

## **GRADUATE COUNCIL AGENDA**

**DECEMBER 18, 2025**

**1:00 PM**

**110 GRINTER HALL**

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

1. Minutes from the November 20, 2025, Graduate Council Meeting (Enclosure 1)

### **CERTIFICATES:**

2. The College of Health and Human Performance seeks to create a graduate certificate in Behavioral Economics and Health (#21469). Dr. Danielle Jake-Schoffman will be present for discussion (Enclosure 2).
3. The College of Public Health and Health Professions seeks to create a graduate certificate in Management of AI in Healthcare (#21903). Dr. Keith Benson will be present for discussion (Enclosure 3).
4. The College of Pharmacy seeks to modify the curriculum for the graduate certificate in Model-Informed Drug Development (#22045). Dr. Tatiana Iakovleva, Ms. Emely McKitrick and Dr. Oliver Grundmann will be present for discussion (Enclosure 4).
5. The College of Pharmacy seeks to close the graduate certificate in Clinical Pharmacology and Drug Development (#22111). Dr. Tatiana Iakovleva, Ms. Emely McKitrick and Dr. Oliver Grundmann will be present for discussion (Enclosure 5).

### **CONCENTRATIONS:**

6. The College of Public Health and Health Professions seeks to modify the curriculum for the concentration in Environmental Health for the Doctor of Philosophy (Ph.D.) with a major in Public Health (#21848). Dr. George Hack will be present for discussion (Enclosure 6).
7. The College of Public Health and Health Professions seeks to modify the curriculum for the concentration in Health Services Research for the Doctor of Philosophy (Ph.D.) with a major in Public Health (#21852). Dr. George Hack will be present for discussion (Enclosure 7).
8. The College of Public Health and Health Professions seeks to modify the curriculum for the concentration in One Health for the Doctor of Philosophy (Ph.D.) with a major in Public Health (#21847). Dr. George Hack will be present for discussion (Enclosure 8).
9. The College of Public Health and Health Professions seeks to modify the curriculum for the concentration in Social and Behavioral Sciences for the Doctor of Philosophy (Ph.D.) with a major in Public Health (#21851). Dr. George Hack will be present for discussion (Enclosure 9).
10. The College of Design, Construction and Planning seeks to close the Wetland Sciences concentration for the Master of Landscape Architecture (M.L.A.) degree (#21264). Dr. Nicholas Serrano will be present for discussion (Enclosure 10).

## **COMBINATION DEGREES:**

11. The Warrington College of Business seeks to create a combination degree program between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Finance and the Master of Science (M.S.) with a major in Finance and Technology (#21920). Mr. Michael Ryngaert will be present for discussion (Enclosure 11).
12. The Warrington College of Business seeks to create a combination degree program between the Bachelor of Arts in Business Administration (B.A.B.A.) with a major in Business Administration – General Studies and the Master of Science (M.S.) with a major in Marketing (#19723). Ms. Ana Portocarrero will be present for discussion (Enclosure 12).
13. The Warrington College of Business seeks to create a combination degree program between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Finance and the Master of Science (M.S.) with a major in Marketing (#19724). Ms. Ana Portocarrero will be present for discussion (Enclosure 13).
14. The Warrington College of Business seeks to create a combination degree program between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in General Business and the Master of Science (M.S.) with a major in Marketing (#19725). Ms. Ana Portocarrero will be present for discussion (Enclosure 14).
15. The Warrington College of Business seeks to create a combination degree program between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Management and the Master of Science (M.S.) with a major in Marketing (#19721). Ms. Ana Portocarrero will be present for discussion (Enclosure 15).
16. The College of Medicine seeks to modify the combination degree program between the Doctor of Philosophy (Ph.D.) with a major in Medical Sciences and a concentration in either Biochemistry and Molecular Biology, Cancer Biology, Genetics, Immunology and Microbiology, Pharmacology and Therapeutics or Physiology and Aging and the Doctor of Medicine (M.D.) (#20710). Dr. Mark Segal will be present for discussion (Enclosure 16).
17. Catalog language on role, title and GIMS records of supervisory chairs for non-thesis master's students. Ms. Megan Lewis will be present for discussion (Enclosure 17).

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

18. Graduate Curriculum Committee – November Minutes and December Agenda (Enclosure 18)
19. Graduate Programs – Distance or Self-Supporting (No new items)
20. Graduate Student Success Center

# **GRADUATE COUNCIL MINUTES**

**NOVEMBER 20, 2025**

**1:00 PM**

**110 GRINTER HALL**

**&**

**Teleconference (Via Zoom)**

**MEMBERS PRESENT:** Dr. Nicole Stedman (Chair), Dr. Jörg Bungert, Dr. Hitomi Greenslet, Dr. Chris Janiszewski, Dr. Andrei Kirilenko, Dr. Michael Martinez, Dr. Linjuan Rita Men, Dr. Connie Mulligan, Dr. Pilar Useche, Dr. Weizhou Zhang, Fatima Akinola (GSC rep), and Ali Mahmoudi (GSC alternate)

**MEMBERS ABSENT:** Dr. James Jawitz, Dr. Abdoulaye Kane, and Dr. Joni Williams Splett

**GUESTS PRESENT:** Dr. Monica Ardel (College of Liberal Arts and Sciences), Dr. Keith Benson (College of Public Health and Health Professions), Dr. Casey Bullock (University Registrar), Dr. Danny Coenen (College of Agricultural and Life Sciences), Dr. Susan Gillespie (College of Liberal Arts and Sciences), Dr. George Hack (College of Public Health and Health Professions), Dr. Cliff Haynes (College of Education), Dr. Jorge Hernandez (College of Veterinary Medicine), Diana Hull (Office of the Registrar), Dr. Lonn Lanza-Kaduce (College of Liberal Arts and Sciences), Ruth McIlhenny (Levin College of Law), Jeanna Mastrodicasa (Office of Institutional Assessment), April O'Neal (College of Public Health and Health Professions), Ana Portocarrero (Warrington College of Business), Dr. Tobin Shorey (Assistant Provost, Curriculum and Academic Policy), Dr. Leandro Dias Teixeira (College of Agricultural and Life Sciences), Ashley Tidwell (Office of Admissions), and Dr. Patrick Wilson (College of Agricultural and Life Sciences)

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

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

Dr. Stedman welcomed everyone to this month's meeting of the Graduate Council and gave a brief summary of the pending proposals to be presented to the Council. (Zoom notified all participants that the meeting was being recorded.)

## **I. ACTION ITEMS:**

1. Minutes from the October 16, 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 modify the curriculum for the graduate certificate in Soil, Water, and Public Health (#21855). Dr. Patrick Wilson 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.
3. The College of Public Health and Health Professions seeks to modify the prerequisites for the graduate certificate in Artificial Intelligence in Public Health and Healthcare (#22008). 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.

4. The College of Agricultural and Life Sciences seeks to modify the curriculum for the graduate certificate in Clinical Laboratory Microbiologist (#21857). Dr. Leandro Dias Teixeira was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
5. The College of Agricultural and Life Sciences seeks to close the graduate certificate in Plant Pest Risk Assessment and Management (#21790). Dr. Tom Kelleher presented the item for the discussion on behalf of the unit. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

#### **CONCENTRATIONS:**

6. The College of Liberal Arts and Sciences seeks to close the Women's/Gender Studies concentration for the Doctor of Philosophy (Ph.D.) with a major in Anthropology (#21980). Dr. Susan Gillespie was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed termination date & phase-out date of fall 2025.

**Dr. Stedman sought Council approval for consideration of the two (2) items from The College of Agricultural and Life Sciences (#7 & 8) as a package. Council concurred.**

7. The College of Agricultural and Life Sciences seeks to close the Women's/Gender Studies concentration for the Master of Science (M.S.) with a major in Interdisciplinary Ecology (#21930). Dr. Danny Coenen was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed termination date & phase-out date of fall 2025.
8. The College of Agricultural and Life Sciences seeks to close the Women's/Gender Studies concentration for the Doctor of Philosophy (Ph.D.) with a major in Interdisciplinary Ecology (#21931). Dr. Danny Coenen was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed termination date & phase-out date of fall 2025.
9. The College of Liberal Arts and Sciences seeks to close the Women's/Gender Studies concentration for the Doctor of Philosophy (Ph.D.) with a major in Sociology (#21933). Dr. Monica Ardelt was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed termination date of fall 2025 & phase-out date of spring 2025.

#### **MAJORS:**

10. The College of Public Health and Health Professions seeks to create a new major of MHA-Weekend Track for the Master of Health Administration (M.H.A.) (#21773). Dr. George Hack and Dr. Keith Benson were present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

11. The College of Veterinary Medicine seeks to modify the curriculum for the major in Preventive Veterinary Medicine for the Master of Preventive Veterinary Medicine (M.P.V.M.) (#21785). Dr. Jorge Hernandez was present for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of fall 2025.
12. The College of Liberal Arts and Sciences seeks to close the major in Computer Science (CSC) for the Master of Science (M.S.) (#21050). Dr. Tom Kelleher presented the item for the discussion on behalf of the unit. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.

### **COMBINATION DEGREES:**

**Dr. Stedman sought Council approval for consideration of the two (2) items from The Warrington College of Business (#13 & 14) as a package. Council concurred.**

13. The Warrington College of Business seeks to create a combination degree program between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Information Systems and the Master of Science (M.S.) with a major in Marketing (#19726). Ana Portocarrero 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.
14. The Warrington College of Business seeks to create a combination degree program between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Marketing and the Master of Science (M.S.) with a major in Marketing (#19722). Ana Portocarrero was present (via Zoom) for the discussion. A motion to approve was made, seconded, and passed unanimously, with a proposed effective date of earliest available.
15. The Levin College of Law seeks to reaffirm a combination degree program between the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) with a major in Criminology, Law, and Society and the Juris Doctor (J.D.) (#21521). Ruth McIlhenny and Dr. Lonn Lanza-Kaduce 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.

### **CATALOG WORDING ON FULL-TIME REGISTRATION**

16. Catalog wording on full-time registration. Dr. Tom Kelleher was present for the discussion. After discussion at the last meeting, this item was brought back for a vote. The proposed language aligns with the definition that UF 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." A motion to approve was made, seconded, and passed unanimously.

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

17. Graduate Curriculum Committee – October Minutes and November Agenda
18. Graduate Programs – Distance or Self-Supporting (No new items)
19. Graduate Student Success Center  
Dr. Stedman reminded everyone that January is mentoring month.  
She also informed everyone of the Graduate School's recent initiative called "The Exchange," which

includes a Canvas site with on-demand resources for graduate administrators, faculty, and staff and an online monthly meetup between the Graduate School and departments to share resources and information.

### **III. DISCUSSION ITEM:**

20. Catalog language on role, title and GIMS records of supervisory chairs for non-thesis master's students. Dr. Cliff Haynes was present for the discussion. Documents outlining proposed language changes were displayed and distributed. Dr. Kelleher explained the general rationale, which is to clarify rules and correct inconsistencies between the catalog language, supervisory committee policy, and practice.

A discussion was held regarding the current language and proposed policy language related to how graduate faculty members responsible for supervision of non-thesis master's degree students are recorded with the graduate school.

#### **Master's degree general requirements, Graduate Catalog:**

<https://gradcatalog.ufl.edu/graduate/degrees/>

#### **Current procedure for supervisory chairs for master's degree without a thesis**

For a master's degree without a thesis, oversight is at the academic unit/department/college level only. Non-thesis programs may choose to have a formal committee or an alternate structure as determined by the program's graduate faculty and consistent with academic unit policies. The oversight authority will be considered as the supervisory committee. Units are able to enter their internal information into GIMS as a convenience. Any student with a minor must have the name of the graduate faculty member overseeing the minor entered into GIMS.

#### **Proposed**

Master-level degree programs that do not require a thesis or equivalent may choose to require a formal committee or an alternate structure as determined by the program's graduate faculty and consistent with academic unit policies. The supervisory structure must include at least one graduate faculty member serving as academic advisor, program director or graduate coordinator. In all circumstances, a graduate faculty member responsible for supervision must be identified for each master's degree candidate. If desired to be recorded with the Graduate School, units are able to enter their internal supervision information into GIMS as a convenience. Any student with a minor must have the name of the graduate faculty member overseeing the minor recorded into GIMS.

#### **Supervisory Committee and Final Examinations for Master Level Degree Programs Policy – Non-thesis Degree Programs p. 4, policy library link:**

<https://grad.ufl.edu/media/gradufl.edu/pdf/master-exam.pdf>

#### **Current**

Master-level degree programs (on campus or in a distance learning mode) that do not require a thesis or equivalent, and do not provide for a formal minor, may allow for a supervisory "committee" composed of a single graduate faculty member, who would also be designated as the Supervisory Committee Chair. For programs that include variation in the selection and sequencing of courses, the student's academic advisor (if that person is a member of the graduate faculty) may serve as the supervisory committee. In lockstep programs, it may be more efficient for the program director or graduate coordinator to serve as the designated supervisory committee for all students in the program. But in all circumstances a supervisory committee chair must be identified for each master's degree candidate and recorded with the Graduate School.

The designated supervisory committee chair is responsible for recording the date on which the final examination milestone has been achieved.

### **Proposed**

Master-level degree programs that do not require a thesis or equivalent, and do not provide for a formal minor, may choose to require a formal committee or an alternate structure as determined by the program's graduate faculty and consistent with academic unit policies. The supervisory structure must include at least one graduate faculty member serving as academic advisor, program director or graduate coordinator. In all circumstances, a graduate faculty member responsible for supervision must be identified for each master's degree candidate. If desired to be recorded with the Graduate School, units are able to enter their internal supervision information into GIMS as a convenience.

The designated graduate faculty member is responsible for recording the date on which the final examination milestone has been achieved.

### **Comments/Concerns from the Graduate Council**

The intention of this proposal was to allow units to acknowledge all faculty members who deserve credit for their work in support of graduate students while ensuring that UF Graduate Faculty members maintain responsibility for the integrity of all graduate degree programs at UF.

A concern raised was how to manage situations in which instructors have responsibility for graduate courses or advising but do not have graduate faculty status. Advisors and instructors without graduate faculty status should work in partnership with a responsible Graduate Faculty member or, if appropriate, be nominated for Graduate Faculty Status.

### **Leave of Absence\***

#### **PhD and Other Doctoral Degree Requirements, Graduate Catalog:**

<https://gradcatalog.ufl.edu/graduate/degrees/>

### **Current**

A doctoral student who seeks to take leave from UF for more than 1 semester should obtain written approval from the supervisory committee chair for a leave of absence for a designated period of time. This approved leave is kept on file in the student's departmental record. It does not need Graduate School approval. If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.

### **Proposed**

A doctoral student who will not register at UF for more than one semester should obtain written approval from the supervisory committee chair for a leave of absence for a designated period of time. This approved leave is kept on file in the student's departmental record. It does not require Graduate School notification or approval. If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.

#### **Master's degree general requirements, Graduate Catalog:**

<https://gradcatalog.ufl.edu/graduate/degrees/>

The council also discussed wording for the leave-of-absence policy as it relates to nonthesis students (current language in catalog under master's degree general requirements only refers to "any thesis student who seeks to take leave").

### **Current**

Any thesis student who will not register at UF for a period of more than one semester needs prior written approval from the supervisory committee chair for a leave of absence for a designated period of time. This approval remains in the student's departmental file. The Graduate School does not require notification. If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.

### **Proposed**

Any master's student who will not register at UF for more than one semester needs prior written approval from the supervisory committee chair or other graduate faculty member responsible for supervision for a leave of absence for a designated period of time. This approved leave is kept on file in the student's departmental record. It does not require Graduate School notification or approval. If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.

### **Recommendation from the Graduate School**

\* Change heading in Graduate Catalog and all references in Graduate School policy manual and documents to "Academic Leave of Absence" to clarify the Graduate School's role in **academic** policies and procedures.

There are other Leave of Absence policies related to funding/assistantship and international visa statuses that are entirely separate from the Graduate School that may also be relevant to a student's situation.

Graduate Council discussion and concerns will be taken into consideration and specific proposed catalog language will be brought back to the council for consideration as an action item at a future meeting.

The meeting adjourned at 2:35 p.m.



## Certificate | New for request 21469

### Info

**Request:** Graduate Certificate - Behavioral Economics and Health

**Description of request:** The College of Health and Human Performance seeks to create a graduate certificate in Behavioral Economics and Health

**Submitter:** Amy Mobley amy.mobley@mail.ufl.edu

**Created:** 12/8/2025 2:47:14 PM

**Form version:** 4

### Responses

#### Certificate Name

*Enter the name of the certificate. Example: Urban Pest Management.*

Behavioral Economics and Health

#### Transcript Title

*Enter the transcript title of the certificate. This is limited to 50 characters, including spaces.*

Behavioral Economics and Health

#### Credits

*Enter the total number of credit hours needed to complete the certificate program.*

9

#### Level

*Enter the program level of the certificate.*

Graduate

#### CIP Code

*Enter the six digit Classification of Instructional Programs (CIP) code for the degree program associated with the proposed certificate. The code has the numerical format XX.XXXX.*

*Contact the <http://www.ir.ufl.edu/> Office of Institutional Planning and Research (OIPR) to verify the CIP code for the existing degree program.*

51.2208

#### Degree Program

*Enter the degree program associated with the CIP code entered above (e.g. Accounting).*

Health Education and Behavior

#### Effective Term

*Enter the term (semester and year) that the certificate would start. Please keep in mind that this may be adjusted depending on University deadlines for approval process.*

Earliest Available

## Effective Year

2025

## Certificate Description

*Enter a description of the certificate. This is limited to 50 words or fewer.*

Harmful health behaviors are prevalent contributors to the global burden of disease and can be modified in health-promoting ways through evidence-based applications of behavior theory and behavioral economics. This certificate reviews the foundations of behavioral economics and applications aimed at preventing or reducing harmful health behaviors and promoting healthy behaviors.

## Requirements for Admission

*List any requirements for admission to this new certificate program such as grade point average, background in the discipline, current enrollment status, etc.. Please indicate if the certificate only accepts students of a particular status: for example, current UF graduate students, graduate students in a specific college, non-degree seeking students, or any student status.*

Application to the Graduate Certificate program is open to currently enrolled UF graduate students. Non-degree seeking students may also pursue the Graduate Certificate with the approval of the academic unit offering the certificate if the applicant has a bachelor's degree or equivalent from a regionally accredited institution.

Applicants must have a bachelor's degree or better and a minimum upper-division GPA of at least 3.0 from a regionally accredited institution.

English proficiency requirements as outlined by the University of Florida admission guidelines (<https://admissions.ufl.edu/apply/graduate/international>) will be followed for applicants from non-English speaking countries.

## Requirements for Completion

*List all of requirements for completion of the certificate program, such as courses, internships, projects, etc. For each course, indicate prefix, number, title, # credits, and established grading scheme (letter grade or S/U). The title should be identical to the official title of the course as listed in the [Undergraduate](https://catalog.ufl.edu/UGRD/courses/) catalog or [Graduate](http://gradcatalog.ufl.edu/) catalog.*

HSC 6XXX - Foundations of Behavioral Economics - 3 credits (Request 21466 - approved by GCC 9/2025)

HSC 6XXX - Behavioral Economic Health Applications I - 3 credits (Request 21467 - approved by GCC 9/2025)

HSC 6XXX - Behavioral Economic Health Applications II - 3 credits (Request 21468 - approved by GCC 10/2025)

All course work for the Graduate Certificate must meet a minimum overall 3.0 GPA (truncated). Consistent with longstanding Graduate Council policy, the only passing grades for students in a Graduate Certificate program are A, A-, B+, B, B-, C+, C, and S. Students must complete Course 1 before enrolling in Courses 2 and 3, which can either be taken in sequence or simultaneously. All courses must be completed at the University of Florida.

### **Rationale and Place in Curriculum**

*Describe the rationale for offering this new certificate and having it on the transcript, its place in the curriculum, how it will enhance the quality of the existing program or department. Also describe its overlap with any existing certificates and programs, and a justification for any such overlap. Note that documentation of consultation will be expected for any certificate with overlapping content.*

The science and application of behavioral economics have developed over the past 50 years and span the translational continuum from basic science to treatment to prevention to policy. Modern behavioral economics has three major streams: (1) Operant Theory/Clinical and Public Applications focused on understanding and changing harmful health behaviors using concepts and tools from operant psychology and consumer demand theory in micro-economics; (2) Decision Theory rooted in cognitive science and aimed at understanding bounded rationality and often applied to financial decision-making and risk-taking; and (3) Behavioral Game Theory aimed at understanding strategic interactions among agents involving complex levels of contingencies. Although they share some common orienting assumptions with the field of Health Economics, none of these three behavioral economic streams are synonymous with that separate discipline and differ fundamentally by incorporating the basic premise that human decision-making and choice behavior are not wholly rational.

This certificate program is grounded in the first stream, Operant Theory/Clinical and Public Health Practice. Its most prominent and successful human applications involve addictive behaviors and increasingly other health risk behaviors. A working knowledge of the field beyond an introductory level is relevant and useful for behavioral scientists studying health behaviors; clinical, public health, and other allied health professionals concerned with treating and preventing risky health behaviors; health policymakers; and community partners concerned with promoting healthy communities. The Behavioral Economics and Health Graduate Certificate is a three-course sequence that covers the scientific foundations of the field (Course One) and then presents applications that span health-relevant individual, community, prevention, and policy research and interventions (Courses Two and Three). Successful completion of the certificate will provide students with conceptual and practical knowledge and skills about behavioral economic applications grounded in its basic science origins.

The Behavioral Economics and Health Graduate Certificate is proposed as a collaboration among the University-wide Center for Behavioral Economic Health Research (CBEHR),

whose membership comprises multiple UF departments and disciplines, and the Department of Health Education and Behavior (HEB). The CBEHR offers research and educational opportunities to undergraduate, graduate, and postdoctoral trainees, and hosts a monthly seminar series open to and attended by members of the university, local, and broader national scientific and professional communities. The proposed graduate certificate program builds upon this foundation and offers a high-quality, intensive, and complementary didactic educational experience to these communities, both external and internal to UF. The CBEHR is administratively housed in HEB, and both units are housed in the College of Health and Human Performance. The parties have agreed in writing to the certificate collaboration. HEB is a graduate academic unit and will administer the graduate certificate program.

### **Student Learning Outcomes**

*List each student learning outcome with its associated courses, assessment type (e.g. course-related exam/assignment/grade, final paper/project/presentation, standardized exam, capstone) and method (e.g. rubric, faculty committee, single faculty member).*

1. Analyze key concepts and principles of behavioral economics as applied to health behaviors and evaluate major milestones in the field's development over the past 50 years.
2. Evaluate how principles of behavioral economics are applied to address health risk behaviors and explain the translational continuum from basic science to treatment, prevention, and policy.
3. Evaluate evidence-based interventions that apply behavioral economic frameworks to analyze real-world health behavior scenarios and address specific health risk behaviors.
4. Examine the role of behavioral economics in shaping evidence-based public health policies and implementing community health initiatives.
5. Differentiate between conventional economic models and behavioral economic frameworks within the context of health behavior analysis.
6. Examine the effectiveness of behavioral economics interventions in reducing risky health behaviors.
7. Assess the ethical implications of using behavioral economics in health policymaking.
8. Designing community health initiatives and public policy informed by behavioral economic principles to address emerging health challenges.

## Certificate | New for request 21903

### Info

**Request:** Management of AI in Healthcare - New Certificate

**Description of request:** The College of Public Health and Health Professions seeks to create a graduate certificate in Management of AI in Healthcare.

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

**Created:** 9/15/2025 1:42:09 PM

**Form version:** 1

### Responses

#### Certificate Name

*Enter the name of the certificate. Example: Urban Pest Management.*

Management of AI in Healthcare

#### Transcript Title

*Enter the transcript title of the certificate. This is limited to 50 characters, including spaces.*

Management of AI in Healthcare

#### Credits

*Enter the total number of credit hours needed to complete the certificate program.*

9

#### Level

*Enter the program level of the certificate.*

Graduate

#### CIP Code

*Enter the six digit Classification of Instructional Programs (CIP) code for the degree program associated with the proposed certificate. 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.*

51.0701

#### Degree Program

*Enter the degree program associated with the CIP code entered above (e.g. Accounting).*

Healthcare Administration

#### Effective Term

*Enter the term (semester and year) that the certificate would start. Please keep in mind that this may be adjusted depending on University deadlines for approval process.*

Earliest Available

## Effective Year

Earliest Available

## Certificate Description

*Enter a description of the certificate. This is limited to 50 words or fewer.*

Develop skills to manage artificial intelligence in healthcare organizations through a three-course, cohort-based certificate program. Students gain practical knowledge in data analytics, information systems, and AI implementation for informed decision-making, enhanced performance, and innovation.

## Requirements for Admission

*List any requirements for admission to this new certificate program such as grade point average, background in the discipline, current enrollment status, etc.. Please indicate if the certificate only accepts students of a particular status: for example, current UF graduate students, graduate students in a specific college, non-degree seeking students, or any student status.*

- Bachelor's degree from a regionally accredited institution
- Minimum 3.0 GPA
- Open to UF graduate students and non-degree seeking students with professional experience in healthcare, public health, information technology, or related fields
- Application to UF Graduate School required

## Requirements for Completion

*List all of requirements for completion of the certificate program, such as courses, internships, projects, etc. For each course, indicate prefix, number, title, # credits, and established grading scheme (letter grade or S/U). The title should be identical to the official title of the course as listed in the <a href="https://catalog.ufl.edu/UGRD/courses/">Undergraduate</a> catalog or <a href="http://gradcatalog.ufl.edu/">Graduate</a> catalog.*

HSA 6395 Healthcare Data Analytics I - 3 credits Letter grade

HSA 6198 Information Management in Health Administration - 3 credits  
Letter grade

HSA 6030 Management of Artificial Intelligence in Healthcare - 3 credits Letter  
grade

## Rationale and Place in Curriculum

*Describe the rationale for offering this new certificate and having it on the transcript, its place in the curriculum, how it will enhance the quality of the existing program or department. Also describe its overlap with any existing certificates and programs, and a justification for any such overlap. Note that documentation of consultation will be expected for any certificate with overlapping content.*

This certificate addresses the growing need for healthcare managers and professionals to manage and lead AI initiatives in the healthcare sector. As health systems increasingly rely on predictive analytics and automation, this program equips learners with essential competencies in data interpretation, AI applications and ethics, and strategic implementation. The certificate complements the department's MHA offerings and reflects national trends in the integration of health technology. There is no duplication with other UF certificates, and all courses are housed within the department. The transcript notation will support students' professional advancement in operations, informatics, and health innovation.

### **Student Learning Outcomes**

*List each student learning outcome with its associated courses, assessment type (e.g. course-related exam/assignment/grade, final paper/project/presentation, standardized exam, capstone) and method (e.g. rubric, faculty committee, single faculty member).*

Apply data analytics to support AI integration in healthcare HSA 6395 Course exams & projects Faculty rubric

Evaluate and manage health IT systems for decision support HSA 6198 Final project Faculty committee review

Design AI-driven solutions to operational problems in healthcare HSA 6030 Applied case study & final presentation faculty rubric and peer review

## Certificate | Close-Modify for request 22045

### Info

**Request:** Curricular Change to Graduate Certificate in Model-Informed Drug Development

**Description of request:** The College of Pharmacy seeks to modify the curriculum for the graduate certificate in Model-Informed Drug Development

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

**Created:** 10/23/2025 10:37:50 AM

**Form version:** 1

### Responses

#### Current Certificate Name

Model-Informed Drug Development

#### 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

- Introduction to Quantitative Pharmacology (PHA 6125, 3 credits, letter graded)
- Pharmacometrics and Systems Pharmacology (PHA 6131, 3 credits, letter graded)
- Translational Clinical Pharmacology (PHA 6133, 3 credits, letter graded)
- Model-Informed Drug Development (PHA 6418, 3 credits, letter graded)

### Proposed Requirements

Required Course (3 credit hours):

- PHA 6125 Introduction to Quantitative Pharmacology (3 credit hours, letter graded)

Elective Courses (students must pick three of the following totaling 9 credit hours):

- PHA 6418 Introduction to Model-Informed Drug Development (3 credit hours, letter graded)
- PHA 6131 Physiologically Based Modeling (3 credit hours, letter graded)
- PHA 6122 Population Pharmacokinetics and Pharmacodynamics (3 credit hours, letter graded)
- PHA 6123 Quantitative Systems Pharmacology (QSP) Modeling (3 credit hours, letter graded)

### Impact on Program

The existing Model-Informed Drug Development Graduate Certificate Program has been well-received by students and has played a vital role in preparing scientists who wish to further their careers and meet the challenge of developing new medicines for unmet medical needs. Proposed text from comment This change aims to increase enrollment, better align with industry demands, and reflect student feedback.

### Rationale for Proposed Change(s)

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

### Assessment Data Review

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

SLO: Identify, explain, describe, and apply comprehensive knowledge related to Model-Informed Drug Development.

### Academic Assessment Plan Changes

*Describe the modifications to the Academic Assessment Plan that result from the proposed change. These changes must be approved by the Academic Assessment Committee. A*

*separate request must be completed for this, which can be found here: <a href="https://approval.ufl.edu/start-new-request/modify-aapslo-ugradgradpro/">https://approval.ufl.edu/start-new-request/modify-aapslo-gradpro/</a>*

There are no proposed changes.

## Certificate | Close-Modify for request 22111

### Info

**Request:** Close Clinical Pharmacology and Drug Development Graduate Certificate

**Description of request:** The College of Pharmacy seeks to close the graduate certificate in Clinical Pharmacology and Drug Development

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

**Created:** 11/3/2025 9:20:17 AM

**Form version:** 1

### Responses

#### Current Certificate Name

Clinical Pharmacology and Drug Development

#### 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 Clinical Pharmacology and Drug Development Graduate Certificate, offered through the Pharmaceutics Department of the College of Pharmacy, has not had any actively enrolled students for several terms. Following a strategic review, we determined that resources will be better directed toward other priority initiatives, so we are closing the certificate program and have discontinued enrollment and admission. The program will not reopen in the foreseeable future.

## Concentration | Modify for request 21848

### Info

**Request:** PhD with a major in Public Health - Environmental Health concentration modification

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

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

**Created:** 12/5/2025 8:03:01 AM

**Form version:** 5

### Responses

#### Degree Level

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

D - Doctoral Degree

#### Thesis or Non-Thesis

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

Thesis

#### Concentration

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

Environmental Health

#### Effective Term

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

Earliest Available

#### Effective Year

Earliest Available

#### Is this an undergraduate Innovation Academy Program

Yes

#### Department/Degree/Majors to Offer Concentration

*List all the department / degree / major combinations at the degree level offering the concentration.*

Environmental and Global Health / PhD / Public Health

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

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

### **Current Curriculum for Concentration**

PHC 6702 Environmental Monitoring and Exposure Assessment 3  
PHC 6937 Mechanisms of Environmental Disease 3  
PHC 6424 Environmental Policy and Risk Management 3  
PHC 7307 Quantitative Assessment of Environmental Health Impacts 3  
PHC 6301 Aquatic Systems and Environmental Health 3  
PHC 6304 Environmental Toxicology Applications in Public Health 3  
PHC 6706 Scientific Communications in Public Health 3  
PHC 6722 Research Methods Rotation 3  
Concentration Electives 12

### **Proposed Concentration Changes**

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

PHC 6326 Environmental and One Health 3  
PHC 6304 Environmental Toxicology Applications in Public Health 3  
PHC 6702 Environmental Monitoring and Exposure Assessment 3  
PHC 6706 Scientific Communication in Public Health 3  
PHC 6424 Environmental Policy and Risk Management 3  
PHC 6715 Public Health Research Methods 3  
PHC 7738C Physiologically Based Pharmacokinetic Modeling in Toxicology and Risk Assessment 3  
PHC 7636 Artificial Intelligence in Environmental and Global Health 3  
PHC 6900 EGH Journal Club (0-1 credit repeatable, required for minimum 4 semesters) 4  
PHC 6931 Seminar in Environmental and Global Health (0-1 credit repeatable, required minimum 6 semesters) 4  
Concentration electives and/or research credits to be chosen by student/advisor and committee 24  
Total Credits 56

## **Pedagogical Rationale/Justification**

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

The current structure of the PhD in Public Health Program includes 90 credit hours as required by the graduate school. However, 72 of those credits are currently required as classroom courses (Table 1), which is atypical of PhD programs at UF. Currently the program follows a structure that is more similar to a DrPH program, which relies heavily on didactic instruction in applied public health and leaves less room than a typical PhD program for research. Conversely, PhD programs are typically more focused on preparing professionals with specific research expertise that can be carried into a career in academia, government, non-profits, and industry. As such, a PhD program should allow students pursuing a career in research with flexibility to specialize within specific research domain and not focus so heavily on didactic public health training as the current program structure requires. Therefore, we are proposing to change the PhD program structure for the PhD in Public Health to reduce the general requirements across concentrations to allow for more flexibility within concentrations to have plans of study that are specifically tailored to each concentration and each student's committee's suggestions for coursework and research that will better prepare our students to be experts with the depth of knowledge in their area of expertise required for careers in research. These changes come in response to numerous streams of feedback from previous and current students that they would be better prepared for their careers if they have more time to study in their specific field with in-depth coursework and more time for conducting research. Additionally, we have received feedback from numerous perspective students that they would not join our program as it is too course heavy and doesn't leave enough time for research compared to other PhD programs. As a result, we have taken almost 2 years to carefully propose changes to the curriculum that will support these needs. These changes have been discussed at length with all three PhD in Public Health Concentration Directors, the chairs of the departments housing these degree programs, as well as the associate dean of educational affairs in PHHP who have all endorsed the proposed changes. Additionally, they have all be discussed and voted on by faculty within the respective departments. The proposed curriculum still includes the courses and assessments that are tied to the program SLOs and CEPH foundational knowledge areas and competencies.

## **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.*

none

## **Assessment Data Review**

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

These changes come in response to numerous streams of feedback from previous and current students that they would be better prepared for their careers if they have more

time to study in their specific field with in-depth coursework and more time for conducting research. Additionally, we have received feedback from numerous prospective students that they would not join our program as it is too course heavy and doesn't leave enough time for research compared to other PhD programs.

**Academic Learning Compact and Academic Assessment Plan**

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

The proposed changes will not result in any changes to the academic assessment plan as all the SLOs are tied to elements that are still included in the revised curriculum including the qualifying exam, RSD 6900: College Classroom Teaching, journal club, and the dissertation defense.

**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

**Ph.D. with a major in Public Health - Environmental Health concentration**

Course Number and Title	Credits
<b>PHC 6326 Environmental and One Health</b>	<b>3</b>
PHC 6304 Environmental Toxicology Applications in Public Health	3
PHC 6702 Environmental Monitoring and Exposure Assessment	3
PHC 6706 Scientific Communication in Public Health	3
PHC 6424 Environmental Policy and Risk Management	3
<del>PHC 7307 Quantitative Assessment of Environmental Health Impacts</del>	3
<b>PHC 6715 Public Health Research Methods</b>	
<del>PHC 6722 Research Methods Rotation</del>	3
<b>PHC 7738C Physiologically Based Pharmacokinetic Modeling in Toxicology and Risk Assessment</b>	
<del>PHC 6937 Mechanisms of Environmental Disease</del>	3
<b>PHC 7636 Artificial Intelligence in Environmental and Global Health</b>	
<b>PHC 6900 EGH Journal Club (0-1 credit repeatable, required for minimum 4 semesters)</b>	<b>4</b>
<del>PHC 6301 Aquatic Systems and Environmental Health</del>	3
<b>PHC 6931 Seminar in Environmental and Global Health (0-1 credit repeatable, required minimum 6 semesters)</b>	<b>4</b>
<del>Concentration electives and/or research credits to be chosen by student/advisor and committee</del>	22
<b>Electives and/or research credits to be chosen by student/advisor and committee</b>	<b>24</b>
<del>Concentration Electives</del>	12
<b>Total Credits</b>	<b>56</b>



## Concentration | Modify for request 21852

### Info

**Request:** PhD with a major in Public Health - Health Services Research concentration modification

**Description of request:** The College of Public Health and Health Professions seeks to modify the curriculum for the concentration in Health Services Research for the Doctor of Philosophy (Ph.D.) with a major in Public Health

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

**Created:** 11/25/2025 10:39:11 AM

**Form version:** 4

### Responses

#### Degree Level

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

D - Doctoral Degree

#### Thesis or Non-Thesis

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

Thesis

#### Concentration

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

Health Services Research

#### Effective Term

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

Earliest Available

#### Effective Year

Earliest Available

#### Is this an undergraduate Innovation Academy Program

No

#### Department/Degree/Majors to Offer Concentration

*List all the department / degree / major combinations at the degree level offering the concentration.*

Public Health and Health Professions / Doctor of Philosophy (Ph.D.) / Public Health

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

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

### **Current Curriculum for Concentration**

HSA 7106 Health Care Access & Utilization 3  
HSA 7759 Quality & Outcomes in Health Services Research 3  
HSA 7414 Society, Health, and Medical Care 3  
HSA 7157 Research Foundations of Public Health Policy  
or HSA 6152 Health Policy 3  
HSA 7708 Health Services Research Methods II 3  
PHC 6716 Survey Research Methods 3  
HSA 6436 Health Economics 3  
HSA 7938 Advanced Seminar in Health Services Research 3

Special electives to be chosen by student/advisor 12

### **Proposed Concentration Changes**

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

PHC 6410 Designing & Implementing Public Health Solutions 3  
PHC 6001 Principles of Epidemiology 3  
HSA 6114 Health Care System and Policy 3  
HSA 6152 Overview of U.S. Health Policy 3  
HSA 6436 Health Economics 3  
HSA 7106 Seminar in Health Care Access and Utilization 3  
HSA 7706 Health Services Research Methods I 3  
HSA 7708 Health Services Research Methods II 3  
PHC 6641 Social Stratification & Health 3  
HSA 7759 Quality & Outcomes in Health Services Research 3  
HSA 6911 Research Seminar Health Services Research 1

Quantitative/Methods Electives 6  
Special Topics Courses/Research Credits 19

## **Pedagogical Rationale/Justification**

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

The current structure of the PhD in Public Health Program includes 90 credit hours as required by the graduate school. However, 72 of those credits are currently required as classroom courses (Table 1), which is atypical of PhD programs at UF. Currently the program follows a structure that is more similar to a DrPH program, which relies heavily on didactic instruction in applied public health and leaves less room than a typical PhD program for research. Conversely, PhD programs are typically more focused on preparing professionals with specific research expertise that can be carried into a career in academia, government, non-profits, and industry. As such, a PhD program should allow students pursuing a career in research with flexibility to specialize within specific research domain and not focus so heavily on didactic public health training as the current program structure requires. Therefore, we are proposing to change the PhD program structure for the PhD in Public Health to reduce the general requirements across concentrations to allow for more flexibility within concentrations to have plans of study that are specifically tailored to each concentration and each student's committee's suggestions for coursework and research that will better prepare our students to be experts with the depth of knowledge in their area of expertise required for careers in research. These changes come in response to numerous streams of feedback from previous and current students that they would be better prepared for their careers if they have more time to study in their specific field with in-depth coursework and more time for conducting research. Additionally, we have received feedback from numerous perspective students that they would not join our program as it is too course heavy and doesn't leave enough time for research compared to other PhD programs. As a result, we have taken almost 2 years to carefully propose changes to the curriculum that will support these needs. These changes have been discussed at length with all three PhD in Public Health Concentration Directors, the chairs of the departments housing these degree programs, as well as the associate dean of educational affairs in PHHP who have all endorsed the proposed changes. Additionally, they have all been discussed and voted on by faculty within the respective departments. The proposed curriculum still includes the courses and assessments that are tied to the program SLOs and CEPH foundational knowledge areas and competencies.

## **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.*

none

## **Assessment Data Review**

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

These changes come in response to numerous streams of feedback from previous and

current students that they would be better prepared for their careers if they have more time to study in their specific field with in-depth coursework and more time for conducting research. Additionally, we have received feedback from numerous prospective students that they would not join our program as it is too course heavy and doesn't leave enough time for research compared to other PhD programs.

**Academic Learning Compact and Academic Assessment Plan**

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

The proposed changes will not result in any changes to the academic assessment plan as all the SLOs are tied to elements that are still included in the revised curriculum including the qualifying exam, RSD 6900: College Classroom Teaching, journal club, and the dissertation defense.

**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

**Ph.D. with a major in Public Health - Health Services Research concentration**

<b>Health Services Research Concentration Area: <del>36 credits</del> 56 credits</b>	
Course Number and Title	Credits
PHC 6410 <b>Designing &amp; Implementing Public Health Solutions</b> <del>Psychological, Behavioral, and Social Issues in Public Health</del>	3
PHC 6001 Principles of Epidemiology	3
HSA 6114 <b>Health Care System and Policy</b> <del>U.S. Health Care Systems</del>	3
PHC 6313 <del>Environmental Health Concepts in Public Health</del>	3
<del>Note: The four courses above should be taken by students who do not have an MPH or where these courses were not previously taken. If these four courses or equivalents have been taken but cannot be transferred in, they can be replaced with Theory Breadth and/or Special Topic Electives</del>	
HSA 6152 <b>Overview of U.S. Health Policy</b> <del>Health Policy</del>	3
<b>HSA 6436 Health Economics</b>	3
HSA 7106 Seminar in Health Care Access and Utilization	3
<del>HSA 7759 Quality and Outcomes in Health Services Research</del>	3
<del>HSA 7414 Society, Health, and Medical Care</del>	3
<del>HSA 7157 Research Foundations of Health Policy or HSA 6152 Health Policy</del>	3
<b>HSA 7706 Health Services Research Methods I</b>	3
HSA 7708 Health Services Research Methods II	3
<del>PHC 6716 Survey Research Methods</del>	3
<b>PHC 6641 Social Stratification &amp; Health</b>	3
<del>HSA 6436 Health Economics</del>	3
<b>HSA 7759 Quality &amp; Outcomes in Health Services Research</b>	3
<b>HSA 6911 Research Seminar Health Services Research</b>	1
<del>PHC 6707 Health Research Information and Communicating Science</del>	1
PHC 6016 Social Epidemiology in Public Health	3
HSA 7938 Advanced Seminar in Health Services Research	3
<b>Quantitative/Methods Electives</b>	6
<del>Concentration electives and/or research credits to be chosen by student/advisor and committee</del>	<del>12 credits</del>
<b>Special Topics Courses/Research Credits</b>	19
<del>Special electives to be chosen by student/advisor</del>	
Total	<del>36</del> 56 Credits

## Concentration | Modify for request 21847

### Info

**Request:** PhD with a major in Public Health - One Health concentration modification

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

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

**Created:** 11/25/2025 10:40:17 AM

**Form version:** 5

### Responses

#### Degree Level

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

D - Doctoral Degree

#### Thesis or Non-Thesis

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

Thesis

#### Concentration

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

One Health

#### Effective Term

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

Earliest Available

#### Effective Year

Earliest Available

#### Is this an undergraduate Innovation Academy Program

No

#### Department/Degree/Majors to Offer Concentration

*List all the department / degree / major combinations at the degree level offering the concentration.*

Environmental and Global Health / PhD / Public Health

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

*every participating department:*

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

### **Current Curriculum for Concentration**

PHC 6304 Environmental Toxicology Applications in Public Health: 3  
PHC 6515 One Health: Applied Techniques in Public Health Entomology: 3  
PHC 6018 Environmental Ecology of Human Pathogens: 3  
PHC 6764 Global Health and Development I: 3  
PHC 6706 Scientific Communications in Public Health: 3  
PHC6671 Emerging Infectious Diseases in One Health  
or PHC 6445 Global Health and Development II: 3  
PHC 6722 Research Methods Rotation: 3  
PHC 6446 Systems Thinking in One Health: 3

Concentration Electives: 15

### **Proposed Concentration Changes**

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

PHC 6326 Environmental and One Health 3  
PHC 6446 Systems Thinking in One Health 3  
PHC 6643 Applying a One Health Framework to Public Health Issues 3  
PHC 6046 Foundations of Environmental Epidemiology Methods 3  
PHC 7636 Artificial Intelligence in Environmental and Global Health 3

Choose 3, 3 credit elective courses from the following list 9

PHC 6519 Zoonotic Diseases in Humans and Animals  
PHC 6037 Public Health Virology  
PHC 6671 Emerging Infectious Diseases  
PHC 6520 Introduction to Foodborne Diseases  
PHC 6018 Environmental Ecology of Human Pathogens  
PHC 6515 One Health: Applied Techniques in Public Health Entomology  
PHC 6304 Environmental Toxicology Applications in Public Health  
PHC 6424 Environmental Policy and Risk Management  
PHC 6605 Social Determinants of Health  
PHC 6764 Global Public Health and Development 1

PHC 6445 Global Public Health and Development 2  
PHC 6193 Qualitative Data Analysis  
PHC 6183 Disaster Preparedness and Emergency Response  
PHC 6301 Aquatic Systems and Environmental Health  
PHC 6702 Environmental Monitoring and Exposure Assessment  
PHC 7738C Physiologically Based Pharmacokinetic Modeling in Toxicology and Risk Assessment  
PHC 6706 Scientific Communication in Public Health

PHC 6900 EGH Journal Club (0-1 credit repeatable, required for minimum of 4 semesters)  
4

PHC 6931 Seminar in Global Public Health (0-1 credit repeatable, required for minimum of 6 semesters) 4

Electives and/or research credits to be chosen by student/advisor and committee 24

### **Pedagogical Rationale/Justification**

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

The current structure of the PhD in Public Health Program includes 90 credit hours as required by the graduate school. However, 72 of those credits are currently required as classroom courses (Table 1), which is atypical of PhD programs at UF. Currently the program follows a structure that is more similar to a DrPH program, which relies heavily on didactic instruction in applied public health and leaves less room than a typical PhD program for research. Conversely, PhD programs are typically more focused on preparing professionals with specific research expertise that can be carried into a career in academia, government, non-profits, and industry. As such, a PhD program should allow students pursuing a career in research with flexibility to specialize within specific research domain and not focus so heavily on didactic public health training as the current program structure requires. Therefore, we are proposing to change the PhD program structure for the PhD in Public Health to reduce the general requirements across concentrations to allow for more flexibility within concentrations to have plans of study that are specifically tailored to each concentration and each student's committee's suggestions for coursework and research that will better prepare our students to be experts with the depth of knowledge in their area of expertise required for careers in research. These changes come in response to numerous streams of feedback from previous and current students that they would be better prepared for their careers if they have more time to study in their specific field with in-depth coursework and more time for conducting research. Additionally, we have received feedback from numerous perspective students that they would not join our program as it is too course heavy and doesn't leave enough time for research compared to other PhD programs. As a result, we have taken almost 2 years to carefully propose changes to the curriculum that will support these needs. These changes have been discussed at length with all three PhD in Public Health Concentration Directors, the chairs of the departments housing these degree programs, as well as the associate dean of educational affairs in PHHP who have all endorsed the proposed changes. Additionally, they have all been discussed and voted on by faculty within the respective departments. The proposed curriculum still includes the



courses and assessments that are tied to the program SLOs and CEPH foundational knowledge areas and competencies.

**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.*

none

**Assessment Data Review**

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

These changes come in response to numerous streams of feedback from previous and current students that they would be better prepared for their careers if they have more time to study in their specific field with in-depth coursework and more time for conducting research. Additionally, we have received feedback from numerous prospective students that they would not join our program as it is too course heavy and doesn't leave enough time for research compared to other PhD programs.

**Academic Learning Compact and Academic Assessment Plan**

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

The proposed changes will not result in any changes to the academic assessment plan as all the SLOs are tied to elements that are still included in the revised curriculum including the qualifying exam, RSD 6900: College Classroom Teaching, journal club, and the dissertation defense.

**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

### Ph.D. with a major in Public Health - One Health concentration

Course Number and Title	Credits
<b>PHC 6326 Environmental and One Health</b>	<b>3</b>
<del>PHC 6304 Environmental Toxicology Applications in Public Health</del>	<del>3</del>
<b>PHC 6446 Systems Thinking in One Health</b>	
<del>PHC 6515 One Health: Applied Techniques in Public Health Entomology</del>	<del>3</del>
<b>PHC 6643 Applying a One Health Framework to Public Health Issues</b>	
<del>PHC 6018 Environmental Ecology of Human Pathogens</del>	<del>3</del>
<b>PHC 6046 Foundations of Environmental Epidemiology Methods</b>	
<del>PHC 6764 Global Public Health and Development I</del>	<del>3</del>
<del>PHC 6706 Scientific Communication in Public Health</del>	<del>3</del>
<b>PHC 7636 Artificial Intelligence in Environmental and Global Health</b>	
<del>PHC 6671 Emerging Infectious Diseases in One Health or PHC 6445 Global Health and Development II</del>	<del>3</del>
<b>Choose 3, 3 credit elective courses from the following list:</b>	<b>9</b>
<del>PHC 6722 Research Methods Rotation</del>	
<b>PHC 6519 Zoonotic Diseases in Humans and Animals</b>	
<del>PHC 6446 Systems Thinking in One Health</del>	
<b>PHC 6037 Public Health Virology</b>	
<del>PHC 6671 Emerging Infectious Diseases</del>	
<b>PHC 6520 Introduction to Foodborne Diseases</b>	
<del>PHC 6018 Environmental Ecology of Human Pathogens</del>	
<del>PHC 6515 One Health: Applied Techniques in Public Health Entomology</del>	
<del>PHC 6304 Environmental Toxicology Applications in Public Health</del>	
<b>PHC 6424 Environmental Policy and Risk Management</b>	
<b>PHC 6605 Social Determinants of Health</b>	
<del>PHC 6764 Global Public Health and Development 1</del>	
<del>PHC 6445 Global Public Health and Development 2</del>	
<b>PHC 6193 Qualitative Data Analysis</b>	
<b>PHC 6183 Disaster Preparedness and Emergency Response</b>	
<del>PHC 6301 Aquatic Systems and Environmental Health</del>	
<b>PHC 6702 Environmental Monitoring and Exposure Assessment</b>	
<b>PHC 7738C Physiologically Based Pharmacokinetic Modeling in Toxicology and Risk Assessment</b>	
<del>PHC 6706 Scientific Communication in Public Health</del>	
<b>PHC 6900 EGH Journal Club (0-1 credit repeatable, required for minimum of 4 semesters)</b>	<b>4</b>
<b>PHC 6931 Seminar in Global Public Health (0-1 credit repeatable, required for minimum of 6 semesters)</b>	<b>6 4</b>
<del>Additional Concentrations electives and/or research credits to be chosen by student/advisor and committee</del>	<del>22</del>
<b>Electives and/or research credits to be chosen by student/advisor and committee</b>	<b>24</b>
<del>Concentration Electives</del>	<del>15</del>
<b>Total Credit</b>	<b>56</b>

## Concentration | Modify for request 21851

### Info

**Request:** PhD with a major in Public Health - Social and Behavioral Sciences concentration modification

**Description of request:** The College of Public Health and Health Professions seeks to modify the curriculum for the concentration in Social and Behavioral Sciences for the Doctor of Philosophy (Ph.D.) with a major in Public Health

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

**Created:** 11/25/2025 10:39:55 AM

**Form version:** 6

### Responses

#### Degree Level

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

D - Doctoral Degree

#### Thesis or Non-Thesis

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

Thesis

#### Concentration

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

Social and Behavioral Sciences

#### Effective Term

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

Earliest Available

#### Effective Year

Earliest Available

#### Is this an undergraduate Innovation Academy Program

No

#### Department/Degree/Majors to Offer Concentration

*List all the department / degree / major combinations at the degree level offering the concentration.*

Public Health and Health Professions / PhD / Public Health

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

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

### **Current Curriculum for Concentration**

PHC 6251 Assessment & Surveillance for Public Health 3  
PHC 7752 Seminar in Instrument Development for Public Health 3  
PHC 6193 Qualitative Data Analysis 3  
PHC 7587 Theory Development/Testing 2  
PHC 6405 Theoretical Foundations of Public Health 3

Specialized and theory electives selected in consultation with their supervisory committee  
23

### **Proposed Concentration Changes**

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

PHC 6410 Designing & Implementing Public Health Solutions 3  
PHC 6001 Principles of Epidemiology 3  
HSA 6114 Health Care System and Policy 3  
PHC 6700 Social and Behavioral Research Methods 3  
PHC 6251 Assessment and Surveillance in Public Health 3  
RSD 7752 Measurement Development for Health and Rehabilitation 2  
PHC 6724 Qualitative Research Methods for Public Health and Health Sciences 3  
PHC 7587 Theory Development and Testing in Behavioral Community Public Health 2  
PHC 6405 Theoretical Foundations in Public Health 3  
PHC 7907 Social and Behavioral Science Journal Club 1  
CLP 6527C Measurement, Research Design, and Statistical Analysis in Clinical Psychology I  
3  
CLP 6527C Measurement, Research Design, and Statistical Analysis in Clinical Psychology II  
3  
  
Theory/Breadth Electives 9  
Special Topics Courses/Research credits 15  
Total 56 credits

## **Pedagogical Rationale/Justification**

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

The current structure of the PhD in Public Health Program includes 90 credit hours as required by the graduate school. However, 72 of those credits are currently required as classroom courses (Table 1), which is atypical of PhD programs at UF. Currently the program follows a structure that is more similar to a DrPH program, which relies heavily on didactic instruction in applied public health and leaves less room than a typical PhD program for research. Conversely, PhD programs are typically more focused on preparing professionals with specific research expertise that can be carried into a career in academia, government, non-profits, and industry. As such, a PhD program should allow students pursuing a career in research with flexibility to specialize within specific research domain and not focus so heavily on didactic public health training as the current program structure requires. Therefore, we are proposing to change the PhD program structure for the PhD in Public Health to reduce the general requirements across concentrations to allow for more flexibility within concentrations to have plans of study that are specifically tailored to each concentration and each student's committee's suggestions for coursework and research that will better prepare our students to be experts with the depth of knowledge in their area of expertise required for careers in research. These changes come in response to numerous streams of feedback from previous and current students that they would be better prepared for their careers if they have more time to study in their specific field with in-depth coursework and more time for conducting research. Additionally, we have received feedback from numerous perspective students that they would not join our program as it is too course heavy and doesn't leave enough time for research compared to other PhD programs. As a result, we have taken almost 2 years to carefully propose changes to the curriculum that will support these needs. These changes have been discussed at length with all three PhD in Public Health Concentration Directors, the chairs of the departments housing these degree programs, as well as the associate dean of educational affairs in PHHP who have all endorsed the proposed changes. Additionally, they have all be discussed and voted on by faculty within the respective departments. The proposed curriculum still includes the courses and assessments that are tied to the program SLOs and CEPH foundational knowledge areas and competencies.

## **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.*

none

## **Assessment Data Review**

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

These changes come in response to numerous streams of feedback from previous and current students that they would be better prepared for their careers if they have more

time to study in their specific field with in-depth coursework and more time for conducting research. Additionally, we have received feedback from numerous prospective students that they would not join our program as it is too course heavy and doesn't leave enough time for research compared to other PhD programs.

**Academic Learning Compact and Academic Assessment Plan**

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

The proposed changes will not result in any changes to the academic assessment plan as all the SLOs are tied to elements that are still included in the revised curriculum including the qualifying exam, RSD 6900: College Classroom Teaching, journal club, and the dissertation defense.

**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

**Ph.D. with a major in Public Health - Social and Behavioral Sciences concentration**

<b>Social and Behavioral Sciences Concentration Area: <del>36 credits</del> 56 credits</b>	
Course Number and Title	Credits
PHC 6410 <del>Psychological, Behavioral, and Social Issues in Public Health</del> <b>Designing &amp; Implementing Public Health Solutions</b>	3
PHC 6001 Principles of Epidemiology	3
HSA 6114 <del>U.S. Health Care Systems</del> <b>Health Care System and Policy</b>	3
<del>PHC 6313 Environmental Health Concepts in Public Health</del>	3
Note: The four courses above should be taken by students who do not have an MPH or where these courses were not previously taken. If these four courses or equivalents have been taken but cannot be transferred in, they can be replaced with Theory Breadth and/or Special Topic Electives	
PHC 6700 Social and Behavioral Research Methods	3
PHC 6251 Assessment and Surveillance in Public Health	3
<del>PHC 7752 Seminar in Instrument Development for Public Health</del> <b>RSD 7752 Measurement Development for Health and Rehabilitation</b>	2
<del>PHC 6193 Qualitative Data Analysis</del> <b>PHC 6724 Qualitative Research Methods for Public Health and Health Sciences</b>	3
PHC 7587 Theory Development and Testing in Behavioral Community Public Health	2
PHC 6405 Theoretical Foundations in Public Health	3
<del>PHC 6707 Health Research Information and Communicating Science</del>	1
PHC 7907 Social and Behavioral Science Journal Club	1
<b>CLP 6527C Measurement, Research Design, and Statistical Analysis in Clinical Psychology I</b>	<b>3</b>
<b>CLP 6527C Measurement, Research Design, and Statistical Analysis in Clinical Psychology II</b>	<b>3</b>
<del>Quantitative/Methods Electives</del> <b>Theory/Breadth Electives</b>	<del>6</del> <b>9</b>
<b>Special Topics Courses/Research credits</b>	<b>15</b>
<del>Specialization and theory electives selected in consultation with their supervisory committee</del>	<del>23</del>
Total	<del>36</del> <b>56 credits</b>

## Concentration | Close for request 21264

### Info

**Request:** Close the Wetland Sciences graduate concentration for the MLA degree

**Description of request:** The College of Design, Construction and Planning seeks to close the Wetland Sciences concentration for the Master of Landscape Architecture (M.L.A.) with a major in Landscape Architecture

**Submitter:** Nicholas Serrano nicholas.serrano@ufl.edu

**Created:** 12/7/2025 9:33:44 PM

**Form version:** 2

### 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.*

Wetland Sciences

#### Termination Date

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

Earliest Available

#### 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.*



Earliest Available

**Department/Degree/Majors Closing the Concentration**

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

Master of Landscape Architecture (M.L.A.) in Landscape Architecture

*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.*

Few students complete this concentration, recent changes to our curriculum mean our students no longer have space in their curriculum to complete this concentration, and our accrediting body recommends that we close the concentration to avoid confusion for potential applicants.

**Impact on Other Programs**

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

No impact. Landscape Architecture only teaches one class involved with this concentration and we intend to continue teaching this class going forward.

**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.*

The Landscape architecture curriculum committee has voted to close this concentration, and students have been advised that it will no longer being an option going forward. We will honor any current students who wish to complete this concentration in advance of its closure, but none have expressed interest at this time.

**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.*

Closing this concentration does not affect any current students.

**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.*

Landscape Architecture only teaches one class involved with this concentration, the class is still required of all students, we intend to continue teaching this class going forward, and the class will remain open to students from other disciplines who wish to take it for the concentration.

**Degree | New | Combination Degree/Ugrad Grad for request 21920**

**Info**

**Request:** MS-Finance & Technology (Combination Degree)

**Description of request:** The Warrington College of Business and the Hough Graduate School of Business seek to create a new combination degree between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Finance and the Master of Science (M.S.) with a major in Finance and Technology

**Submitter:** LaKendra Cook lcook@ufl.edu

**Created:** 12/9/2025 6:37:51 AM

**Form version:** 2

**Responses**

**Department Name (Undergraduate Degree Program)**

*Enter the name of the department offering the undergraduate degree program.*

Finance, Insurance and Real Estate

**College Name (Undergraduate Degree Program)**

*Enter the complete name for the college/school for the department listed above.*

Heavener School of Business

**Major Name (Undergraduate Degree Program)**

*Enter the name of the undergraduate degree program (e.g., Bachelor of Arts in History).*

Bachelor of Science in Business Administration – Finance (BSBA-FIN)

**Major Code (Undergraduate Degree Program)**

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

FIN

**Department Name (Graduate Degree Program)**

*Enter the name of the department offering the graduate degree program.*

Finance, Insurance and Real Estate

**College Name (Graduate Degree Program)**

*Enter the complete name for the college/school for the department listed above.*

Warrington College of Business / Hough Graduate School of Business

**Major Name (Graduate Degree Program)**

*Enter the name of the graduate degree program (e.g., Master of Arts in History).*

Master of Science (M.S.) with a major in Finance and Technology

**Major Code (Graduate Degree Program)**

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

FNT

**Effective Term**

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

Fall

**Effective Year**

2026

**What is the rationale for proposing this Combination Degree?**

The discipline of Finance has evolved in certain areas to require proficiency in emerging computational methodologies, including Machine Learning (ML), AI, and blockchain technologies, alongside the foundational principles of traditional financial theory. The existing Master of Science in Finance and Technology (MS-FinTech) curriculum is designed to address this dual demand at the graduate level.

A review of the learning objectives and core coursework reveals significant curricular synergy between the MS-FinTech program and the Bachelor of Science in Finance. Foundational competencies in areas such as financial modeling, valuation, and investment principles are common to both degree paths.

This proposal seeks to formalize this alignment by establishing an accelerated pathway for undergraduate students. This bachelor's/master's combination degree would provide a streamlined academic progression, enhancing educational efficiency by minimizing redundant coursework. By doing so, it offers students a structured, cost-effective route to acquiring the advanced, interdisciplinary skill set necessary for success to better prepare them for internships and make them more competitive in seeking careers in the contemporary financial industry.

**What are the benefits of establishing this program?**

There are multiple benefits. A combined degree program would greatly benefit students by improving their career outcomes and increasing the efficiency of their education. Graduates with a master's degree are highly sought after by employers, leading to higher salaries and better job prospects.

This program would provide students with a deeper understanding of specific financial areas and new financial technologies. By integrating graduate coursework into the undergraduate curriculum, students can complete their advanced degree in a shorter time frame and at a lower cost, making a master's degree more accessible and

appealing—allowing them to be more prepared for internships and more competitive during the job search process.

### **Double-counted credits and Degree Requirements**

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

The undergraduate degree is a 120-credit program. The master's degree is a 30-credit program. Students can double-count up to 12 graduate credits earned with a letter grade of B or better toward both the bachelor's and master's degrees. We have mapped pathways for both a 5-year combination degree and 4-year combination degree.

For the bachelor's degree, in the 4-yr pathway students may select up to 12 graduate credits from a list of pre-approved graduate courses that will be used to substitute specific undergraduate courses. In the 5-yr pathway they may select up to 8 graduate credit hours as substitutions. The graduate courses have been carefully selected by a committee of faculty with expertise in general Finance and AI/ML/Blockchain/Crypto applications related to Finance.

The graduate courses are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level. Specifically, this combined degree program expands upon the following undergraduate learning outcomes:

- Demonstrate knowledge and understanding of elements of economics, financial accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
- Demonstrate proficiency in the use of business-related software applications.
- Define the ethical responsibilities of business organizations and identify relevant ethical issues.
- Possess knowledge in an area of specialization outside the disciplines of business and accounting.
- Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria.
- Assess the outcomes of a course of action and make appropriate adjustments.
- Speak in groups and in public clearly, concisely and analytically, with appropriate use of visual aids.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

The 5-year combination degree will use four (4) two-credit courses (8 hours) as substitutes (double counted for two 4 credit undergraduate classes in the finance

undergrad major. This will limit the number of graduate credits needed in the fifth year of studies.

#### Undergraduate Course Substitutions (5-yr pathway):

FIN 4414 Financial Management (4 credits), must complete both:

- FIN 6427 Measuring and Managing Value; Fall Mod 1 (2 credits)
- FIN 6465 Financial Statement Analysis; Fall Mod 2 (2 credits)

FIN 4504 Equity and Capital Markets (4 credits), must complete both:

- FIN 6597 Financial Modeling for Investments; Spring Mod 3 (2 credits)
- FIN 6537 Derivative Securities; Spring Mod 4 (2 credits)

FIN 6427 and FIN 6465 are currently allowed as substitutions for FIN 4414 in our MIB program and students learn the valuation and application of financial data that is a central element of FIN 4414. FIN 6597 and FIN 6537 both deal with equity market investment basic principles and application to investment strategies using an even more advanced toolkit than FIN 4504.

Many students are only interested in a combined degree if it will only take them 4 years. This requires the 12 double counted credits and also the ability to take an additional 4 credits of graduate credits (not applied to their undergrad degree) prior to the final semester of the program. This enhanced option is laid out below.

#### Undergraduate Course Substitutions (4-year pathway)

FIN 4414 Financial Management (4 credits), must complete both:

- FIN 6427 Measuring and Managing Value; Fall Mod 1 (2 credits)
- FIN 6465 Financial Statement Analysis; Fall Mod 2 (2 credits)

FIN 4453 Financial Modeling (4 credits), must complete both:

- FIN 6779 Artificial Intelligence & Machine Learning Applications for Finance & FinTech; Fall Mod 1 (2 credits)
- FIN 6930 Special Topic: Advanced Financial Modeling for Firm Data; Fall Mod 2 (2 credits)

FIN 4504 Equity and Capital Markets (4 credits), must complete both:

- FIN 6597 Financial Modeling for Investments; Spring Mod 3 (2 credits)
- FIN 6537 Derivative Securities; Spring Mod 4 (2 credits)

The above includes the FIN 4453 substitution. The Special Topics course covers downloading and manipulating financial data from various Apps pertaining to companies' financials (which is also done in Fin 4453). Fin 6779 covers prediction modelling which usually has some degree of coverage in Fin 4453 and is an important modeling tool in modern finance.

## **Coherent Course of Study**

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

The combination degree course of study, including the admissions process and the pre-approved course substitutions, maintains a logical, sequential course of study that maintains the integrity of the undergraduate 8-semester plan and the graduate course of study.

The proposed combined B.S./M.S. degree pathway is structured to ensure a coherent and academically rigorous course of study that builds logically upon the existing undergraduate Finance curriculum. The design maintains the integrity of the undergraduate learning objectives while providing a streamlined progression for advanced students.

After earning the bachelor's degree, students transfer up to 16 shared letter-graded graduate credits earned with a grade of B or better toward the master's degree, 12 credits being double-counted for both undergraduate and graduate degrees. Students complete the remainder of the master's degree requirements within two semesters after earning the bachelor's degree.

The combined degree requires students to complete all foundational coursework, including FIN3403, thereby ensuring mastery of core principles first. Following this, select required undergraduate electives are substituted with designated graduate-level courses. This substitution model represents a significant increase in academic rigor, as graduate courses inherently cover a greater depth and breadth of material on a per-credit-hour basis.

## **Meeting Degree Requirements**

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

For the bachelor's degree, the graduate courses have been carefully selected by a committee of faculty with expertise in general Finance and AI/ML/Blockchain/Crypto applications related to Finance. The graduate course pre-approved to substitute undergraduate degree requirements are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

The faculty committee's work was adopted by the Academic Unit Head and Academic Director of the program with only modest modifications.

### **Student Qualifications**

*How are students determined to be academically qualified for this Combination program? Please describe the additional criteria used to select students for this combination program beyond the GPA. These include but are not limited to:*

- (a) faculty recommendations*
- (b) student performance on external examinations*
- (c) evidence such as portfolios, recordings, software programs, created or creative works*
- (d) any other indicators of the students' potential for success*

We review applications holistically. The ideal MS FinTech candidate has strong academic ability, is well-rounded, and possesses strong interpersonal skills. The ideal candidate embodies a unique interdisciplinary aptitude, demonstrating a seamless integration of finance and technology. This profile goes beyond a simple interest in both fields; it reflects a willingness to understand and embrace their synergy. The MS-FinTech program will review resumes for internship and work experience, SAT score, as well as involvement outside of the classroom. The program requires 2-3 recommendation letters from supervisors (e.g., faculty, employer, internship supervisor, etc.) to assess the student's maturity, ability to work in teams, potential for success, and their motivation to stay ahead of the rapidly evolving FinTech landscape.

### **Eligibility Requirements**

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

Eligibility Requirements:

- Enrolled in the Bachelor of Science in Business Administration – Finance (BSBA-FIN)
- Minimum Cumulative UF GPA: 3.2
- Minimum SAT score: 1260
- Students are required to be on track with course requirements for Finance degree at time of admission.
- 4-year combined degree program: 60 credit hours, including AP, IB, and dual enrollment credits
- 5-year combined degree program: 90 credit hours, including AP, IB, and dual enrollment credits

Complete the following before beginning the program:

- FIN 3403 Corporate Finance: Minimum Grade B
- ACG 2021: Minimum Grade B
- FIN 3403 Corporate Finance: Minimum Grade B
- ECO 2023 Principles of Macroeconomics
- ECO 2013 Principles of Microeconomics



- QMB 3250 Statistics for Business Decisions (must complete by third year)
- QMB 3302 Foundations of Business Analytics and Artificial Intelligence (AI) (must complete by third year)

Application Materials:

- Combined degree UF Application
- A statement of purpose (400-600 words), that explains the candidate's motivation for pursuing the program, why they believe they are good candidates, and how the MS in Finance and Technology aligns with their career goals.
- Résumé (1-2 pages), that provides the admissions committee with a holistic view of each applicant. Applicants are encouraged to highlight their experience, accomplishments, and leadership/involvement outside of the classroom.
- 2-3 Letters of Recommendation-must be from a supervisor (e.g., professor, employer, advisor, volunteer coordinators, etc.). Letters from students, peer leaders, or relatives will not be accepted.
- In-person or video interviews will be conducted to determine a student's level of interest and commitment.

Graduate Admission Requirements: To be completed in your bachelor's degree graduating term. Admission to the combination degree option does not constitute admission to the UF Graduate School. To continue with the program after earning the bachelor's degree, combined degree seeking students must meet the Graduate School's admissions requirements. To be eligible for graduate admission, students must:

- Earn a bachelor's degree with a grade point average of 3.0 or above
- Complete the Graduate School application and pay the application fee by the posted deadline (The graduate admission application should be completed after the bachelor's degree application has been submitted)
- Have no conduct flags that disqualify them from graduate admission
- Submit all required combined degree paperwork by posted deadlines
- Earn at least a "B" or better in any graduate course in order for it to count toward the master's degree.
- Note: All applicants will be required to submit the Information for Residency Classification when they apply to Graduate School.

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

Yes

**Double-counted Credit Justification**

*Provide a justification of the number of double-counted credits.*

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

The double-counted credits do not compromise the integrity and quality of the combined programs.

For the five-year combined degree, our model allows for eight (8) credits to be double-counted. This specific number ensures that students who decide to pursue the program later in their undergraduate careers can still do so without compromising their degree progress. It also guarantees that program participants in the fifth year will be enrolled in enough graduate-level coursework to meet the necessary criteria for graduate financial aid packages. This approach is manageable alongside the rigorous curriculum of the Bachelor of Science in Business Administration – Finance (BSBA-FIN).

For students targeting a more accelerated pathway, the 4-yr combined degree program permits up to 12 double-counted credits. This appeals directly to high-achieving students seeking to complete both degrees in a condensed timeframe. To achieve this, students would need to complete an additional four (4) graduate credits prior to the final semester of the program, which would not be applied to their undergraduate degree but would provide a seamless transition into their final year of the program.

### **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 MS-FinTech program is designed to have a minimal, to no impact on other academic units.

We project a potential, though not significant, decrease in the applicant pool for the Master of Science in Finance (MSF) program. However, due to the MSF program's high standing and competitive applicant profile, this change is not expected to have any material consequence on its overall quality, enrollment targets, or ranking. In fact, the MSF program due to program constraints turns away a non-trivial number of students with very good application cases.

# M.S., Finance & Technology (MSFT)

## Combination Degree

### Overview

Master of Science degree with a major in Finance & Technology, non-thesis option: The M.S. with a major in Finance and Technology consists of a minimum of 30 credit hours. It is designed to ensure that students have exposure related to investments, derivatives, valuation, and current trends in financial intermediation and financial services, while also giving students an extensive grounding in the technologies being employed in finance today related to AI and blockchain.

### Curriculum

The program will offer multiple pathways, a 4-year and 5-year combination bachelor's/master's program beginning when students enter their junior and senior, respectively. Requirements and details for each pathway are provided in their respective sections below.

#### **Prerequisite undergraduate coursework\*:**

- ECO 2023 Principles of Macroeconomics
- ECO 2013 Principles of Microeconomics
- ACG 2021 Intro to Financial Accounting (grade of "B" or higher)
- FIN 3403 Business Finance (grade of "B" or higher)
- QMB 3250 Statistics for Business Decisions \*\*
- QMB3302 Foundations of Business Analytics and Artificial Intelligence (AI) \*\*
- 4-yr program; at least 60 credits required prior to program start.
- 5-yr program; at least 90 credits required prior to program start.
- Reasonable compliance with tracking requirements for Finance undergraduates at time of admission.

\* It is strongly recommended, but not required, to complete any undergraduate coursework related to Python Programming, Database Management, or Generative AI.

\*\* Must complete coursework no later than first semester of third year.

## CURRICULUM - Total: 30 credits

CORE – 22 credits	ELECTIVE – 8 credits
<ul style="list-style-type: none"> <li>• FIN 6427 Measuring and Managing Value</li> <li>• FIN 6465 Financial Statement Analysis</li> <li>• FIN 6537 Derivatives Securities</li> <li>• FIN 6930 Special Topic: Advanced Financial Modeling for Firm Data*</li> <li>• FIN 6779 Artificial Intelligence &amp; Machine Learning Applications for Finance &amp; FINTECH</li> <li>• FIN 6314 Financial Intermediation, Financial Services and Technology</li> <li>• FIN 6597 Financial Modeling for Investments</li> <li>• FIT 6335 Blockchain and Cryptocurrencies</li> <li>• FIT 6356 Decentralized Finance Project</li> <li>• FIT 6710 Natural Language Processing &amp; Generative AI for Finance</li> <li>• FIN 6930 Special Topic: Advanced Financial Modeling using AI</li> </ul>	<ul style="list-style-type: none"> <li>• Complete <a href="#">Finance Graduate Electives</a> (minimum 8 credits)</li> </ul>
<i>Note: All courses are 2 credits</i>	
<i>*This required course may be waived based on previous coursework or experience.</i>	

### Program Structure

The university created combination degree programs to provide academically talented students with an opportunity to complete a bachelor's and a master's degree in a shorter time frame. The combination degree program allows UF students to “double-count” graduate courses toward both degrees, reduces the cost of both degrees and enhances your marketability for career advancement.

Note: A gap of more than two (2) semesters between completing the bachelor's degree and beginning the master's degree is not permitted without an approved petition citing extenuating circumstances.

### Admission

Admission to the MS FinTech Combination Degree program is currently limited to UF Business majors and contingent upon satisfactory completion of the undergraduate prerequisites.

### ***Program Plan: 4-yr combined degree***

Second year UF Business majors should complete a pre-admission form to express their interest in the program; however, this does not guarantee program admission. A student should submit a [formal application](#) to the combination degree program their first semester of the second year. Once accepted, you will begin MS FinTech courses during your third year, simultaneously working to complete the undergraduate and graduate degrees.

Waived requirements: Summer Boot Camp and GRE/GMAT

#### **Junior Year: Fall Semester**

Course Title	Credits	Prerequisite
FIN 6427 Measuring and Managing Value (mod 1)	2	FIN 5439 or MSF and MSFT students
FIN 6465 Financial Statement Analysis (mod 2)	2	FIN 5439 or MSF and MSFT students, or Master of Accounting students.

#### **Junior Year: Spring Semester**

Course Title	Credits	Prerequisite
FIN 6597 Financial Modeling for Investments (mod 3)	2	MSF and MSFT students.
FIN 6537 Derivative Securities (mod 4)	2	FIN 5437 and FIN 5439 OR Enrolled in MSF and MSFT students.

### Senior Year: Fall Semester

Course Title	Credits	Prerequisite
FIN 6314 Financial Intermediation, Financial Services and Technology (mod 1)	2	FIN 5439 Enrolled in Masters (MSF or MSFT)
FIN 6779 Artificial Intelligence & Machine Learning Applications for Finance & FINTECH (mod 1)	2	ISM 6413 and FIN 5437 or by consent of instructor.
FIN 6930 Special Topic: Advanced Financial Modeling for Firm Data (mod 2)	2	Masters of Science and Finance Students
FIT 6335 Blockchain and Cryptocurrencies (mod 2)	2	FIN 5437 or Enrolled in Masters (MSF or MSFT)

### Post Undergraduate: Spring Semester

Course Title	Credits	Prerequisite
FIT 6710 Natural Language Processing & Generative AI for Finance (mod 3)	2	FIN 6779 or consent of instructor
FIT 6356 Decentralized Finance Project (mod 3)	2	FIT 6335
FIN 6930 Special Topic: Advanced Topics in Finance and Technology (mod 4)	2	MSFT permission
4 Graduate Finance Electives	8	

***4-yr combined program; Total Graduate Credits: 30***

### Undergraduate Course Substitutions

- FIN 4414 Financial Management (4 credits) > Required to complete both:
  - ✓ FIN 6427 Measuring and Managing Value; Fall Mod 1 (2 credits)
  - ✓ FIN 6465 Financial Statement Analysis; Fall Mod 2 (2 credits)

- FIN 4453 Financial Modeling (4 credits) > Required to complete both:
  - ✓ FIN 6779 Artificial Intelligence & Machine Learning Applications for Finance & FinTech; Fall Mod 1 (2 credits)
  - ✓ FIN 6930 Special Topic: Advanced Financial Modeling for Firm Data; Fall Mod 2 (2 credits)
- FIN 4504 Equity and Capital Markets (4 credits) > Required to complete both:
  - ✓ FIN 6597 Financial Modeling for Investments; Spring Mod 3 (2 credits)
  - ✓ FIN 6537 Derivative Securities; Spring Mod 4 (2 credits)

### Program Plan: 5-year combined degree

Third year UF Business majors should complete a pre-admission form to express their interest in the program; however, this does not guarantee program admission. A student should submit a [formal application](#) to the combination degree program their first semester of the third year. Once accepted, you will begin MS FinTech courses during your fourth year, simultaneously working to complete the undergraduate and graduate degrees.

Waived requirements: Summer Boot Camp and GRE/GMAT

#### Senior Year: Fall Semester

Course Title	Credits	Prerequisite
FIN 6427 Measuring and Managing Value (mod 1)	2	FIN 5439 or MSF or MSFT students
FIN 6465 Financial Statement Analysis (mod 2)	2	FIN 5439 or MSF and MSFT students, or Master of Accounting students.

#### Senior Year: Spring Semester

Course Title	Credits	Prerequisite
FIN 6597 Financial Modeling for Investments (mod 3)	2	
FIN 6537 Derivative Securities (mod 4)	2	

## Post Undergraduate: Fall Semester

Course Title	Credits	Prerequisite
FIN 6314 Financial Intermediation, Financial Services and Technology (mod 1)	2	
FIN 6779 Artificial Intelligence & Machine Learning Applications for Finance & FINTECH (mod 1)	2	
FIN 6930 Special Topic: Advanced Financial Modeling for Firm Data (mod 2)*	2	MSFT permission
FIT 6335 Blockchain and Cryptocurrencies (mod 2)	2	
1-2 Graduate Finance Electives	2-4	

## Post Undergraduate: Spring Semester

Course Title	Credits	Prerequisite
FIT 6710 Natural Language Processing & Generative AI for Finance (mod 3)	2	
FIT 6356 Decentralized Finance Project (mod 3)	2	
FIN 6930 Special Topic: Advanced Topics in Finance and Technology (mod 4)	2	MSFT permission
2- 3 Graduate Finance Electives	4-6	

**5-yr combined program; Total Graduate Credits: 30**

## Undergraduate Course Substitutions

- FIN 4414 Financial Management (4 credits) > Required to complete both:
  - ✓ FIN 6427 Measuring and Managing Value; Fall Mod 1 (2 credits)
  - ✓ FIN 6465 Financial Statement Analysis; Fall Mod 2 (2 credits)
- FIN 4504 Equity and Capital Markets (4 credits) > Required to complete both:
  - ✓ FIN 6597 Financial Modeling for Investments; Spring Mod 3 (2 credits)
  - ✓ FIN 6537 Derivative Securities; Spring Mod 4 (2 credits)



## Degree | New | Combination Degree/Ugrad Grad for request 19723

### Info

**Request:** New combination bachelor's/master's degree - M.S. with a major in Marketing with the B.A.B.A. with a major in Business Administration - General Studies

**Description of request:** The Warrington College of Business and the Heavener School of Business seek to create a new combination degree between the Bachelor of Arts in Business Administration (B.A.B.A.) with a major in Business Administration - General Studies and the Master of Science (M.S.) with a major in Marketing

**Submitter:** Ana Portocarrero anaïs@ufl.edu

**Created:** 11/6/2025 4:11:23 PM

**Form version:** 4

### Responses

#### Department Name (Undergraduate Degree Program)

*Enter the name of the department offering the undergraduate degree program.*

Business Administration General

#### College Name (Undergraduate Degree Program)

*Enter the complete name for the college/school for the department listed above.*

Warrington College of Business / Heavener School of Business

#### Major Name (Undergraduate Degree Program)

*Enter the name of the undergraduate degree program (e.g., Bachelor of Arts in History).*

Bachelor of Arts in Business Administration (B.A.B.A.) with a major in Business Administration - General Studies

#### Major Code (Undergraduate Degree Program)

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

GBA

#### Department Name (Graduate Degree Program)

*Enter the name of the department offering the graduate degree program.*

Marketing

#### College Name (Graduate Degree Program)

*Enter the complete name for the college/school for the department listed above.*

Warrington College of Business / Hough Graduate School of Business

#### Major Name (Graduate Degree Program)

*Enter the name of the graduate degree program (e.g., Master of Arts in History).*

Master of Science (M.S.) with a major in Marketing

**Major Code (Graduate Degree Program)**

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

MKG

**Effective Term**

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

Earliest Available

**Effective Year**

Earliest Available

**What is the rationale for proposing this Combination Degree?**

Contingent upon approval of the proposal to create a new major: Master of Science (M.S.) with a major in Marketing (request 18789), the Warrington College of Business and the Heavener School of Business seek to create a new combination degree between the Master of Science (M.S.) with a major in Marketing with the Bachelor of Arts in Business Administration (B.S.B.A.) with a major in Business Administration - General Business. The Master of Science (M.S.) with a major in Marketing is intended for students whose objective is to work in the field of marketing.

The master's degree builds upon the knowledge and skills learned at the undergraduate level (primarily in marketing, but also in statistics, professional communication, and writing) and provides more advanced coursework to better prepare students for a variety of career opportunities. The bachelor's/master's combination degree allows students to gain more in-depth knowledge and skills earlier in their academic studies, which better prepares them for internships and makes them more competitive during the job search process.

**What are the benefits of establishing this program?**

Combination degree students have access to a wider variety of courses at the graduate level, which are more rigorous and specialized. The combination degree students gain knowledge and skills earlier in their academic studies, which allow them to be more prepared for internships and more competitive during the job search process.

**Double-counted credits and Degree Requirements**

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

The undergraduate degree is a 120-credit program. The master's degree is a 30-credit program. Students are able to double-count up to 12 graduate credits earned with a

letter grade of B or better toward both the bachelor's and master's degrees. For the bachelor's degree, students may select up to 12 graduate credits from a list of preapproved graduate courses (see attachment) that will be used to substitute specific undergraduate courses. The graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee. The graduate courses are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level. Specifically, this combined degree program expands upon the following undergraduate learning outcomes:

- Demonstrate knowledge and understanding of elements of economics, financial accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
- Specify and implement a framework for identifying a business problem and developing alternative solutions and a set of evaluation criteria.
- Assess the outcomes of a course of action and make appropriate adjustments.
- Write business documents clearly, concisely, and analytically.
- Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

### **Coherent Course of Study**

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

The combination degree course of study, including the admissions process and the pre-approved course substitutions, maintains a logical, sequential course of study that maintains the integrity of the undergraduate 8-semester plan and the graduate course of study. Refer to sample course of study attachment.

Students apply to the combination degree program during the second semester of junior year. During the senior year, admitted students select up to 12 graduate credits to substitute 12 undergraduate credits. The pre-approved substitutions are for undergraduate courses typically completed during the senior year; thus, the combination degree program should not impact the bachelor's degree completion time. Students earn the bachelor's degree within one or two semesters after starting the combination degree program and within the 8-semester plan. After earning the bachelor's degree, students transfer up to 12 shared letter-graded graduate credits

earned with a grade of B or better toward the master's degree. Students complete the remainder of the master's degree requirements within two semesters after earning the bachelor's degree.

### **Meeting Degree Requirements**

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

For the bachelor's degree, the graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee. The graduate courses pre-approved to substitute undergraduate degree requirements are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

### **Student Qualifications**

*How are students determined to be academically qualified for this Combination program? Please describe the additional criteria used to select students for this combination program beyond the GPA. These include but are not limited to:*

- (a) faculty recommendations*
- (b) student performance on external examinations*
- (c) evidence such as portfolios, recordings, software programs, created or creative works*
- (d) any other indicators of the students' potential for success*

We review applications holistically. The ideal candidate has strong academic ability, is well rounded, and possesses strong interpersonal skills. The admissions committee will review resumes for internship and work experience, as well as involvement outside of the classroom. The program requires two recommendation letters from supervisors (e.g., faculty, employer, internship supervisor, etc.) to assess the student's maturity, ability to work in teams, and the student's potential for success.

### **Eligibility Requirements**

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

#### **Eligibility Requirements**

- Bachelor of Arts in Business Administration (B.S.B.A.) with a major in Business Administration - General Business
- Minimum 3.2 Cumulative UF GPA

- Complete the following before beginning the program:
  - Earn 90 credit hours, including AP, IB, and dual enrollment credits
  - The Seven Tracking Courses for Business Majors (business majors only)
  - FIN 3403 Business Finance
  - MAR 3023 Principles of Marketing

#### Application Materials

##### 1) Combined Application

##### 2) Essay

- Ideal length – one page (400-600 words). Applicants should address their motivation for pursuing the program, why they believe they are good candidates, and how the program will help them with their career goals.

##### 3) Resume

- Ideal length – 1-2 pages. The résumé provides the admissions committee with a holistic view of each applicant. Applicants are encouraged to highlight their experience, accomplishments, and leadership/involvement outside of the classroom.

##### 4) Two Letters of Recommendation

- Recommendations must be from a supervisor (e.g., professor, employer, adviser, volunteer coordinators, etc.).

#### Graduate Admission Requirements

To be completed in student's bachelor's degree graduating term. Admission to the combination degree option does not constitute admission to the UF Graduate School. To continue with the program after earning the bachelor's degree, combined students must meet the Graduate School's admissions requirements. To be eligible for graduate admission, students must:

- Earn a bachelor's degree with a grade point average of 3.0 or above
- Complete the Graduate School application and pay the application fee by the posted deadline (The graduate admission application should be completed after the bachelor's degree application has been submitted)
- Have no conduct flags that disqualify them from graduate admission
- Submit all required combined degree paperwork by posted deadlines
- Earn at least a "B" or better in any graduate course in order for it to count toward the master's degree.
- Note: All applicants will be required to submit the Information for Residency Classification when they apply to Graduate School.

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

Yes

#### Double-counted Credit Justification

*Provide a justification of the number of double-counted credits.*

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

The double-counted credits do not compromise the integrity and quality of the combined programs. The graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee for the bachelor's degree. The graduate courses pre-approved to substitute undergraduate degree requirements are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted graduate credits must be earned with a letter grade of B or better and do not impact the integrity or quality of learning objectives at the master's level since combination degree students must complete the same degree requirements as traditional master's 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 program.*

At this time, we do not anticipate any potential impact on other programs or departments.

## Combination (Bachelor's/Master's) Degree Course of Study

Master of Science with a major in Marketing

Bachelor of Arts in Business Administration-General Studies (BABA-GBA and BABA-GBAONL)

### CURRICULUM - Total: 30 credits

CORE – 20 credits	ELECTIVE – 10 credits
<p><b><i>A minimum of 16 credits must be MAR pre-fix courses.</i></b></p> <p>GEB 5212 Professional Writing in Business (1 cr.)  GEB 5215 Professional Communication in Business (1 cr.)  MAR 5806 Problems and Methods in Marketing Management* (2 cr.)  MAR6818 Advanced Marketing Management <b>or</b> MAR 6335 Building and Managing Brand Equity** (2 cr.)  QMB 6358 Statistical Analysis for Managerial Decisions (2 cr.)  MAR XXXX Marketing Courses (12 cr.)</p> <p>*UF marketing majors who took MAR 4803, must replace MAR5806 with another marketing course.  ** MAR6818 or MAR 6335 must be taken toward the end of the program.</p>	<p>Choose business electives from subject areas such as entrepreneurship, finance, information systems &amp; operations mgmt., international business, management and real estate</p> <p>Study abroad (optional)</p> <p>Take graduate-level, non-business electives (up to 9 credits)</p>
<p><i>Note: All courses, with the exception of GEB5212/5215, are 2 credits.</i></p>	

### Sample Course of Study

The program of study will vary by major requirements and by the combination degree start term.

Refer to list of approved course substitutions by major.

Students are able to share up to 12 graduate credits between the bachelor's and master's degrees. Students may select up to 12 graduate credits from a list of pre-approved graduate courses that will be used to substitute specific undergraduate courses. The graduate course substitutions have been carefully selected and approved by the undergraduate business curriculum committee. At the graduate level, students will be required to complete a minimum of 30 credits to earn the master's degree.

### Total shared credits: 12

Undergraduate Requirement Replaced by Shared Graduate Courses	Graduate Approved Course Substitutions
Business electives (4 cr.)	<i>Any graduate business course NOT being used in another course substitution may be used to satisfy this requirement. Instead, take BOTH of these:</i> MAR 5806 Problems and Methods in Marketing Management (2 cr.) QMB 6358 Statistical Analysis Managerial Decisions 1 (2 cr.)
Business electives (4 cr.)	<i>Any graduate business course NOT being used in another course substitution may be used to satisfy this requirement. Instead, take BOTH of these:</i> Marketing Elective (2 cr.) Marketing Elective (2 cr.)
MAN4504 Operations & Supply Chain Management (4 cr.)	<i>Instead, take BOTH of these:</i> MAN 5502 Production & Operations Management (2 cr.) MAN 6511 Production Management Problems (2 cr.)

**Sample Semester by Semester Plan**

\*Master of Science with a major in Marketing Core Classes

**SPRING**

**Full-semester**

Undergraduate course (4 cr.)

Undergraduate course (4 cr.)

**Module 3** *(January – March)*

MAR 5806 Problems and Methods in Marketing Management\* (2 cr.) – *sub 1 of 2 for Business Elective 1*

QMB 6358 Statistical Analysis Managerial Decisions\* (2 cr.) - *sub 2 of 2 for Business Elective 1*

**Module 4** *(March to April)*

Marketing Elective\* (2 cr.) – *sub 1 of 2 for Business Elective 2*

Marketing Elective\* (2 cr.) – *sub 2 of 2 for Business Elective 2*

**FALL**

**Full-semester**

Undergraduate course (4 cr.)

Undergraduate course (4 cr.)

**Module 1** *(August to mid-October)*

MAN 5502 Production & Operations Management (2 cr.) - *sub 1 of 2 for MAN4504*

**Module 2** *(Mid-October to December)*

MAN 6511 Production Management Problems (2 cr.) - *sub 2 of 2 for MAN4504*

**Bachelor's Degree Graduation – December**

**Total Shared Credits Between Bachelor's/Master's: 12**

**SPRING**

**Module 3** *(January – March)*

GEB5215 Professional Communication in Business\* (1 cr.)

Graduate Business Elective (2 cr.)

Marketing Elective\* (2 cr.)

Marketing Elective\* (2 cr.)

**Module 4** *(March to April)*

GEB5212 Professional Writing in Business\* (1 cr.)

Marketing Elective\* (2 cr.)

Marketing Elective\* (2 cr.)

MAR 6818 Advanced Marketing Management\* (2 cr.)

**SUMMER**

**Summer A**

Graduate Business Elective (2 cr.)

Graduate Business Elective (2 cr.)

**Master's Degree Graduation – August**

**Total Graduate Credits Earned: 30**





## Degree | New | CombinationDegree/UgradGrad for request 19724

### Info

**Request:** New combination bachelor's/master's degree - M.S. with a major in Marketing with the B.S.B.A. with a major in Finance

**Description of request:** The Warrington College of Business and the Heavener School of Business seek to create a new combination degree between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Finance and the Master of Science (M.S.) with a major in Marketing

**Submitter:** Ana Portocarrero anais@ufl.edu

**Created:** 11/6/2025 3:51:55 PM

**Form version:** 3

### Responses

#### Department Name (Undergraduate Degree Program)

*Enter the name of the department offering the undergraduate degree program.*

Finance

#### College Name (Undergraduate Degree Program)

*Enter the complete name for the college/school for the department listed above.*

Warrington College of Business / Heavener School of Business

#### Major Name (Undergraduate Degree Program)

*Enter the name of the undergraduate degree program (e.g., Bachelor of Arts in History).*

Bachelor of Science in Business Administration (B.S.B.A.) with a major in Finance

#### Major Code (Undergraduate Degree Program)

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

FIN

#### Department Name (Graduate Degree Program)

*Enter the name of the department offering the graduate degree program.*

Marketing

#### College Name (Graduate Degree Program)

*Enter the complete name for the college/school for the department listed above.*

Warrington College of Business / Hough Graduate School of Business

#### Major Name (Graduate Degree Program)

*Enter the name of the graduate degree program (e.g., Master of Arts in History).*

Master of Science (M.S.) with a major in Marketing

**Major Code (Graduate Degree Program)**

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

MKG

**Effective Term**

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

Earliest Available

**Effective Year**

Earliest Available

**What is the rationale for proposing this Combination Degree?**

Contingent upon approval of the proposal to create a new major: Master of Science (M.S.) with a major in Marketing (request 18789), the Warrington College of Business and the Heavener School of Business seek to create a new combination degree between the Master of Science (M.S.) with a major in Marketing with the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Finance. The Master of Science (M.S.) with a major in Marketing is intended for students whose objective is to work in the field of marketing. The master's degree builds upon the knowledge and skills learned at the undergraduate level (primarily in marketing, but also in statistics, professional communication, and writing) and provides more advanced coursework to better prepare students for a variety of career opportunities. The bachelor's/master's combination degree allows students to gain more in-depth knowledge and skills earlier in their academic studies, which better prepares them for internships and makes them more competitive during the job search process.

**What are the benefits of establishing this program?**

Combination degree students have access to a wider variety of courses at the graduate level, which are more rigorous and specialized. The combination degree students gain knowledge and skills earlier in their academic studies, which allow them to be more prepared for internships and more competitive during the job search process.

**Double-counted credits and Degree Requirements**

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

The undergraduate degree is a 120-credit program. The master's degree is a 30-credit program. Students are able to double-count up to 12 graduate credits earned with a letter grade of B or better toward both the bachelor's and master's degrees. For the bachelor's degree, students may select up to 12 graduate credits from a list of

preapproved graduate courses (see attachment) that will be used to substitute specific undergraduate courses. The graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee. The graduate courses are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level. Specifically, this combined degree program expands upon the following undergraduate learning outcomes:

- Demonstrate knowledge and understanding of elements of economics, financial accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
- Specify and implement a framework for identifying a business problem and developing alternative solutions and a set of evaluation criteria.
- Assess the outcomes of a course of action and make appropriate adjustments.
- Write business documents clearly, concisely, and analytically.
- Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

### **Coherent Course of Study**

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

The combination degree course of study, including the admissions process and the pre-approved course substitutions, maintains a logical, sequential course of study that maintains the integrity of the undergraduate 8-semester plan and the graduate course of study. Refer to sample course of study attachment.

Students apply to the combination degree program during the second semester of junior year. During the senior year, admitted students select up to 12 graduate credits to substitute 12 undergraduate credits. The pre-approved substitutions are for undergraduate courses typically completed during the senior year; thus, the combination degree program should not impact the bachelor's degree completion time. Students earn the bachelor's degree within one or two semesters after starting the combination degree program and within the 8-semester plan. After earning the bachelor's degree, students transfer up to 12 shared letter-graded graduate credits earned with a grade of B or better toward the master's degree. Students complete the remainder of the master's degree requirements within two semesters after earning the

bachelor's degree.

### **Meeting Degree Requirements**

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

For the bachelor's degree, the graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee. The graduate courses pre-approved to substitute undergraduate degree requirements are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

### **Student Qualifications**

*How are students determined to be academically qualified for this Combination program? Please describe the additional criteria used to select students for this combination program beyond the GPA. These include but are not limited to:*

- (a) faculty recommendations*
- (b) student performance on external examinations*
- (c) evidence such as portfolios, recordings, software programs, created or creative works*
- (d) any other indicators of the students' potential for success*

We review applications holistically. The ideal candidate has strong academic ability, is well rounded, and possesses strong interpersonal skills. The admissions committee will review resumes for internship and work experience, as well as involvement outside of the classroom. The program requires two recommendation letters from supervisors (e.g., faculty, employer, internship supervisor, etc.) to assess the student's maturity, ability to work in teams, and the student's potential for success.

### **Eligibility Requirements**

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

#### **Eligibility Requirements**

- Enrolled in the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Finance
- Minimum 3.2 Cumulative UF GPA
- Complete the following before beginning the program:
  - Earn 90 credit hours, including AP, IB, and dual enrollment credits

- The Seven Tracking Courses for Business Majors (business majors only)
- FIN 3403 Business Finance
- MAR 3023 Principles of Marketing

#### Application Materials

##### 1) Combined Application

##### 2) Essay

- Ideal length – one page (400-600 words). Applicants should address their motivation for pursuing the program, why they believe they are good candidates, and how the program will help them with their career goals.

##### 3) Resume

- Ideal length – 1-2 pages. The résumé provides the admissions committee with a holistic view of each applicant. Applicants are encouraged to highlight their experience, accomplishments, and leadership/involvement outside of the classroom.

##### 4) Two Letters of Recommendation

- Recommendations must be from a supervisor (e.g., professor, employer, adviser, volunteer coordinators, etc.).

#### Graduate Admission Requirements

To be completed in student's bachelor's degree graduating term. Admission to the combination degree option does not constitute admission to the UF Graduate School. To continue with the program after earning the bachelor's degree, combined students must meet the Graduate School's admissions requirements. To be eligible for graduate admission, students must:

- Earn a bachelor's degree with a grade point average of 3.0 or above
- Complete the Graduate School application and pay the application fee by the posted deadline (The graduate admission application should be completed after the bachelor's degree application has been submitted)
- Have no conduct flags that disqualify them from graduate admission
- Submit all required combined degree paperwork by posted deadlines
- Earn at least a "B" or better in any graduate course in order for it to count toward the master's degree.
- Note: All applicants will be required to submit the Information for Residency Classification when they apply to Graduate School.

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

Yes

#### Double-counted Credit Justification

*Provide a justification of the number of double-counted credits.*

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

The double-counted credits do not compromise the integrity and quality of the combined programs. The graduate courses have been carefully selected by major and

approved by the faculty-led undergraduate business curriculum committee for the bachelor's degree. The graduate courses pre-approved to substitute undergraduate degree requirements are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted graduate credits must be earned with a letter grade of B or better and do not impact the integrity or quality of learning objectives at the master's level since combination degree students must complete the same degree requirements as traditional master's 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 program.*

At this time, we do not anticipate any potential impact on other programs or departments.

**Combination (Bachelor's/Master's) Degree Course of Study**  
Master of Science with a major in Marketing  
Bachelor of Science in Business Administration – Finance (BSBA-FIN)

**CURRICULUM - Total: 30 credits**

<b>CORE – 20 credits</b>	<b>ELECTIVE – 10 credits</b>
<p><b><i>A minimum of 16 credits must be MAR pre-fix courses.</i></b></p> <p>GEB 5212 Professional Writing in Business (1 cr.)  GEB 5215 Professional Communication in Business (1 cr.)  MAR 5806 Problems and Methods in Marketing Management* (2 cr.)  MAR6818 Advanced Marketing Management <b>or</b> MAR 6335 Building and Managing Brand Equity** (2 cr.)  QMB 6358 Statistical Analysis for Managerial Decisions (2 cr.)  MAR XXXX Marketing Courses (12 cr.)</p> <p>*UF marketing majors who took MAR 4803, must replace MAR5806 with another marketing course.  ** MAR6818 or MAR 6335 must be taken toward the end of the program.</p>	<p>Choose business electives from subject areas such as entrepreneurship, finance, information systems &amp; operations mgmt., international business, management and real estate</p> <p>Study abroad (optional)</p> <p>Take graduate-level, non-business electives (up to 9 credits)</p>
<p><i>Note: All courses, with the exception of GEB5212/5215, are 2 credits.</i></p>	

**Sample Course of Study**

The program of study will vary by major requirements and by the combination degree start term.  
Refer to list of approved course substitutions by major.

Students are able to share up to 12 graduate credits between the bachelor's and master's degrees. Students may select up to 12 graduate credits from a list of pre-approved graduate courses that will be used to substitute specific undergraduate courses. The graduate course substitutions have been carefully selected and approved by the undergraduate business curriculum committee. At the graduate level, students will be required to complete a minimum of 30 credits to earn the master's degree.

**Total shared credits: 12**

<b>Undergraduate Requirement Replaced by Shared Graduate Courses</b>	<b>Graduate Approved Course Substitutions</b>
Upper-level restricted electives (4 cr.)	<i>Instead, take BOTH of these:</i> Marketing Elective (2 cr.) Marketing Elective (2 cr.)
Upper-level restricted electives (4 cr.)	<i>Any graduate business course NOT being used in another course substitution may be used to satisfy this requirement. Instead, take BOTH of these:</i> MAR 5806 Problems and Methods in Marketing Management* (2 cr.) QMB 6358 Statistical Analysis Managerial Decisions 1 (2 cr.)
FIN 4504 Equity and Capital Markets (4 cr.)	<i>Instead, take BOTH of these:</i> FIN 6537 Derivative Securities (2 cr.) FIN 6638 International Finance (2 cr.)

*Continued on page 2*



### Sample Semester by Semester Plan

\*Master of Science with a major in Marketing Core Classes

#### SPRING

##### **Full-semester**

Undergraduate course (4 cr.)

Undergraduate course (4 cr.)

##### **Module 3** (*January – March*)

MAR 5806 Problems and Methods in Marketing Management\* (2 cr.) – *sub 1 of 2 for Upper-Level Restricted Elective 1*

QMB 6358 Statistical Analysis Managerial Decisions 1\* (2 cr.) - *sub 2 of 2 for Upper-Level Restricted 1 Elective*

##### **Module 4** (*March to April*)

Marketing Elective\* (2 cr.) – *sub 1 of 2 for Upper-Level Restricted Elective 2*

Marketing Elective\* (2 cr.) – *sub 2 of 2 for Upper-Level Restricted Elective 2*

#### FALL

##### **Full-semester**

Undergraduate course (4 cr.)

Undergraduate course (4 cr.)

##### **Module 1** (*August to mid-October*)

FIN 6537 Derivative Securities (2 cr.) - *sub 1 of 2 for FIN4504*

##### **Module 2** (*Mid-October to December*)

FIN 6638 International Finance (2 cr.) - *sub 2 of 2 for FIN4504*

**Bachelor's Degree Graduation – December**

**Total Shared Credits Between Bachelor's/Master's: 12**

#### SPRING

##### **Module 3** (*January – March*)

GEB5215 Professional Communication in Business\* (1 cr.)

Graduate Business Elective (2 cr.)

Marketing Elective\* (2 cr.)

Marketing Elective\* (2 cr.)

##### **Module 4** (*March to April*)

GEB5212 Professional Writing in Business \* (1 cr.)

Marketing Elective\* (2 cr.)

Marketing Elective\* (2 cr.)

MAR 6818 Advanced Marketing Management\* (2 cr.)

#### SUMMER

##### **Summer A**

Graduate Business Elective (2 cr.)

Graduate Business Elective (2 cr.)

**Master's Degree Graduation – August**

**Total Graduate Credits Earned: 30**



**Degree | New | Combination Degree/Ugrad Grad for request 19725**

**Info**

**Request:** New combination bachelor's/master's degree - M.S. with a major in Marketing with the B.S.B.A. with a major in General Business

**Description of request:** The Warrington College of Business and the Heavener School of Business seek to create a new combination degree between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in General Business and the Master of Science (M.S.) with a major in Marketing.

**Submitter:** Ana Portocarrero anais@ufl.edu

**Created:** 11/6/2025 3:47:27 PM

**Form version:** 3

**Responses**

**Department Name (Undergraduate Degree Program)**

*Enter the name of the department offering the undergraduate degree program.*

Business Administration General

**College Name (Undergraduate Degree Program)**

*Enter the complete name for the college/school for the department listed above.*

Warrington College of Business / Heavener School of Business

**Major Name (Undergraduate Degree Program)**

*Enter the name of the undergraduate degree program (e.g., Bachelor of Arts in History).*

Bachelor of Science in Business Administration (B.S.B.A.) with a major in General Business

**Major Code (Undergraduate Degree Program)**

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

IBA

**Department Name (Graduate Degree Program)**

*Enter the name of the department offering the graduate degree program.*

Marketing

**College Name (Graduate Degree Program)**

*Enter the complete name for the college/school for the department listed above.*

Warrington College of Business / Hough Graduate School of Business

**Major Name (Graduate Degree Program)**

*Enter the name of the graduate degree program (e.g., Master of Arts in History).*

Master of Science (M.S.) with a major in Marketing

**Major Code (Graduate Degree Program)**

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

MKG

**Effective Term**

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

Earliest Available

**Effective Year**

Earliest Available

**What is the rationale for proposing this Combination Degree?**

Contingent upon approval of the proposal to create a new major: Master of Science (M.S.) with a major in Marketing (request 18789), the Warrington College of Business and the Heavener School of Business seek to create a new combination degree between the Master of Science (M.S.) with a major in Marketing with the Bachelor of Science in Business Administration (B.S.B.A.) with a major in General Business. The Master of Science (M.S.) with a major in Marketing is intended for students whose objective is to work in the field of marketing. The master's degree builds upon the knowledge and skills learned at the undergraduate level (primarily in marketing, but also in statistics, professional communication, and writing) and provides more advanced coursework to better prepare students for a variety of career opportunities. The bachelor's/master's combination degree allows students to gain more in-depth knowledge and skills earlier in their academic studies, which better prepares them for internships and makes them more competitive during the job search process.

**What are the benefits of establishing this program?**

Combination degree students have access to a wider variety of courses at the graduate level, which are more rigorous and specialized. The combination degree students gain knowledge and skills earlier in their academic studies, which allow them to be more prepared for internships and more competitive during the job search process.

**Double-counted credits and Degree Requirements**

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

The undergraduate degree is a 120-credit program. The master's degree is a 30-credit program. Students are able to double-count up to 12 graduate credits earned with a letter grade of B or better toward both the bachelor's and master's degrees. For the bachelor's degree, students may select up to 12 graduate credits from a list of preapproved graduate courses (see attachment) that will be used to substitute specific

undergraduate courses. The graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee. The graduate courses are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level. Specifically, this combined degree program expands upon the following undergraduate learning outcomes:

- Demonstrate knowledge and understanding of elements of economics, financial accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
- Specify and implement a framework for identifying a business problem and developing alternative solutions and a set of evaluation criteria.
- Assess the outcomes of a course of action and make appropriate adjustments.
- Write business documents clearly, concisely, and analytically.
- Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

### **Coherent Course of Study**

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

The combination degree course of study, including the admissions process and the pre-approved course substitutions, maintains a logical, sequential course of study that maintains the integrity of the undergraduate 8-semester plan and the graduate course of study. Refer to sample course of study attachment.

Students apply to the combination degree program during the second semester of junior year. During the senior year, admitted students select up to 12 graduate credits to substitute 12 undergraduate credits. The pre-approved substitutions are for undergraduate courses typically completed during the senior year; thus, the combination degree program should not impact the bachelor's degree completion time. Students earn the bachelor's degree within one or two semesters after starting the combination degree program and within the 8-semester plan. After earning the bachelor's degree, students transfer up to 12 shared letter-graded graduate credits earned with a grade of B or better toward the master's degree. Students complete the remainder of the master's degree requirements within two semesters after earning the bachelor's degree.

## Meeting Degree Requirements

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

For the bachelor's degree, the graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee. The graduate courses pre-approved to substitute undergraduate degree requirements are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

## Student Qualifications

*How are students determined to be academically qualified for this Combination program?*

*Please describe the additional criteria used to select students for this combination program beyond the GPA. These include but are not limited to:*

- (a) faculty recommendations*
- (b) student performance on external examinations*
- (c) evidence such as portfolios, recordings, software programs, created or creative works*
- (d) any other indicators of the students' potential for success*

We review applications holistically. The ideal candidate has strong academic ability, is well rounded, and possesses strong interpersonal skills. The admissions committee will review resumes for internship and work experience, as well as involvement outside of the classroom. The program requires two recommendation letters from supervisors (e.g., faculty, employer, internship supervisor, etc.) to assess the student's maturity, ability to work in teams, and the student's potential for success.

## Eligibility Requirements

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

### Eligibility Requirements

- Enrolled in the Bachelor of Science in Business Administration (B.S.B.A.) with a major in General Business
- Minimum 3.2 Cumulative UF GPA
- Complete the following before beginning the program:
  - Earn 90 credit hours, including AP, IB, and dual enrollment credits
  - The Seven Tracking Courses for Business Majors (business majors only)
  - FIN 3403 Business Finance
  - MAR 3023 Principles of Marketing

## Application Materials

### 1) Combined Application

### 2) Essay

- Ideal length – one page (400-600 words). Applicants should address their motivation for pursuing the program, why they believe they are good candidates, and how the program will help them with their career goals.

### 3) Resume

- Ideal length – 1-2 pages. The résumé provides the admissions committee with a holistic view of each applicant. Applicants are encouraged to highlight their experience, accomplishments, and leadership/involvement outside of the classroom.

### 4) Two Letters of Recommendation

- Recommendations must be from a supervisor (e.g., professor, employer, adviser, volunteer coordinators, etc.).

## Graduate Admission Requirements

To be completed in student's bachelor's degree graduating term. Admission to the combination degree option does not constitute admission to the UF Graduate School. To continue with the program after earning the bachelor's degree, combined students must meet the Graduate School's admissions requirements. To be eligible for graduate admission, students must:

- Earn a bachelor's degree with a grade point average of 3.0 or above
- Complete the Graduate School application and pay the application fee by the posted deadline (The graduate admission application should be completed after the bachelor's degree application has been submitted)
- Have no conduct flags that disqualify them from graduate admission
- Submit all required combined degree paperwork by posted deadlines
- Earn at least a "B" or better in any graduate course in order for it to count toward the master's degree.
- Note: All applicants will be required to submit the Information for Residency Classification when they apply to Graduate School.

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

Yes

### Double-counted Credit Justification

*Provide a justification of the number of double-counted credits.*

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

The double-counted credits do not compromise the integrity and quality of the combined programs. The graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee for the bachelor's degree. The graduate courses pre-approved to substitute undergraduate degree requirements are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted graduate credits must be earned with a letter grade of B or better and do not impact the integrity or quality of learning objectives at the master's level since combination degree students must complete the same degree requirements as traditional master's 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 program.*

At this time, we do not anticipate any potential impact on other programs or departments.



## Combination (Bachelor's/Master's) Degree Course of Study

Master of Science with a major in Marketing

Bachelor of Science in Business Administration-General Business (BSBA-IBA ONL) – UF Online

### CURRICULUM - Total: 30 credits

CORE – 20 credits	ELECTIVE – 10 credits
<p><b><i>A minimum of 16 credits must be MAR pre-fix courses.</i></b></p> <p>GEB 5212 Professional Writing in Business (1 cr.)  GEB 5215 Professional Communication in Business (1 cr.)  MAR 5806 Problems and Methods in Marketing Management* (2 cr.)  MAR6818 Advanced Marketing Management <b>or</b> MAR 6335 Building and Managing Brand Equity** (2 cr.)  QMB 6358 Statistical Analysis for Managerial Decisions (2 cr.)  MAR XXXX Marketing Courses (12 cr.)</p> <p>*UF marketing majors who took MAR 4803, must replace MAR5806 with another marketing course.  ** MAR6818 or MAR 6335 must be taken toward the end of the program.</p>	<p>Choose business electives from subject areas such as entrepreneurship, finance, information systems &amp; operations mgmt., international business, management and real estate</p> <p>Study abroad (optional)</p> <p>Take graduate-level, non-business electives (up to 9 credits)</p>
<p><i>Note: All courses, with the exception of GEB5212/5215, are 2 credits.</i></p>	

### Sample Course of Study

The program of study will vary by major requirements and by the combination degree start term.

Refer to list of approved course substitutions by major.

Students are able to share up to 12 graduate credits between the bachelor's and master's degrees. Students may select up to 12 graduate credits from a list of pre-approved graduate courses that will be used to substitute specific undergraduate courses. The graduate course substitutions have been carefully selected and approved by the undergraduate business curriculum committee. At the graduate level, students will be required to complete a minimum of 30 credits to earn the master's degree.

### Total shared credits: 12

Undergraduate Requirement Replaced by Shared Graduate Courses	Graduate Approved Course Substitutions
Upper-Level Restricted Electives (4 cr.)	<i>Instead, take BOTH of these:</i> MAR 5806 Problems and Methods in Marketing Management (2 cr.) QMB 6358 Statistical Analysis Managerial Decisions 1 (2 cr.)
Upper-Level Restricted Electives (4 cr.)	<i>Any graduate business course NOT being used in another course substitution may be used to satisfy this requirement. Instead, take BOTH of these:</i> Marketing Elective (2 cr.) Marketing Elective (2 cr.)
MAN4504 Operations & Supply Chain Management (4 cr.)	<i>Instead, take BOTH of these:</i> MAN 5502 Production & Operations Management (2 cr.) MAN 6511 Production Management Problems (2 cr.)

*Continued on page 2*

## Sample Semester by Semester Plan

\*Master of Science with a major in Marketing Core Classes

### **SPRING**

#### **Full-semester**

Undergraduate course (4 cr.)

Undergraduate course (4 cr.)

#### **Module 3 (January – March)**

MAR 5806 Problems and Methods in Marketing Management\* (2 cr.) – *sub 1 of 2 for Upper-Level Restricted Elective 1*

QMB 6358 Statistical Analysis Managerial Decisions 1\* (2 cr.) - *sub 1 of 2 for Upper-Level Restricted Elective 1*

#### **Module 4 (March to April)**

Marketing Elective\* (2 cr.) – *sub 1 of 2 for Upper-Level Restricted Elective 2*

Marketing Elective\* (2 cr.) – *sub 2 of 2 for Upper-Level Restricted Elective 2*

### **FALL**

#### **Full-semester**

Undergraduate course (4 cr.)

Undergraduate course (4 cr.)

#### **Module 1 (August to mid-October)**

MAN 5502 Production & Operations Management (2 cr.) - *sub 1 of 2 for MAN4504*

#### **Module 2 (Mid-October to December)**

MAN 6511 Production Management Problems (2 cr.) - *sub 2 of 2 for MAN4504*

### **Bachelor's Degree Graduation – December**

**Total Shared Credits Between Bachelor's/Master's: 12**

### **SPRING**

#### **Module 3 (January – March)**

GEB5215 Professional Communication in Business\* (1 cr.)

Graduate Business Elective (2 cr.)

Marketing Elective\* (2 cr.)

Marketing Elective\* (2 cr.)

#### **Module 4 (March to April)**

GEB5212 Professional Writing in Business\* (1 cr.)

Marketing Elective\* (2 cr.)

Marketing Elective\* (2 cr.)

MAR 6818 Advanced Marketing Management\* (2 cr.)

### **SUMMER**

#### **Summer A**

Graduate Business Elective (2 cr.)

Graduate Business Elective (2 cr.)

### **Master's Degree Graduation – August**

**Total Graduate Credits Earned: 30**



## Degree | New | CombinationDegree/UgradGrad for request 19721

### Info

**Request:** New combination bachelor's/master's degree - M.S. with a major in Marketing with the B.S.B.A. with a major in Management

**Description of request:** The Warrington College of Business and the Heavener School of Business seek to create a new combination degree between the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Management and the Master of Science (M.S.) with a major in Marketing.

**Submitter:** Ana Portocarrero anais@ufl.edu

**Created:** 11/6/2025 4:26:37 PM

**Form version:** 5

### Responses

#### Department Name (Undergraduate Degree Program)

*Enter the name of the department offering the undergraduate degree program.*

Management

#### College Name (Undergraduate Degree Program)

*Enter the complete name for the college/school for the department listed above.*

Warrington College of Business / Heavener School of Business

#### Major Name (Undergraduate Degree Program)

*Enter the name of the undergraduate degree program (e.g., Bachelor of Arts in History).*

Bachelor of Science in Business Administration (B.S.B.A.) with a major in Management

#### Major Code (Undergraduate Degree Program)

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

MGT

#### Department Name (Graduate Degree Program)

*Enter the name of the department offering the graduate degree program.*

Marketing

#### College Name (Graduate Degree Program)

*Enter the complete name for the college/school for the department listed above.*

Warrington College of Business / Hough Graduate School of Business

#### Major Name (Graduate Degree Program)

*Enter the name of the graduate degree program (e.g., Master of Arts in History).*

Master of Science (M.S.) with a major in Marketing

**Major Code (Graduate Degree Program)**

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

MKG

**Effective Term**

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

Earliest Available

**Effective Year**

Earliest Available

**What is the rationale for proposing this Combination Degree?**

Contingent upon approval of the proposal to create a new major: Master of Science (M.S.) with a major in Marketing (request 18789), the Warrington College of Business and the Heavener School of Business seek to create a new combination degree between the Master of Science (M.S.) with a major in Marketing with the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Management. The Master of Science (M.S.) with a major in Marketing is intended for students whose objective is to work in the field of marketing. The master's degree builds upon the knowledge and skills learned at the undergraduate level (primarily in marketing, but also in statistics, professional communication, and writing) and provides more advanced coursework to better prepare students for a variety of career opportunities. The bachelor's/master's combination degree allows students to gain more in-depth knowledge and skills earlier in their academic studies, which better prepares them for internships and makes them more competitive during the job search process.

**What are the benefits of establishing this program?**

Combination degree students have access to a wider variety of courses at the graduate level, which are more rigorous and specialized. The combination degree students gain knowledge and skills earlier in their academic studies, which allow them to be more prepared for internships and more competitive during the job search process.

**Double-counted credits and Degree Requirements**

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

The undergraduate degree is a 120-credit program. The master's degree is a 30-credit program. Students are able to double-count up to 12 graduate credits earned with a letter grade of B or better toward both the bachelor's and master's degrees. For the bachelor's degree, students may select up to 12 graduate credits from a list of preapproved graduate courses (see attachment) that will be used to substitute specific undergraduate courses. The graduate courses have been carefully selected by major

and approved by the faculty-led undergraduate business curriculum committee. The graduate courses are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level. Specifically, this combined degree program expands upon the following undergraduate learning outcomes:

- Demonstrate knowledge and understanding of elements of economics, financial accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
- Specify and implement a framework for identifying a business problem and developing alternative solutions and a set of evaluation criteria.
- Assess the outcomes of a course of action and make appropriate adjustments.
- Write business documents clearly, concisely, and analytically.
- Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

### **Coherent Course of Study**

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

The combination degree course of study, including the admissions process and the pre-approved course substitutions, maintains a logical, sequential course of study that maintains the integrity of the undergraduate 8-semester plan and the graduate course of study. Refer to sample course of study attachment.

Students apply to the combination degree program during the second semester of junior year. During the senior year, admitted students select up to 12 graduate credits to substitute 12 undergraduate credits. The pre-approved substitutions are for undergraduate courses typically completed during the senior year; thus, the combination degree program should not impact the bachelor's degree completion time. Students earn the bachelor's degree within one or two semesters after starting the combination degree program and within the 8-semester plan. After earning the bachelor's degree, students transfer up to 12 shared letter-graded graduate credits earned with a grade of B or better toward the master's degree. Students complete the remainder of the master's degree requirements within two semesters after earning the bachelor's degree.

## Meeting Degree Requirements

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

For the bachelor's degree, the graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee. The graduate courses pre-approved to substitute undergraduate degree requirements are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level.

For the master's degree, students will complete a minimum of 30 graduate credits required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted credits do not impact the integrity or quality of learning objectives at the master's level since the degree requirements are the same for combination degree students and traditional master's students.

## Student Qualifications

*How are students determined to be academically qualified for this Combination program?*

*Please describe the additional criteria used to select students for this combination program beyond the GPA. These include but are not limited to:*

- (a) faculty recommendations*
- (b) student performance on external examinations*
- (c) evidence such as portfolios, recordings, software programs, created or creative works*
- (d) any other indicators of the students' potential for success*

We review applications holistically. The ideal candidate has strong academic ability, is well rounded, and possesses strong interpersonal skills. The admissions committee will review resumes for internship and work experience, as well as involvement outside of the classroom. The program requires two recommendation letters from supervisors (e.g., faculty, employer, internship supervisor, etc.) to assess the student's maturity, ability to work in teams, and the student's potential for success.

## Eligibility Requirements

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

### Eligibility Requirements

- Enrolled in the Bachelor of Science in Business Administration (B.S.B.A.) with a major in Management
- Minimum 3.2 Cumulative UF GPA
- Complete the following before beginning the program:
  - Earn 90 credit hours, including AP, IB, and dual enrollment credits
  - The Seven Tracking Courses for Business Majors (business majors only)
  - FIN 3403 Business Finance
  - MAR 3023 Principles of Marketing

## Application Materials

### 1) Combined Application

### 2) Essay

- Ideal length – one page (400-600 words). Applicants should address their motivation for pursuing the program, why they believe they are good candidates, and how the program will help them with their career goals.

### 3) Resume

- Ideal length – 1-2 pages. The résumé provides the admissions committee with a holistic view of each applicant. Applicants are encouraged to highlight their experience, accomplishments, and leadership/involvement outside of the classroom.

### 4) Two Letters of Recommendation

- Recommendations must be from a supervisor (e.g., professor, employer, adviser, volunteer coordinators, etc.).

## Graduate Admission Requirements

To be completed in student's bachelor's degree graduating term. Admission to the combination degree option does not constitute admission to the UF Graduate School. To continue with the program after earning the bachelor's degree, combined students must meet the Graduate School's admissions requirements. To be eligible for graduate admission, students must:

- Earn a bachelor's degree with a grade point average of 3.0 or above
- Complete the Graduate School application and pay the application fee by the posted deadline (The graduate admission application should be completed after the bachelor's degree application has been submitted)
- Have no conduct flags that disqualify them from graduate admission
- Submit all required combined degree paperwork by posted deadlines
- Earn at least a "B" or better in any graduate course in order for it to count toward the master's degree.
- Note: All applicants will be required to submit the Information for Residency Classification when they apply to Graduate School.

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

Yes

### Double-counted Credit Justification

*Provide a justification of the number of double-counted credits.*

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

The double-counted credits do not compromise the integrity and quality of the combined programs. The graduate courses have been carefully selected by major and approved by the faculty-led undergraduate business curriculum committee for the bachelor's degree. The graduate courses pre-approved to substitute undergraduate degree requirements are more advanced and rigorous than undergraduate courses, thus strengthening the student learning outcomes at the undergraduate level. For the master's degree, students will complete a minimum of 30 graduate credits



required for the degree. All of the graduate courses approved to double count toward the bachelor's and master's degrees meet the master's degree requirements, as either a core class or a graduate business elective. The double-counted graduate credits must be earned with a letter grade of B or better and do not impact the integrity or quality of learning objectives at the master's level since combination degree students must complete the same degree requirements as traditional master's 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 program.*

At this time, we do not anticipate any potential impact on other programs or departments.

**Combination (Bachelor's/Master's) Degree Course of Study**  
 Master of Science with a major in Marketing  
 Bachelor of Science in Business Administration – Management (BSBA-MGT)

**CURRICULUM - Total: 30 credits**

<b>CORE – 20 credits</b>	<b>ELECTIVE – 10 credits</b>
<p><b><i>A minimum of 16 credits must be MAR pre-fix courses.</i></b></p> <p>GEB 5212 Professional Writing in Business (1 cr.)            GEB 5215 Professional Communication in Business (1 cr.)            MAR 5806 Problems and Methods in Marketing Management* (2 cr.)            MAR6818 Advanced Marketing Management <b>or</b> MAR 6335 Building and Managing Brand Equity** (2 cr.)            QMB 6358 Statistical Analysis for Managerial Decisions (2 cr.)            MAR XXXX Marketing Courses (12 cr.)</p> <p>*UF marketing majors who took MAR 4803, must replace MAR5806 with another marketing course.            ** MAR6818 or MAR 6335 must be taken toward the end of the program.</p>	<p>Choose business electives from subject areas such as entrepreneurship, finance, information systems &amp; operations mgmt., international business, management and real estate</p> <p>Study abroad (optional)</p> <p>Take graduate-level, non-business electives (up to 9 credits)</p>
<p><i>Note: All courses, with the exception of GEB5212/5215, are 2 credits.</i></p>	

**Sample Course of Study**

The program of study will vary by major requirements and by the combination degree start term.  
 Refer to list of approved course substitutions by major.

Students are able to share up to 12 graduate credits between the bachelor's and master's degrees. Students may select up to 12 graduate credits from a list of pre-approved graduate courses that will be used to substitute specific undergraduate courses. The graduate course substitutions have been carefully selected and approved by the undergraduate business curriculum committee. At the graduate level, students will be required to complete a minimum of 30 credits to earn the master's degree.

**Total shared credits: 12**

<b>Undergraduate Requirement Replaced by Shared Graduate Courses</b>	<b>Graduate Approved Course Substitutions</b>
Upper level restricted electives (4 cr.)	<i>Any graduate business course NOT being used in another course substitution may be used to satisfy this requirement. Instead, take BOTH of these:</i> MAR 5806 Problems and Methods in Marketing Management (2 cr.) QMB 6358 Statistical Analysis Managerial Decisions 1 (2 cr.)
Upper level restricted electives (4 cr.)	<i>Any graduate business course NOT being used in another course substitution may be used to satisfy this requirement. Instead, take BOTH of these:</i> Marketing Elective (2 cr.) Marketing Elective (2 cr.)
MAN4504 Operations & Supply Chain Management (4 cr.)	<i>Instead, take BOTH of these:</i> MAN 5502 Production & Operations Management (2 cr.) MAN 6511 Production Management Problems (2 cr.)

*Continued on page 2*

### Sample Semester by Semester Plan

\*Master of Science with a major in Marketing Core Classes

#### **SPRING**

##### **Full-semester**

Undergraduate course (4 cr.)

Undergraduate course (4 cr.)

##### **Module 3** (*January – March*)

MAR 5806 Problems and Methods in Marketing Management\* (2 cr.) – *sub 1 of 2 for Upper Level Restricted Elective 1*

QMB 6358 Statistical Analysis Managerial Decisions\* (2 cr.) - *sub 2 of 2 for Upper Level Restricted Elective 1*

##### **Module 4** (*March to April*)

Marketing Elective\* (2 cr.) – *sub 1 of 2 for Upper Level Restricted Elective 2*

Marketing Elective\* (2 cr.) – *sub 2 of 2 for Upper Level Restricted Elective 2*

#### **FALL**

##### **Full-semester**

Undergraduate course (4 cr.)

Undergraduate course (4 cr.)

##### **Module 1** (*August to mid-October*)

MAN 5502 Production & Operations Management (2 cr.) - *sub 1 of 2 for MAN4504*

##### **Module 2** (*Mid-October to December*)

MAN 6511 Production Management Problems (2 cr.) - *sub 2 of 2 for MAN4504*

#### **Bachelor's Degree Graduation – December**

**Total Shared Credits Between Bachelor's/Master's: 12**

#### **SPRING**

##### **Module 3** (*January – March*)

GEB5215 Professional Communication in Business\* (1 cr.)

Graduate Business Elective (2 cr.)

Marketing Elective\* (2 cr.)

Marketing Elective\* (2 cr.)

##### **Module 4** (*March to April*)

GEB5212 Professional Writing in Business\* (1 cr.)

Marketing Elective\* (2 cr.)

Marketing Elective\* (2 cr.)

MAR 6818 Advanced Marketing Management\* (2 cr.)

#### **SUMMER**

##### **Summer A**

Graduate Business Elective (2 cr.)

Graduate Business Elective (2 cr.)

#### **Master's Degree Graduation – August**

**Total Graduate Credits Earned: 30**



## Degree | New | Combination Degree-GradPro for request 20710

### Info

**Request:** Modify the graduate/professional degree MD-PhD program

**Description of request:** The College of Medicine seeks to modify the combination degree program between the Doctor of Philosophy (Ph.D.) with a major in Medical Sciences and a concentration in either Biochemistry and Molecular Biology, Cancer Biology, Genetics, Immunology and Microbiology, Pharmacology and Therapeutics, or Physiology and Aging, and the Doctor of Medicine (M.D.).

**Submitter:** Kathy Green kathygreen@ufl.edu

**Created:** 12/3/2025 10:00:24 AM

**Form version:** 8

### Responses

#### Department Name (Graduate Degree Program)

*Enter the name of the department offering the undergraduate degree program.*

Medicine-General

#### College Name (Graduate Degree Program)

*Enter the complete name for the college/school for the department listed above.*

College of Medicine

#### Major Name (Graduate Degree Program)

*Enter the name of the graduate degree program (e.g., Bachelor of Arts in History).*

Doctor of Philosophy, major in Medical Sciences with a concentration in either Biochemistry and Molecular Biology, Cancer Biology, Genetics, Immunology and Microbiology, Pharmacology and Therapeutics or Physiology and Aging

#### Major Code (Graduate Degree Program)

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

MSC

#### Department Name (Professional Degree Program)

*Enter the name of the department offering the graduate degree program.*

Medicine-General

#### College Name (Professional Degree Program)

*Enter the complete name for the college/school for the department listed above.*

College of Medicine

**Major Name (Professional Degree Program)**

*Enter the name of the professional degree program (e.g., Master of Arts in History).*

Doctor of Medicine

**Major Code (Professional Degree Program)**

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

MD

**Effective Term**

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

Earliest Available

**Effective Year**

Earliest Available

**What is the rationale for proposing this Combination Degree?**

This combination graduate/professional PhD-MD degree program (hereafter referred to as the MD-PhD program, per national tradition) is designed for students who have successfully completed two (2) years of the MD program and seek an integration of clinical and research education. To be competitive for a Medical Scientist Training Program award (a National Institutes of Health training grant explicitly designed for combined degree students), there must be some synergy in getting the MD and PhD degrees. Such synergy is derived from a coherent course of study, the sharing of credits between the graduate and professional degree programs, and the integration of training activities, as described below.

**What are the benefits of establishing this program?**

The UF Program offers 1) an emphasis on discovery and translational science through its integration with UF Clinical and Translational Science Institute training programs, which bring extensive resources and opportunities for MD-PhD trainees; 2) trainees have an opportunity to select from one of ten PhD programs, including the basic biomedical sciences but also behavioral, population, and data sciences; 3) special emphasis on the integration of clinical and research education provides trainees with: a clinical research practicum experience during the pre-clinical MD years; 4) a longitudinal clinical curriculum involving service at a student-run free-clinic, assignment to a clinical mentor during Graduate School years, a return-to-clinical medicine course during the Graduate School years, and a program favoring postgraduate placement in a physician–scientist training program; and 5) several elective months during the clinical MD to continue research in their field of study, present research (oral/poster presentations), write manuscripts, and publish in scientific journals.

### **Double-counted credits and Degree Requirements**

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

The MD-PhD program will work with the curriculum committee of the respective PhD program to double-count up to 24 professional credits from the MD program towards their PhD degree.

Doctor of Medicine students who complete the PhD may petition the College of Medicine's (COM) Academic Status Committee (ASC) to waive four (4) elective credits for each year of training outside of the MD program, with a maximum of sixteen (16) credits. Petitions require the endorsement of the Director of MD-PhD program.

### **Coherent Course of Study**

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

Students accepted into the MD-PhD program complete the first two years of the medical school curriculum. During this time, MD-PhD students also participate in introductory research rotations, a patient-oriented research study, complete certifications related to the protection of human research subjects, animal use and care, and privacy, and select a research mentor. Students formally apply to the PhD degree program during the Fall semester of the second year of medical school. After completion of the second year of medical school and acceptance to the PhD program, students move to the graduate program. Each graduate academic unit is responsible for reviewing individual student plans and determining which transfer of foundational and/or clinical science medical school credits align with the pedagogical objectives and student's interest, if desired. Students then complete the remaining PhD coursework and research in their field. Upon completing their PhD, students return to medical school to complete the remaining courses and electives to meet the medical school graduation requirements. The MD-PhD combination degree program integrates research and clinical activities throughout the 7-8 years of the program. For example, the Patient-Oriented Research Practicum is a longitudinal clinical research project conducted by each MD-PhD cohort during their first 5-6 years. The Quantitative medicine and Innovation in Physiologic Sciences (QUIPS) elective activity uses research papers to provide a deeper understanding of basic disease mechanisms and quantitative methodology during the first two years of medical school. Clinical experiences and Objective Structured Clinical Examinations occur throughout the Graduate School years.

### **Meeting Degree Requirements**

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

The Graduate School requires submitting a completed combination graduate/professional degree program authorization form for Graduate School approval during the term the student is admitted to the second program. This form is available in the Graduate Information Management System (GIMS). Students who have already

earned either the Doctor of Philosophy degree or the Doctor of Medicine degree are not eligible for participation in this graduate/professional degree program. Students in the combination MD-PhD degree program are required to successfully complete 90 credits of coursework and all associated milestones (e.g., qualifying examination, admission to candidacy, dissertation defense, final term enrollment, and final clearance status for the dissertation) for the PhD in Medical Sciences with a concentration (e.g., Biochemistry and Molecular Biology, Biomedical Informatics, Cancer Biology, Genetics, Health Outcomes and Implementation Science, Immunology and Microbiology, Medical Physics, Molecular Cell Biology, Neuroscience, Pharmacology and Therapeutics, or Physiology and Aging, as well as participation in the monthly scholars meeting, fall retreat, and spring symposium while participating in the MD-PhD program (between 7-8 years total). Doctor of Medicine students are required to successfully complete 185 credits from the MD degree program (of which 4 credits per year of study in the PhD may count as elective credits, with a maximum of 16 credits). Up to 24 credits of MD coursework may be counted toward the PhD degree.

### **Student Qualifications**

*How are students determined to be academically qualified for this Combination program? Please describe the additional criteria used to select students for this combination program beyond the GPA. These include but are not limited to:*

- (a) faculty recommendations*
- (b) student performance on external examinations*
- (c) evidence such as portfolios, recordings, software programs, created or creative works*
- (d) any other indicators of the students' potential for success*

For this combination graduate/professional MD-PhD degree program, applicants must be a U.S. citizen or permanent resident, and received a bachelor's degree from a U.S. post-secondary college or university accredited by one of the regional accrediting organizations prior to matriculation to medical school. A graduate or professional degree earned in the U.S. may be substituted for the bachelor's degree. The minimum science admissions requirements include the following basic introductory courses and laboratories. - General Biology with lab - 8 semester hours - General Chemistry with lab: 8 semester hours - Organic Chemistry with lab: 4-5 semester hours - Physics with lab - 8 semester hours. A secondary invitation with essay questions is sent to any applicant with a completed AMCAS application. A MCAT score, with a minimum of 505, is required for interview consideration and must be earned no earlier than January five years prior and taken not later than September the year prior to matriculation to be considered for an interview. Additionally, students must submit between 3 to 6 letters of recommendation to address a range of competencies, including academics, research, communication skills, teamwork, and leadership. The minimum requirements for graduate admissions include a baccalaureate degree from an accredited college or university and a minimum GPA of 3.0 for all upper-division (Junior/Senior) courses. Students applying for this combination graduate/professional MD-PhD degree program must meet the graduate school's English proficiency requirements and also have a strong research record and an in-depth understanding of a research project.



## Eligibility Requirements

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

Admission requirements for this combination graduate/professional MD-PhD degree program are the same as for the MD degree, with additional emphasis on research experience and career aspirations for health research. The admission process is primarily coordinated by the College of Medicine's Office of Admissions, with input and interviews from the graduate portion of this combination degree program coordinated by the MD-PhD program. Individuals should apply between May and July the year prior to matriculation into medical school. Based on the COM admissions rubric, applicants are scored based on overall GPA, science GPA, and MCAT scores (in lieu of GRE), along with other holistic measurements, e.g., professional experiences, excellence/service, humanistic motivation, affinity with COM mission, responses to secondary essays, and letters of recommendations. Applicants are pre-approved for the MD-PhD program and matriculate to medical school. During the fall semester of the second year in the MD degree program, students pre-approved for the MD-PhD combination program must officially apply to the university for official acceptance into the PhD portion of the degree program with requested department and concentration. Applicants must meet PhD application deadlines of the concentration of interest (typically November or December).

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

No (i.e. more than 12 credits will be double counted)

## What is the total amount of double-counted credit being proposed for this program?

Up to 40 credits (up to 24 eligible professional credits may be counted toward the PhD and up to 16 eligible graduate credits toward the MD)

## Double-counted Credit Justification

*Provide a justification of the number of double-counted credits.*

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

The allowance of the double-counted credits reduces redundancy of relevant foundational science, clinical science, and research credits in the combined curriculums. The learning objectives of the elective courses receiving dual credit align with the student learning outcomes (e.g., knowledge, skills, and professionalism) for each degree. The additional shared credits will not result in a loss of fidelity for either degree as they will allow students to complement their medical studies and future career goals by developing a deeper understanding of basic science topics and completing scholarly research within health sciences. Completing this combination graduate/professional MD-PhD degree program will differentiate graduates in the marketplace from those without interdisciplinary combined degrees. Thus, the student's learning is enhanced, and neither degree program is compromised in its integrity or quality.

### **Justification for double-counting 13 or more credit hours**

*Provide a justification if the number of double-counted credits indicated more than twelve credits.*

*The common practice for double counted credits is to have no more than 12 in any combination program. Explain how the additional credits beyond 12 in this combination program do not:*

- (a) exceed the 50% threshold for the graduate program*
- (b) compromise the integrity and quality of each program in the combination*
- (c) impede student achievement of each program's student learning outcomes*

The college provides academically qualified students the opportunity to enhance their educational experience and strengthen career pursuits by offering this combination graduate/professional MD-PhD degree program. The maximum allowable of transferred credits for the PhD program is 24 out of 90 credits or 26.6% of the elective credits. The maximum allowance of credits toward the MD program is 16 out of 185 or 8.6% of elective credits. Both are well below the 50% threshold. Goals of the electives are to:

- Facilitate the students' increasing responsibility as adult learners for educational self-determination.
- Provide opportunities to augment previous experiences in preparation for the student's chosen career.
- Provide opportunities to acquire and utilize skills that will be helpful in the student's future career.
- Provide opportunities to strengthen identified learning gaps.
- Provide experiences to meet the needs of students with specific goals.

Ultimately, pursuance of the combined degree offers students a richer and robust learning experience through exploration of their intellectual boundaries, and prepares physician-scientists for a broad range of biomedical science careers with seminars and workshops on teaching, mentoring, leadership, laboratory management, communication, and leadership, as well as exposure to careers.

### **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 College of Medicine MD-PhD combination graduate/professional degree program has a letter of agreement noting that each program is responsible for the following: 1. reviewing and accepting candidates who are academically qualified by the required deadlines; 2. providing assessments and assigning grades for students enrolled in their respective programs; and 3. ensuring that students satisfy curricular requirements for their program, including the applicability of shared credits, before awarding the degree. As the professional and graduate programs are within the College of Medicine and work jointly to ensure successful completion of the combination graduate/professional MD-PhD degree program, there are no impacts on other programs or departments.

## MEDICAL STUDENT CURRICULUM OVERVIEW

The MD program requires all students to successfully complete the following courses prior to graduation, with a total of 184 credits.

### **PHASE 1 – FIRST YEAR (MS-1)**

#### FALL

BMS6810: Intro to Clinical Medicine 1A  
(ICM 1A - 7 credits S/U)  
BMS6003: Genetics and Health (4 credits S/U)  
BMS6092: Research and Discovery (1 credit S/U)  
BMS6031: Foundations of Med (6 credits S/U)  
BMS6751: Nutrition and Health (1 credit S/U)  
BMS6850: Health Systems Science 1A (1 credit S/U)  
MDC6001: Intro Clin Practice (3 credits S/U)

#### SPRING

BMS6812: Intro to Clinical Medicine 1B  
(7 credits S/U)  
BMS6851: Health Systems Science 1B (3 credits S/U)  
BMS6300: Fund Micro and Immuno (4 credits S/U)  
BMS6816: Cancer Bio Clin Oncol (2 credits S/U)  
BMS6642: The Resp Sys Hlth (5 credits S/U)  
BMS6633: The Cv System (5 credits S/U)  
BMS6638C: Kidney & Urinary Tract (4 credits S/U)  
MDC6001: Intro Clin Practice (3 credits S/U)

### **PHASE 1 – SECOND YEAR (MS-2)**

#### FALL

BMS6813: Intro to Clinical Medicine 2A (7 credits S/U)  
BMS6635: Derm and the Msk (4 credits S/U)  
BMS6020: Clinical Neuroscience (7 credits S/U)  
BMS6021: Pain Intensive (1 credit S/U)  
MDC6001: Intro Clin Practice (3 credits S/U)  
BMS6634: GI and Hepatology (5 credits S/U)  
BMS6852: Health Systems Science 2A (1 credit S/U)

#### SPRING

BMS6814: Intro to Clinical Medicine 2B (7 credits S/U)  
BMS6632: Endocrinology and Reproduction  
(4 credits S/U)  
BMS6631: Hematology (4 credits S/U)  
BMS6853: Health Systems Science 2B (1 credit S/U)  
MDT7090: USMLE Step 1 (1 credit S/U)

### **PHASE 2 – THIRD YEAR (MS-3)**

Students take the following clerkships in a rotation:

MDC7010: Continuity Clerkship (2 credits S/U)  
MDC7124: Family Medicine & Amb Care  
(6 credits Letter-Graded)  
MDC7180: Obs and Gyn Clerkship  
(6 credits Letter-Graded)  
MDC7200: Medicine Clerkship  
(8 credits Letter-Graded)  
MDC7400: Pediatric Clerkship  
(8 credits Letter-Graded)  
MDC7600: Surgery Clerkship  
(8 credits Letter-Graded)  
MDC7800: Neurology Clerkship  
(4 credits Letter-Graded)  
MDC7830: Psychiatry Clerkship  
(6 credits Letter-Graded)

### **PHASE 3 – FOURTH YEAR (MS-4)**

MDC7140: Geriatric Clerkship (4 credits S/U)  
MDC7700: Req Anes Crit Care  
(4 credits Letter-Graded)  
MDC7710: Sr Emerg Med Clerkship  
(4 credits Letter-Graded)

Required Selective: choose 1 (4 credits S/U)

- MDC7123: Sr Com Hlth Fam Clerk
- MDC7203: Senior Medicine Clerk
- MDC7401: Senior Pediatric Clk
- MDC7590: Req. Otolaryngology
- MDC7602: Senior Surgery Clerk  
(various specialties)
- MDC7610: Req. Orthopaedic Surgery
- MDC7650: Req. Neurosurgery
- MDC7670: Req. Urology

Electives (16 credits S/U): various MDT courses in COM  
foundational and clinical departments

MDC7940: Transition to Residency (3 credits S/U)

Leave of Absence*	
Current	Proposed
PhD and Other Doctoral Degree Requirements, Graduate Catalog: <a href="https://gradcatalog.ufl.edu/graduate/degrees/">https://gradcatalog.ufl.edu/graduate/degrees/</a>	
A doctoral student who <b>seeks to take leave from</b> UF for more than 1 semester should obtain written approval from the supervisory committee chair for a leave of absence for a designated period of time. This approved leave is kept on file in the student's departmental record. <b>It does not need Graduate School approval.</b> If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.	A doctoral student who <b>will not register at</b> UF for more than one semester should obtain written approval from the supervisory committee chair for a leave of absence for a designated period of time. This approved leave is kept on file in the student's departmental record. <b>It does not require Graduate School notification or approval.</b> If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.
Master's degree general requirements, Graduate Catalog: <a href="https://gradcatalog.ufl.edu/graduate/degrees/">https://gradcatalog.ufl.edu/graduate/degrees/</a>	
<b>Any thesis</b> student who will not register at UF for a period of more than one semester needs prior written approval from the <b>supervisory committee chair</b> for a leave of absence for a designated period of time. This approval remains in the student's departmental file. <b>The Graduate School does not require notification.</b> If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.	<b>Any master's</b> student who will not register at UF for more than one semester needs prior written approval from the <b>supervisory committee chair or other graduate faculty member responsible for supervision</b> for a leave of absence for a designated period of time. This approved leave is kept on field in the student's departmental record. <b>It does not require Graduate School notification or approval.</b> If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.
<p>* Change heading in Graduate Catalog and all references in Graduate School policy manual and documents to "Academic Leave of Absence" to strengthen the Graduate School's role in <b>academic</b> policies and procedures.</p> <p>There are other Leave of Absence policies related to funding/assistantship and international visa statuses that are entirely separate from the Graduate School that may also be relevant to a student's situation.</p>	


## Degrees and Supervisory Committee

Current	Proposed
<p>Master's degree general requirements, Graduate Catalog: <a href="https://gradcatalog.ufl.edu/graduate/degrees/">https://gradcatalog.ufl.edu/graduate/degrees/</a></p> <p>For a master's degree without a thesis, oversight is at the academic unit/department/college level only. Non-thesis programs may choose to have a formal committee or an alternate structure as determined by the program's graduate faculty and consistent with academic unit policies. <b>The oversight authority will be considered as the supervisory committee. Units are able to enter their internal information into GIMS as a convenience.</b> Any student with a minor must have the name of the graduate faculty member overseeing the minor entered into GIMS.</p>	<p>Master-level degree programs that do not require a thesis or equivalent may choose to require a formal committee or an alternate structure as determined by the program's graduate faculty and consistent with academic unit policies. <b>The supervisory structure must include at least one graduate faculty member serving as academic advisor, program director or graduate coordinator. In all circumstances, a graduate faculty member responsible for supervision must be identified for each master's degree candidate. If desired to be recorded with the Graduate School, units are able to enter their internal supervision information into GIMS as a convenience.</b> Any student with a minor must have the name of the graduate faculty member overseeing the minor recorded into GIMS.</p>
<p>Supervisory Committee and Final Examinations for Master Level Degree Programs Policy – Non-thesis Degree Programs p. 4, policy library link: <a href="https://grad.ufl.edu/media/gradufl.edu/pdf/master-exam.pdf">https://grad.ufl.edu/media/gradufl.edu/pdf/master-exam.pdf</a></p> <p>Master-level degree programs (on campus or in a distance learning mode) that do not require a thesis or equivalent, and do not provide for a formal minor, <b>may allow for a supervisory "committee" composed of a single graduate faculty member, who would also be designated as the Supervisory Committee Chair. For programs that include variation in the selection and sequencing of courses, the student's academic advisor (if that person is a member of the graduate faculty) may serve as the supervisory committee.</b> In lockstep programs, it may be more efficient for the program director or graduate coordinator to serve as the designated supervisory committee for all students in the program. But in all circumstances a supervisory committee chair must be identified for each master's degree candidate, <b>and recorded with the Graduate School.</b></p> <p>The designated <b>supervisory committee chair</b> is responsible for recording the date on which the final examination milestone has been achieved.</p>	<p>Master-level degree programs that do not require a thesis or equivalent, and do not provide for a formal minor, <b>may choose to require a formal committee or an alternate structure as determined by the program's graduate faculty and consistent with academic unit policies. The supervisory structure must include at least one graduate faculty member serving as academic advisor, program director or graduate coordinator.</b> In all circumstances, a graduate faculty member responsible for supervision must be identified for each master's degree candidate. <b>If desired to be recorded with the Graduate School, units are able to enter their internal supervision information into GIMS as a convenience.</b></p> <p>The designated <b>graduate faculty member</b> is responsible for recording the date on which the final examination milestone has been achieved.</p>



Graduate Catalog: PhD and Other Doctoral Degree Requirements: <https://gradcatalog.ufl.edu/graduate/degrees/>

Leave of Absence:



ACADEMIC CATALOGS   ACADEMIC CALENDAR   PREVIOUS CATALOGS   PRINT OPTIONS

ADMINISTRATION   GRADUATE PROGRAMS   COLLEGES & DEPARTMENTS   GRADUATE COURSES   STUDENT RESOURCES

**Major:** A Ph.D. student does the major work in an academic unit specifically approved for offering doctoral courses and supervising dissertations. See Graduate Programs. At least a B (3.00 truncated) is needed for courses included in the major.

**Minor:** Minor work must be in an academic unit other than the major. If an academic unit contributes more than one course (as specified in the curriculum inventory and/or the Graduate Catalog) to the major, the student is not eligible to earn a minor from the contributing academic unit. A 3.00 (truncated) GPA is required for minor credit.

With the supervisory committee's approval, the student may choose one or more minor fields. If one minor is chosen, the supervisory committee member representing the minor suggests 12 to 24 credits of courses numbered 5000 or higher as preparation for a qualifying examination. If two minors are chosen, each must include at least 8 credits. Competency in the minor is demonstrated by a written examination by the minor academic unit or by the oral qualifying examination.

### Leave of Absence

A doctoral student who seeks to take leave from UF for more than 1 semester should obtain written approval from the supervisory committee chair for a leave of absence for a designated period of time. This approved leave is kept on file in the student's departmental record. It does not need Graduate School approval. If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.

### Supervisory Committee


Supervisory committees are nominated by the academic unit chair, approved by the dean of the college concerned, and appointed by the Dean of the Graduate School. The committee should be appointed as soon as possible after the student starts doctoral work and no later than the end of the second term of equivalent full-time study. The Dean of the Graduate School is an ex officio member of all supervisory committees.

Duties and responsibilities of the supervisory committee:



Graduate Catalog: Master's Degree General Requirements: <https://gradcatalog.ufl.edu/graduate/degrees/>

## Leave of Absence



ACADEMIC CATALOGS   ACADEMIC CALENDAR   PREVIOUS CATALOGS   PRINT OPTIONS

ADMINISTRATION   GRADUATE PROGRAMS   COLLEGES & DEPARTMENTS   GRADUATE COURSES   STUDENT RESOURCES

faculty and consistent with academic unit policies. The oversight authority will be considered as the supervisory committee. Units are able to enter their internal information into GIMS as a convenience. Any student with a minor must have the name of the graduate faculty member overseeing the minor entered into GIMS.

**Changes to existing supervisory committee:** A student, in consultation with their academic unit, may seek changes to an existing supervisory committee. Changes to a student's committee are allowed until the midpoint of the term of the degree award if the defense has not occurred. No changes are allowed after the defense. For procedural details, contact the major academic unit.

**Language requirements:**

1. Each academic unit determines whether a reading knowledge of a foreign language is required. The requirement varies from one academic unit to another, and the student should check with the appropriate academic unit for specific information.
2. All candidates must be able to use the English language correctly and effectively, as judged by the supervisory committee.

**Examination:** Each candidate must pass a final comprehensive examination. Some programs use different terminology, such as a *capstone course*. This examination must cover the candidate's field of concentration. It must occur no more than three semesters, including the term in which the examination is completed, before the degree is awarded.

**Time limitation:** All work (including transferred credit) counted toward the master's degree must be completed within 7 years before the degree is awarded.

**Leave of absence:** Any thesis student who will not register at UF for a period of more than one semester needs prior written approval from the supervisory committee chair for a leave of absence for a designated period of time. This approval remains in the student's departmental file. The Graduate School does not require notification. If the student is absent for three or more consecutive terms, the student must reapply for admission on returning. See Readmission and Catalog Year.

**Master's thesis requirements:** Each master's thesis candidate must prepare and present a thesis that shows independent investigation. It must be acceptable, in form and content, to the supervisory committee and to the Graduate School. The work must be of publishable quality and must be in a form suitable for publication, guided by the Graduate School's format requirements. The academic unit is responsible for quality and scholarship. Graduate Council requires the Graduate School's Thesis, Dissertation, and Publications Office, as agents of the Dean of the Graduate School, to review theses and dissertations for acceptable format, and to make recommendations as required.



## GRADSEC-L Archives

## GRADSEC-L@LISTS.UFL.EDU

**Message:** [ [First](#) | [Previous](#) | [Next](#) | [Last](#) ]  
**By Topic:** [ [First](#) | [Previous](#) | [Next](#) | [Last](#) ]  
**By Author:** [ [First](#) | [Previous](#) | [Next](#) | [Last](#) ]  
**Font:** [Proportional Font](#)

**Subject:** [Elimination of Requirement for a Graduate Committee for Non-thesis Degrees](#)

**From:** "[[log in to unmask](#)]" <[[log in to unmask](#)]>

**Reply-To:** [[log in to unmask](#)]

**Date:** Thu, 26 Aug 2010 16:36:58 -0400

**Content-Type:** text/plain

**Parts/Attachments:** [text/plain](#) (41 lines)

**DATE:** August 27, 2010

**TO:** Graduate Deans, Chairs/directors, Graduate Coordinators, and Graduate Staff

**FROM:** Kenneth J. Gerhardt  
Senior Associate Dean

**RE:** Elimination of Requirement for a Graduate Committee for Non-thesis Degrees

Background:

Over the past 40 years, the requirements for a graduate degree in most disciplines have evolved from thesis or dissertation work to coursework and capstone experiences. The first occurrence of non-thesis options under previously thesis-only degrees appeared in the 1973 University of Florida Graduate Catalog. Over the years, these degree programs became known by the Council of Graduate Schools as graduate-professional programs.

A critical requirement for thesis and dissertation degrees is the supervisory committee. Its composition is reasonably consistent at most U.S. graduate-research universities and includes a chair, committee members from within the discipline, and an external member. For non-thesis degree programs, the identification of a supervisory committee has lost its importance.

Current Requirements:

A supervisory committee must be appointed for every graduate student. The deadline date for appointing supervisory committee members is at the end of the term in which the student earns 12 or more semester credit hours, or at the end of the second semester of study, whichever comes later.

The supervisory committee, for a non-thesis student, may consist of one member of the graduate faculty, if there is no minor, but must include a representative of the minor field if one is designated. The duties of the committee are to advise the student, to check on the qualifications and progress of the student, and to conduct or participate in conducting the comprehensive examination.

New Requirement Effective Fall 2010:

The Graduate School will no longer require departments to establish supervisory committees for students pursuing non-thesis options

[LISTSERV Archives](#)[GRADSEC-L Home](#)[GRADSEC-L August 2010](#)[Search Archives](#)[Advanced Options](#) [Options](#) [Log In](#) [Get Password](#) [Search Archives](#) [Subscribe or Unsubscribe](#)[Archives](#)

[October 2025](#)  
[September 2025](#)  
[August 2025](#)  
[July 2025](#)  
[June 2025](#)  
[May 2025](#)  
[April 2025](#)  
[March 2025](#)  
[February 2025](#)  
[January 2025](#)  
[December 2024](#)  
[November 2024](#)  
[October 2024](#)  
[September 2024](#)  
[August 2024](#)  
[July 2024](#)  
[June 2024](#)  
[May 2024](#)  
[April 2024](#)  
[March 2024](#)  
[February 2024](#)  
[January 2024](#)  
[December 2023](#)  
[November 2023](#)



under any degree type, or to enter supervisory committee names into GIMS. The only exception will be if the student is pursuing a minor, the name of the minor representative will be required to be entered into GIMS.

Department chairs or their designees shall assume the responsibilities for advising and monitoring the progress of their students and for overseeing the comprehensive examination. The date of the final comprehensive examination will continue to be submitted through GIMS. Departments may at their own discretion keep these records if needed.

The date of implementation shall be Fall semester 2010. Adoption of this new policy will reduce unnecessary work in academic units that offer non-thesis degrees, and will provide a more accurate record of faculty participation on thesis and dissertation committees.

Some programs require a project-in-lieu of a thesis. Those students will still require a supervisory committee entered into GIMS.

\*\*\*\*\*

Kenneth J. Gerhardt, Ph.D.  
Senior Associate Dean for Academic Affairs Graduate School University of Florida  
109 Grinter Hall  
PO Box 115500  
Gainesville, Florida 32601  
[\[log in to unmask\]](#)  
352-392-6622  
352-392-8729 (FAX)

[Top of Message](#) | [Previous Page](#) | [Permalink](#)

[October 2023](#)  
[September 2023](#)  
[August 2023](#)  
[July 2023](#)  
[June 2023](#)  
[May 2023](#)  
[April 2023](#)  
[March 2023](#)  
[February 2023](#)  
[January 2023](#)  
[December 2022](#)  
[November 2022](#)  
[October 2022](#)  
[September 2022](#)  
[August 2022](#)  
[July 2022](#)  
[June 2022](#)  
[May 2022](#)  
[April 2022](#)  
[March 2022](#)  
[February 2022](#)  
[January 2022](#)  
[December 2021](#)  
[November 2021](#)  
[October 2021](#)  
[September 2021](#)  
[August 2021](#)  
[July 2021](#)  
[June 2021](#)  
[May 2021](#)  
[April 2021](#)  
[March 2021](#)  
[February 2021](#)  
[January 2021](#)  
[December 2020](#)  
[November 2020](#)  
[October 2020](#)  
[September 2020](#)  
[August 2020](#)  
[July 2020](#)  
[June 2020](#)  
[May 2020](#)  
[April 2020](#)  
[March 2020](#)  
[February 2020](#)  
[January 2020](#)  
[December 2019](#)  
[November 2019](#)  
[October 2019](#)  
[September 2019](#)  
[August 2019](#)  
[July 2019](#)  
[June 2019](#)  
[May 2019](#)  
[April 2019](#)  
[March 2019](#)  
[February 2019](#)  
[January 2019](#)  
[December 2018](#)  
[November 2018](#)  
[October 2018](#)  
[September 2018](#)  
[August 2018](#)  
[July 2018](#)  
[June 2018](#)

[May 2018](#)  
[April 2018](#)  
[March 2018](#)  
[February 2018](#)  
[January 2018](#)  
[December 2017](#)  
[November 2017](#)  
[October 2017](#)  
[September 2017](#)  
[August 2017](#)  
[July 2017](#)  
[June 2017](#)  
[May 2017](#)  
[April 2017](#)  
[March 2017](#)  
[February 2017](#)  
[January 2017](#)  
[December 2016](#)  
[November 2016](#)  
[October 2016](#)  
[September 2016](#)  
[August 2016](#)  
[July 2016](#)  
[June 2016](#)  
[May 2016](#)  
[April 2016](#)  
[March 2016](#)  
[February 2016](#)  
[January 2016](#)  
[December 2015](#)  
[November 2015](#)  
[October 2015](#)  
[September 2015](#)  
[August 2015](#)  
[July 2015](#)  
[June 2015](#)  
[May 2015](#)  
[April 2015](#)  
[March 2015](#)  
[February 2015](#)  
[January 2015](#)  
[December 2014](#)  
[November 2014](#)  
[October 2014](#)  
[September 2014](#)  
[August 2014](#)  
[July 2014](#)  
[June 2014](#)  
[May 2014](#)  
[April 2014](#)  
[March 2014](#)  
[February 2014](#)  
[January 2014](#)  
[December 2013](#)  
[November 2013](#)  
[October 2013](#)  
[September 2013](#)  
[August 2013](#)  
[July 2013](#)  
[June 2013](#)  
[May 2013](#)  
[April 2013](#)  
[March 2013](#)  
[February 2013](#)  
[January 2013](#)

[December 2012](#)  
[November 2012](#)  
[October 2012](#)  
[September 2012](#)  
[August 2012](#)  
[July 2012](#)  
[June 2012](#)  
[May 2012](#)  
[April 2012](#)  
[March 2012](#)  
[February 2012](#)  
[January 2012](#)  
[December 2011](#)  
[November 2011](#)  
[October 2011](#)  
[September 2011](#)  
[August 2011](#)  
[July 2011](#)  
[June 2011](#)  
[May 2011](#)  
[April 2011](#)  
[March 2011](#)  
[February 2011](#)  
[January 2011](#)  
[December 2010](#)  
[November 2010](#)  
[October 2010](#)  
[September 2010](#)  
[August 2010](#)  
[July 2010](#)  
[June 2010](#)  
[May 2010](#)  
[April 2010](#)  
[March 2010](#)  
[February 2010](#)  
[January 2010](#)  
[December 2009](#)  
[November 2009](#)  
[October 2009](#)  
[September 2009](#)  
[August 2009](#)  
[July 2009](#)  
[June 2009](#)  
[May 2009](#)  
[April 2009](#)  
[March 2009](#)  
[February 2009](#)  
[January 2009](#)  
[December 2008](#)  
[November 2008](#)  
[October 2008](#)  
[September 2008](#)  
[August 2008](#)  
[July 2008](#)  
[June 2008](#)  
[May 2008](#)  
[April 2008](#)  
[March 2008](#)  
[February 2008](#)  
[January 2008](#)  
[December 2007](#)  
[November 2007](#)  
[October 2007](#)

[ATOM](#) [RSS1](#) [RSS2](#)

[LISTS.UFL.EDU](https://lists.ufl.edu)



## **Supervisory Committees and Final Examinations for Master Level Degree Programs Policy**

### **Background**

The history of graduate education for master-level degrees (especially the Master of Arts and the Master of Science degrees) contains two related traditions in the area of final examinations. The first derives from a fundamental belief that a master's degree represents, literally, mastery of a body of knowledge in a manner that exceeds simply passing a series of graduate level courses. In this context, mastery is taken to include a demonstrated understanding of connections and integration across, between and beyond the didactic course work. Mastery is traditionally measured by examinations, both written and oral, that assess a student's comprehensive understanding of the chosen field, and his/her ability to articulate that understanding. These examinations are in addition to the assessments, grades, or other outcome measures for the specific courses required for completion of the degree. A closely related second tradition is the preparation, presentation and defense of an academic thesis. Near the conclusion of a master's degree program, the candidate would formally present his/her thesis before a faculty group. This final presentation and defense would occur in person. It would normally require the physical presence of the student's major advisor or Committee Chair, other members of the student's supervisory committee and such other members of the faculty who might choose to attend. Over the course of time, some elements of these two traditions merged. The written document (the thesis) and the oral presentation thereof, including responses to questions from the faculty examiners, would together come to be seen as representing the required written and oral components of the final examination for the degree.

Over the past 50 years or so, master-level degree education has undergone many dramatic changes. Literally dozens of new degree titles that extend far beyond the traditional Master of Science and Master of Arts degrees have emerged. For numerous programs, there has been a demonstrable shift away from traditional scholarship leading to an academic thesis, and a parallel movement toward pedagogy that emphasizes professional skills of value in a future occupation. Examples abound and include an ever-expanding list of degree programs. The University of Florida offers nearly thirty such programs, including M.B.A., M.H.A., M.U.R.P., M.Acc., M.P.H., and many others.

It can be difficult to align the older academic traditions of major advisors, supervisory committees, theses and comprehensive final examinations with the emphasis on course work, technical skills, and professional/occupational development manifested in the more recent and wide-ranging forms of master's degrees. Like other large universities with diverse programs, the University of Florida has attempted to combine both sets of laudable objectives...encouraging innovation that assures the relevance of the coursework and degree programs for professional placement of graduates, but retaining at least some form of the examinations, faculty committees and other attributes that characterize education at the graduate level, and demonstrate mastery of the field. Alternatives to the traditional academic thesis have emerged, as have new ways to assess the comprehensive knowledge of degree candidates, but some of these alternatives reflect *ad hoc* compromises and may not fully achieve intended goals.

Furthermore, the challenges of establishing faculty committees, identifying culminating projects/experiences, and conducting comprehensive examinations in many specialized master's degree

programs have been dramatically compounded in the past couple of decades by the emergence of online programs. Students may literally be anywhere in the world, have no plans to ever set foot on a university's campus, and may "meet" their faculty exclusively by electronic means. Precisely how theses or analogous projects might be presented and defended, and how committee members (and other faculty) can attend and participate in such defenses are both substantive and technical challenges. How examinations can or should occur, what form of physical presence should be required of whom, how to arrange for proctoring or other appropriate security and similar issues do not have obvious answers that work well in widely diverse programs.

The Graduate School establishes the policy described below regarding these issues.

### **Policy**

The Graduate Council and the Graduate School affirm the basic principle that all graduate master-level degree programs at the University of Florida should include degree requirements that reflect mastery of a field of study. In this context "mastery of a field of study" is taken to mean:

- (a) Successful completion of required courses, achievement of appropriate grades, grade point average, and similar specific degree requirements, as set forth by the academic unit offering the degree program within the general requirements of the Graduate School, and
- (b) Knowledge and skills that combine and integrate degree program elements in a manner that extends beyond the course work itself.

In general, this policy is to be implemented by means of curriculum design at the academic unit level. Master-level degree programs are expected to have clearly articulated degree requirements at or beyond the minima established at the Graduate School level and monitored as part of the Graduate School's degree certification process. These Graduate School minima generally include 30 credit hours of graduate level course work, a GPA of 3.0 (truncated) in overall, major, and where appropriate, minor credits, a properly constituted supervisory committee, and a final comprehensive examination, with all work being accomplished within a 7 year time period.

The academic unit offering the degree program must clearly identify the manner in which the requirement for a final comprehensive examination is manifested within the degree program, including the program's requirements for the physical presence of the student and/or committee members. In turn, the Graduate School will specify the mechanism and timing whereby final examination information is recorded with the Graduate School.

The requirement for a final comprehensive examination for a master's level degree can be met in many ways. The achievement of a successful final examination is a required degree milestone that must be formally recorded with the Graduate School. Acknowledging that online degree programs may present unique challenges, final examination mechanisms include but are not limited to the following examples:

- Programs may choose to implement traditional question-and-answer style comprehensive examinations. These may be in a written, oral or combined format;
- For programs that include a formal thesis, the document itself, combined with its oral presentation/defense before a faculty group may serve as the final examination requirement;
- For programs that include a formal culminating project (such as an architectural model, a physical prototype, a performance, a portfolio or some similar observable product) the product

itself, combined with its presentation to the faculty in some agreed venue may be the final examination;

- In some programs, there may be a “Capstone” or another integrative course that is completed at or near the conclusion of the program. Capstone courses typically include explicit objectives requiring that material from throughout the curriculum will be brought to bear on discussions, a project or other activity. Successful completion of the capstone course is viewed as evidence of mastery across other curricular elements, and hence successful completion of the capstone course may be seen as meeting the final examination requirement;
- Some programs require an internship or comparable experiential component. Required internships may take place after significant course work has been completed and provide an opportunity for students to apply/combine skills or knowledge acquired earlier in the program. Or, experiences obtained during the internship may inform or otherwise contribute to coursework taken later in the program. In such scenarios, formal faculty affirmation of successful completion of the internship, perhaps in combination with other requirements, may meet the final examination requirement;
- Some programs may involve a “lockstep” series of structured, integrated courses sequenced in such a manner that successful completion of those taken late in the curriculum depends on the effective incorporation of material completed earlier. In this model, success in completing courses or other requirements at or near the conclusion of the curriculum may be seen as the *de facto* final comprehensive examination.

### **Supervisory Committees and Final Examinations for Master Degrees**

Supervisory Committees or some similar manifestation of graduate faculty responsibility for degree program requirements are required for all master’s degrees.

### **Thesis and Formal Project Degree Programs**

For on-campus master’s degrees that include a traditional thesis, the supervisory committee is just that. It is composed of at least two members of the Graduate Faculty from the academic unit offering the degree. Students with formally identified minor areas of study must have additional committee member(s) representing the minor field(s). For thesis degree programs, it is expected that the Supervisory Committee Chair or Co-Chair and the candidate will be physically present in the same room for the final thesis examination. Exceptions to this Graduate School requirement will be granted only under the most unusual circumstances. Academic units that embark on, or wish to continue existing thesis degree programs that may include international collaborations or other attributes that may make a formal, in-person final thesis presentation difficult, are cautioned and are reminded of this policy. They are urged to plan (and if necessary to budget) for the logistics and perhaps the travel or similar expenses that may be involved in meeting this requirement. While it is desirable that other committee members are also present physically, programs may choose to allow committee members other than the Chair or co-Chair to attend a final thesis examination by means of contemporary communications technology. The academic unit offering the degree program must specify, and must monitor compliance with its own policies regarding the physical presence of committee members other than the Chair or Co-Chair and any minor field representatives.

For on-campus master-level degree programs that require submission of a formal project (such as an architectural model, a physical prototype, a performance, a portfolio or some similar observable product) and which perceive that product to be the equivalent of a thesis, expectations regarding committee membership and physical presence for a final examination are the same as for thesis degrees.

### **Non-thesis Degree Programs**

Master-level degree programs (on campus or in a distance learning mode) that do not require a thesis or equivalent, and do not provide for a formal minor, may allow for a supervisory “committee” composed of a single graduate faculty member, who would also be designated as the Supervisory Committee Chair. For programs that include variation in the selection and sequencing of courses, the student’s academic advisor (if that person is a member of the graduate faculty) may serve as the supervisory committee. In lockstep programs, it may be more efficient for the program director or graduate coordinator to serve as the designated supervisory committee for all students in the program. But in all circumstances a supervisory committee chair must be identified for each master’s degree candidate, and recorded with the Graduate School.

The designated supervisory committee chair is responsible for recording the date on which the final examination milestone has been achieved.

In online or off-campus programs, the examination may be completed remotely without the physical presence of committee members. However, the academic unit’s policy must specify arrangements for electronic security, proctoring and the identification of the candidate.



Graduate Curriculum Committee  
Minutes

November 13, 2025  
Meeting Materials

Voting Conducted  
via Zoom

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

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

MED – Neuroscience

1. GMS 6706      *Functional Human Neuroanatomy II*

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

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

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

PHHP – Health Science

1. PHC 7065      *Advanced Skills in Epidemiological Data Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21948>

The proposal has been approved 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.

CLAS – Anthropology

1. ANG 6XXX      *Theories of Care*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21949>

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

COE – School of Teaching and Learning

2. EDG 6XXX      *Competencies and Pathways: Credentials for Learning, Skills, and Workforce*

*Alignment*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21918>

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

SFRC – Forest Resources and Conservation

3. FNR 6XXX *Social Science Research Methods for Natural Resource Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21726>

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

CBA – Business Administration

4. GEB 5XXX *Career Success*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21872>

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

CLAS – Latin American Studies

5. LAS 6XXX *Latin American Thought*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21939>

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

CLAS – Mathematics

6. MAD 6XXX *Graph Theory*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21985>

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

7. MAD 7XXX *Combinatorics of Permutations*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21986>

The proposal has been approved by the GCC.

CALS – Microbiology and Cell Science

8. MCB 5XXX      *Clinical Virology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21799>

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

CLAS – Philosophy

9. PHI 6XXX      *Research and Professional Development*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21813>

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

SFRC – Geomatics

10.SUR 6XXX      *Principles and Applications of Radar Interferometry*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21681>

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

V. Information Items:

1. [ALS 6931](#) – 21794 – Close course
2. [CIS 6930](#) – 18794 – Make variable credit and raise max repeat credit
3. [GMS 7887](#) – 21987 – Change course title
4. [GMS 6822](#) – 21989 – Change course title
5. [MAE 7899](#) – 21321 – Change prerequisites and repeatable credit
6. [PHC 6001](#) – 22027 – Transfer of course ownership
7. [PHC 6050](#) – 22029 – Transfer of course ownership
8. [PHC 6052](#) – 22030 – Transfer of course ownership
9. [PHC 6053](#) – 22031 – Transfer of course ownership
10. [PHC 6195](#) – 22026 – Transfer of course ownership
11. [PHC 6700](#) – 21932 – Change prerequisites
12. [PHC 7902](#) – 22040 – Change course title and prerequisites

Graduate Curriculum Committee

Agenda

December 1, 2025

Meeting Materials

Voting Conducted  
via Zoom

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

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

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.

There are no modifications to present at this time.

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 6XXX      *Communicating about Agricultural and Natural Resources Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21935>

Explores how to plan and produce written, digital, and visual instructional and communication materials designed to support outreach programs in agriculture and natural resources with a focus on critical thinking and creative design of outreach programs that engage the public in issues facing agriculture and natural resources.

#### PHHP – Health Science

2. CLP 6XXX      *Behavioral Foundations: Developmental & Social Influences*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/22176>

Through lectures, discussion and graded activities this seminar within the College of PHHP examines two foundational domains of psychological science — developmental and social psychology. Students will gain an understanding of lifespan developmental processes and social-psychological mechanisms, with emphasis on their roles in etiology, assessment, intervention, and prevention of psychological disorders. Domains will be explored independently but connected through activities and discussion.

3. CLP 6XXX      *Clinical Master's Practicum*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/22177>

Offers 5th-semester Master's students supervised clinical practicum placements to apply evidence-based therapeutic skills, with individualized supervision schedules set by each trainee and licensed psychologist.

4. CLP 6XXX      *Research in Perioperative Cognitive Medicine Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/22168>

Discuss and analyze recent scholarly publications and current research in the field of perioperative cognitive medicine with special emphasis on brain health and geriatric medicine. Selected publications include peer-reviewed primary research and review studies from the last 5 years.

COE – School of Human Development and Organizational Studies in Education

5. EDA 7XXX      *Fieldwork in Educational Leadership and Policy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21890>

Equips doctoral candidates in educational leadership and policy with the practical and analytical skills necessary to design, implement, and manage rigorous field-based research. Emphasizing real-world application, the course guides students through the data collection and fieldwork phase of their dissertation study providing structured support for fieldwork logistics.

6. EDA7XXX      *Advanced Scholarly Writing in Educational Leadership and Policy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21889>

Supports doctoral candidates in Educational Leadership & Policy as they work toward completing their dissertations and advancing their scholarly writing. This course provides structured guidance in transforming dissertation research into publishable articles and professional conference presentations. Through iterative drafting, instructor mentorship, and collaboration, students strengthen their academic voice, refine their arguments, and build momentum toward successful dissertation defense.

7. EDF 7XXX      *Computational Psychometrics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21983>

A comprehensive overview of computational psychometric techniques and applications in educational research, with an emphasis on Python-based text analysis and machine learning integration.

## ENG – Electrical and Computer Engineering

### 8. EEL 6XXX      *Safe Autonomous Systems*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/22004>

Mathematical and algorithmic techniques for safety design and analysis in autonomy, including controller training, system modeling, requirements specification, and safety verification. An opportunity to dive into autonomy applications. Suitable for students who want to gain state-of-the-art knowledge in safe autonomy, deepen their design and validation skills, gain experience with a particular autonomous system, or add safety assurance to their work.

## CALS – Entomology and Nematology

### 9. ENY 6XXX      *Arthropod Vector Identification for Public Health*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21850>

Insects and other arthropods play critical roles in the environment. In this course, we will focus on the role of arthropods as vectors of disease and learn how to identify to the species level the major arthropod vectors of human diseases.

## CALS – Natural Resources and Environment

### 10. EVR 69XX      *Supervised Teaching in Ecology and Environment*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/22038>

University-level teaching experience in ecology or environmental science by serving as a graduate teaching assistant. Each teaching experience is unique, tailored to both the student's interest and to the instructor's needs.

## VM – Small Animal Clinical Sciences

### 11. VME 6XXX      *Caring for Nontraditional Species in Animal Shelters*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20136>

This course equips students with knowledge and skills for legal, ethical, and humane care of nontraditional species in animal shelters. Through exploration of species-specific needs, disease prevention, shelter metrics and regulatory frameworks, students will develop strategies for improving outcomes of small mammals, reptiles, birds, horses, farm animals, wildlife and dangerous species. Emphasis is placed on evidence-based practices and legal standards to promote both animal and public health.



v. Information Items:

1. [MCB 5256 - Change Prerequisites](#) – 21805 – Change prerequisites
2. [MCB 5945L - Title and prerequisite change](#) – 22050 – Change to course title and prerequisites
3. [PHC 6931 - Change course title, variable credits, and max repeat credit](#) – 22215 – Change to course title, variable credits, and maximum repeatable credit