

Graduate Council Curriculum Committee
September 9, 2020
2:30 p.m., Zoom

Agenda

1. Welcome and call to order
2. General business
 - Introductions
 - Election of Vice Chair
3. Announcements/Discussions
 - Proxy voting
4. Graduate Council Curriculum Committee overview
 - Duties and responsibilities of Committee
 - Structure of meetings
 - Curriculog overview
 - Best practices
 - Sample questions
 - Review of sample proposal
5. Adjournment

Members and Administrators of the Graduate Council Curriculum Committee

Elsie Olan, Chair, College of Community Innovation and Education
Bruce Caulkins, College of Graduate Studies
J. Marla Toyne, College of Sciences
Gergana Vitanova, College of Arts and Humanities
Art Weeks, College of Engineering and Computer Science
Jihe (Jackie) Zhao, College of Medicine
Francisco Guido-Sanz, College of Nursing
Axel Schülzgen, College of Optics and Photonics
Olga Molina, College of Health Professions and Sciences
Alex Rubenstein, College of Business Administration
Terrie Sypolt, University Libraries
Wei Wei, Rosen College of Hospitality Management
Shemeca Smith, Graduate Student Association
Laurie von Kalm, College of Sciences, Administrator
Joellen Edwards, College of Nursing, Administrator
Ali Gordon, College of Engineering and Computer Science, Administrator
Jim Moharam, College of Optics and Photonics, Administrator
Lynn Hepner, College of Arts and Humanities, Administrator
Devon Jensen, College of Graduate Studies, Administrator
Glenn Lambie, College of Community Innovation and Education, Administrator
Saleh Naser, College of Medicine, Administrator
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator
Sevil Sonmez, College of Business Administration, Administrator
Alan Fyall, Rosen College of Hospitality Management, Administrator

Best Practices for Committee Members

Prior to Meetings

- **Review previous meeting minutes.** The minutes from the previous meeting will be emailed to you. Review the minutes carefully and mention any edits during the vote to approve the minutes.
- **Review the agendas thoroughly.** You are responsible for reviewing each proposal with care. This includes all attachments and supplemental documents. Make note of any questions, corrections, or comments for the meeting.
- **Print your own materials.** If you prefer paper copies of the agenda, please print on your own.

Meetings

- **Attendance is important.** All meetings must have quorum. Please alert the chair and Emily Stettner if you will not be able to attend.
- **If attending by phone-** announce yourself when joining the call.
- **Represent the interest of your College.** You are responsible to present any issues impacting your College. Examples: Overlap of course content or titles
- **Ask questions.** The Committee is one of the last steps of critical review of the proposals. Make sure you get needed clarification during the discussion period.

Sample Questions for Proposal Review

General

1. Members are representing the interest of their College so consider how proposals from other colleges might impact your academic program inventory.
2. Can assign staff member at College to review agendas

Programs

1. New program using existing courses-how is this new?
2. Do credit hours add up? Are the credit hours consistent with national norms?
3. Appropriate overlap/duplication discussion of degree content and name?
4. Is there a need?
5. Will graduates of the degree gain employment after graduation? What type of jobs? What salary?
6. Library assessment included? Are there adequate resources?
7. Faculty resources available for teaching, advising, and mentoring? Additional hiring?
8. Would students be leaving existing programs for this one? What might be the consequences of this?
9. Taught face-to-face? Online? If fully online are all courses online including electives?
10. What type of background do students need to be successful in this program?
11. OIE signature?
12. Appropriate internships opportunities available?
13. Time to completion appropriate?
14. If deleting a course from a program, is that just for the program or deleting the course permanently?

Certificates

1. Can the certificate courses be transferred into a degree program?
2. Is the certificate being used for recruiting to a degree program?
3. Can the certificate help with professional development, promotion, etc.? Is it recognized in the business sector?

Courses

1. Appropriate overlap/duplication discussion of course content and title?
2. Pre-reqs: "grades of ___ or better"? CI? Appropriate level pre-reqs?
3. Is the course offering cycle appropriate? Cause graduation issues? Offered enough? Required course only offered occasionally?
4. Does this new course replace an existing course? Has another course become obsolete as a result?
5. Detailed syllabus included?
6. Does the amount of credit hours for the amount of work make sense? Contact hours correct?
7. Can students from other programs take the course if interested?
8. Title of course on proposal match title on syllabus?
9. Split level course: Both levels of syllabi included? Graduate course is more rigorous?
10. If repeatable, has it been addressed in the course syllabus?

Fees



1. Includes fee map for all courses within program?
2. Clear breakdown of needed fee?
3. Requested fee does not exceed maximum (Equipment Fee Max: \$90 full-time, \$45 part-time; Materials and Supplies Fee Max: \$70)?

College of Health Professions and Sciences - Grad Course Addition - IDS 5151 Issues in Health

2021-2022 Graduate Course New

General Catalog Information

****Read before you begin****

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:*

Grad Course Addition

College:*

College of Health Professions and Sciences

Unit / Department /
College:*

Department of Health Sciences

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* IDS 5151 Issues in Health

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Dr. Smith

Department Chair Phone Number:* 407-823-3100

Dept Chair Email:* DrSmith@ucf.edu

Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at <https://graduatecouncil.ucf.edu/curriculum-committee/> The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:*

IDS

Number:* 5151

Course Title:* Issues in Health

30 Character
Abbreviation:* Issues in Health

Course Type:* Graduate Course Medicine (MD) Course

Course Description
(25 word limit)* An exploration of interdisciplinary issues in health.

Grading Scheme:*

ABCDF

Prerequisite(s): NGR 7952.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC

definition: <http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf>

Credit Hours:* 3

Instruction Time:* 1

Lab/Studio/Field Work Hours:* 1

Out-of-Class Hours:* 1

Total Engagement Hours:* 6

Variable Credit (0-99):

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?* Yes No

If yes, indicate the total times the course may be used toward completion of the degree.

Term of Offering

When will the course be offered?* Odd Fall Even Fall Odd Spring Even Spring Odd Summer Even Summer Every Semester Occasional

Intended Utilization of Course

The course will be used primarily as:* Required Course Elective Course

Materials and Supply Fee

New Materials and Supply Fees?* Yes No

If yes, also complete the 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?* This course will be a core course in the Health Administration MHA, Health Services Administration Track. Students need a course with interdisciplinary information.

What grad programs/tracks require or recommend this course for graduation? Health Administration MHA, Health Services Administration Track

What will be the source of students?* Students in the Health Administration MHA, Health Services Administration Track

What is the estimated annual enrollment?* 2

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion N/A

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- Sequence of course activity
- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements

- Academic integrity statement including definition(s) of and consequences for academic misconduct

- Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities

- Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

- Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: <https://policies.ucf.edu/documents/4-403.pdf>

Policy Statements to copy/paste can be found at: <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>

Course Syllabus Policy* I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Check* I have completed all relevant parts of the form.

Attached* I have attached a course syllabus and rationale.

Support from involved units that no duplication exists Duplication support materials attached