for Digital, Audio, and Video*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21357>

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

15. JOU 5XXX *Social Media for Journalists*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21573>

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

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>

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

JOU – Mass Communication

- 17.MMC 6XXX *Digital Content Creation and Strategy in Sports*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21353>

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

- 18.MMC 6XXX *Global Sports Media and Communication*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21163>

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

- 19.MMC 6XXX *Sports Media Analytics*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21354>

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

- 20.MMC 6XXX *Sports Media Innovation and Entrepreneurship*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21486>

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

- 21.MMC 6XXX *The Art of Podcasting*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21355>

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

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

23.PHC 7XXX *Python Coding for Epidemiology*

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

The proposal has been approved by the GCC.

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

Graduate Curriculum Committee

Agenda

October 9, 2025
Meeting Materials

Voting Conducted
via Zoom

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

MED – Health Outcomes and Biomedical Informatics

1. GMS 6846 *Systematic Review and Meta-Analysis in Clinical, Health Services Research and Public Health*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20696>

GCC requested revisions to the submitted form, course description, course objectives, and schedule. The Committee requested that this proposal be re-reviewed once it has been revised.

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 – Neuroscience

1. GMS 6705 *Functional Human Neuroanatomy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21703>

This is a request to change the course title to “Functional Human Neuroanatomy I” and the credit hours from 4 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 – Food and Resource Economics

1. AEB 6XXX *Agribusiness Enterprise Development*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21876>

Develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. The final project will be presented to a panel of agricultural and rural entrepreneurs for feedback and refinement. Materials for communicating with potential investors and bankers will be developed.

2. AEB 6XXX *Agricultural and Rural Entrepreneurship*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21874>

Introduces principles of agricultural and rural entrepreneurship, idea generation, business plans, market research, and challenges associated with business startups in the agricultural and rural sectors. Intended to be a combination of lectures and case studies.

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

3. EEC 6973 *Early Childhood Project in Lieu of Thesis*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21763>

Provides students the opportunity to design and implement a comprehensive, self-directed project in early childhood studies related to problems of practice, policy, or other related fields, demonstrating expertise and scholarly rigor, under faculty guidance and mentorship.

ENG – Materials Science and Engineering

4. EMA 6XXX *AI for Materials*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21017>

Application of machine learning and data science methods for questions and datasets in materials science and engineering.

MED – Pathology, Immunology and Laboratory Medicine

5. GMS 6XXX *Genomic Surveillance of Infectious Disease*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18750>

An overview of genomics and phylodynamics of infectious disease. The course will cover the theory and practical sessions focused on genomics of pathogens, microbiome/metagenomics analyses for infectious disease, tree-building algorithms, natural selection, evolutionary models, molecular clocks, coalescence theory, and finally Bayesian phylogenetic analyses. Students will gain a fundamental understanding of the theory and practice of next generation sequencing, phylogenetics, and phylogeography.

MED – Neuroscience

6. GMS 6XXX *Homeostasis and the Brain*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21724>

Homeostasis is a fundamental concept in biology and neurobiology, and three of the most-studied themes are Thermoregulation, Body Fluid Balance (including drinking), and Energy Balance (including eating). Major strides have been made in the past few years in going from a description of the behavioral and physiological responses that underlie these mechanisms of homeostasis, to understanding the detailed brain mechanisms involved.

7. GMS 6XXX *Neurobiology of Learning and Memory I*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21553>

To understand how the brain learns and remembers requires an integration of psychological concepts and behavioral methods with mechanisms of synaptic plasticity and systems neuroscience. The *Neurobiology of Learning and Memory*, Third Edition, provides a synthesis of this interdisciplinary field. Each chapter makes the key concepts transparent and accessible to a reader with minimal background in either neurobiology or psychology and is extensively illustrated with fullcolor photographs and figures.

8. GMS 6XXX *Neurobiology of Learning and Memory II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21554>

To understand how the brain learns and remembers requires an integration of psychological concepts and behavioral methods with mechanisms of synaptic plasticity and systems neuroscience. The *Neurobiology of Learning and Memory*, Third Edition, provides a synthesis of this interdisciplinary field. Each chapter makes the key concepts transparent and accessible to a reader with minimal background in either neurobiology or psychology and is extensively illustrated with full-color photographs and figures.

9. GMS 6XXX *Neuroimaging II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21786>

Students with a keen interest in learning about the specific signal and contrast characteristics that allow for visualization of the nervous system will find a great deal of informative content in the *Neuroimaging II* course offering. During the course, students will learn what types of signals are used to produce neuroimages and how research scientists and clinicians manipulate the contrast characteristics of samples in order to highlight and visualize features of interest.

MED – Physiology and Aging

10. GMS 6XXX *Nutrition, Metabolism, and Human Aging*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21691>

Nutrition, Metabolism, and Human Aging” explores how diet and metabolism affect aging. The course covers changing nutritional needs, evidence-based strategies like caloric restriction and protein optimization, and emerging approaches such as nutraceuticals and microbiome modulation. Students will study the science and practical applications of nutrition to support healthy aging, disease prevention, cognitive health, and longevity.

MED – Neuroscience

11. GMS 6XXX *Rigor and Experimental Design*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21552>

This course has 2 intertwined modes of instruction. The course will start with several lectures on pitfalls in neuroscience research related statistics. Then, once per week a student will present a paper focusing on the methods, results, and interpretation of the data by the author. The student is expected to critique how effectively the author tested their hypothesis. Once per week there will be experimental designs from the textbook presented with practical examples of the advantages and disadvantages.

12. GMS 6706 *Functional Human Neuroanatomy II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21770>

This semester online course is organized into six modules, each of which covers a key human neuroanatomical system in the forebrain. The primary focus of this course is mastery of human neuroanatomy and understanding how the various structures in the brain are connected to form functional neural systems. For all modules in this course, you will work through a new Focus Case Study. Each Focus Case Study describes a patient exhibiting symptoms characteristic of disruption of the neural system being

CLAS – Latin American Studies

13. LAS 6XXX *Reproduction and Reproductive Justice in the Americas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21878>

In this seminar, we examine the history of reproduction as a political and social phenomenon in the Americas, including North, South, and Central America as well as the Caribbean. We cover topics such as eugenics, reproduction under slavery, population control, reproductive rights activism, adoption, surrogacy, and reproductive technologies as a means of understanding how societies and governments regulate belonging, citizenship, physical and moral fitness, and gendered behaviors.

CALS – Microbiology and Cell Science

14. MCB 5XXX *Clinical Mycology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21764>

The study of human pathogenic fungi, focusing on their identification, virulence factors, host interactions, and clinical significance. It reviews traditional and current lab techniques for pathogen isolation, identification, and susceptibility testing, along with integrating lab results with clinical observations to improve patient care.

15.MCB 5XXX *Clinical Parasitology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21765>

The study of human pathogenic parasites, focusing on their identification, virulence factors, host interactions, and clinical significance. It reviews traditional and current lab techniques for pathogen isolation, identification, and susceptibility testing, along with integrating lab results with clinical observations to improve patient care.

PHHP – Environmental and Global Health

16.PHC 6XXX *Grant Writing and Evaluation in Multidisciplinary Sciences*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21911>

Students engage in activities to cover grant funding mechanisms offered through multiple federal agencies germane to their respective fields of interest (e.g., NSF, USDA, NIH, EPA, Sea Grant). Students choose relevant funding opportunities and, throughout the course, develop all sections of a full proposal based on agency guidelines. Proposal products are evaluated through a series of student-led mock review panels.

VM – Large Animal Clinical Sciences

17.VME 6XXX *Animal Reproduction and Population Health*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21510>

This seminar series is a forum for UF graduate students and faculty to exchange information that can advance reproduction and population health in livestock and other animal populations.

v. Information Items:

1. [BCN 5729](#) – 21662 – Close course
2. [BCN 5776](#) – 21661 – Close course
3. [BCN 5874](#) – 21663 – Close course
4. [BCN 5885](#) – 21664 – Close course
5. [BCN 5957](#) – 21660 – Close course
6. [BCN 6558C](#) – 21658 – Close course
7. [BCN 6580](#) – 21659 – Close course

8. [BCN 6586](#) – 21657 – Close course
9. [EDA 6948](#) – 21632 – Change prerequisite
10. [EDA 6971](#) – 21605 – Change prerequisite
11. [EDA 7945](#) – 21606 – Change prerequisite
12. [EDA 7979](#) – 21607 – Change prerequisite
13. [EDA 7980](#) – 21608 – Change prerequisite
14. [EDF 6400](#) – 21840 – Change prerequisite
15. [EDF 6403](#) – 21841 – Change prerequisite
16. [EDF 6910](#) – 21631 – Change prerequisite
17. [EDF 6938](#) – 21630 – Change prerequisite
18. [EDF 6971](#) – 21633 – Change prerequisite
19. [EDF 6973](#) – 21634 – Change prerequisite
20. [EDF 7979](#) – 21627 – Change prerequisite
21. [EDF 7980](#) – 21624 – Change prerequisite
22. [EDH 6051](#) – 21643 – Change prerequisite
23. [EDH 6935](#) – 21635 – Change prerequisite
24. [EDH 6947](#) – 21636 – Change prerequisite and contact/course type
25. [EDH 6973](#) – 21637 – Change prerequisite and contact/course type
26. [EDH 7645](#) – 21638 – Change prerequisite
27. [EDH 7910](#) – 21639 – Change prerequisite
28. [EDH 7916](#) – 21644 – Change prerequisite
29. [EDH 7934](#) – 21640 – Change prerequisite
30. [EDH 7942](#) – 21641 – Change prerequisite
31. [EDH 7948](#) – 21642 – Change prerequisite
32. [EDH 7979](#) – 21628 – Change prerequisite
33. [EDH 7980](#) – 21625 – Change prerequisite
34. [EME 6480](#) – 21722 – Change prerequisite
35. [FAS 6905](#) – 21277 – Change maximum repeatable credit
36. [FIN 6425](#) – 21758 – Change course title
37. [FIN 6427](#) – 21707 – Change prerequisite
38. [FIN 6429](#) – 21708 – Change prerequisite
39. [FIN 6438](#) – 21709 – Change prerequisite
40. [FIN 6465](#) – 21710 – Change prerequisite
41. [FIN 6496](#) – 21711 – Change prerequisite
42. [FIN 6528](#) – 21712 – Change prerequisite
43. [FIN 6537](#) – 21713 – Change prerequisite
44. [FIN 6545](#) – 21714 – Change prerequisite
45. [FIN 6575](#) – 21715 – Change prerequisite
46. [FIN 6638](#) – 21716 – Change prerequisite
47. [FIN 6728](#) – 21717 – Change prerequisite
48. [FIN 6936](#) – 21718 – Change prerequisite
49. [FNR 6905](#) – 21278 – Change maximum repeatable credit
50. [GMS 6812](#) – 21834 – Change prerequisite
51. [GMS 6848](#) – 21836 – Change prerequisite
52. [GMS 6885](#) – 21814 – Change prerequisite

53. [ICM 5905](#) – 21737 – Close course
54. [ICM 6420](#) – 21738 – Close course
55. [ICM 6440](#) – 21739 – Close course
56. [ICM 6680](#) – 21648 – Close course
57. [ICM 6682](#) – 21646 – Close course
58. [ICM 6684](#) – 21647 – Close course
59. [ICM 6710](#) – 21740 – Close course
60. [ICM 6716](#) – 21655 – Close course
61. [ICM 6750](#) – 21741 – Close course
62. [ICM 6761](#) – 21742 – Close course
63. [ICM 6762](#) – 21652 – Close course
64. [ICM 6770](#) – 21653 – Close course
65. [ICM 6775](#) – 21654 – Close course
66. [ICM 6905](#) – 21656 – Close course
67. [ICM 6934](#) – 21649 – Close course
68. [ICM 6930](#) – 21650 – Close course
69. [ICM 6910](#) – 21651 – Close course
70. [MHS 7979](#) – 21629 – Change prerequisite
71. [MHS 7980](#) – 21626 – Change prerequisite
72. [PHC 6971](#) – 21891 – Change maximum repeatable credit
73. [SPS 7931](#) – 21793 – Change maximum repeatable credit
74. [SUR 6905](#) – 21804 – Change maximum repeatable credit