

Agenda
Academic and Student Affairs Committee
UWF Board of Trustees
University Commons, Room 269
8:30 a.m., November 7, 2003

Roll call

Action items

- 1) Modified procedure to approve academic programs
- 2) Masters in administration – Exploration and planning
- 3) Honorary Degree for Admiral Jack Fetterman

Other business

Adjournment

UWF Board of Trustees
Academic and Student Affairs Committee
November 7, 2003

Issue: Modified procedure to approve academic programs

Proposed action: Approve

Background information:

With the creation of the Florida Board of Governors (BOG), the procedures used by the UWF Board of Trustees in creating, modifying or deleting academic programs requires modification to reflect its role in the process. The new document removes reference to the Florida Board of Education and replaces it with the BOG.

In addition, several other changes incorporated the guidelines developed by the Florida Board of Governors, per the chancellor's memo of August 28, 2003, and some minor modifications have been made to provide clarity. There are no substantive changes in the new procedures.

Supporting documentation: Modified procedures (Deletions are in red in the electronic version and additions in blue. In the print version, deletions are reflected with a line through the deleted words, followed by the new language.)

Prepared by: Carl Backman
850-474-2502

The University of West Florida

Procedures for Academic Programs Inventory Updates

Executive Summary

Procedures for Developing New Academic Programs and for Revising or Deleting Existing Academic Programs

The procedures that follow this Executive Summary define and display the processes and formats for updating the academic programs inventory at UWF. A brief outline of those processes follows:

- Academic Departments and Colleges, through their Strategic Planning Processes, determine the need for updating the academic programs inventory (adding, revising, or deleting). Encouragement and support for such changes may come from other units (such as the UWF Board of Trustees, the President, the Provost, Colleges or Departments, the University Planning Council or its Committees, the Community, etc.). A Strategic Planning—New Academic Programs/Dynamic List of Proposed New Programs displays academic program updates that are in the various stages of development: consideration, exploration and planning, approval for implementation, and follow-up.
- Formal requests for approval of new academic programs at the exploration and planning phase and the implementation phase are presented to the UWF Board of Trustees Academic and Student Affairs Committee by the college deans after obtaining appropriate internal approval and support. Based on recommendations of the BOT Academic and Student Affairs Committee, the UWF Board of Trustees provides final approval for implementation of new bachelors and, masters degree programs and recommends to the Florida Board of Governors (FBOG) approval to implement specialist and doctoral degree programs. Final approval to add specialist and doctoral degree programs is provided by the FBOG at the request of the UWF BOT. Authorization to implement licensure programs is provided by the Florida Legislature. Procedures call for accountability reporting to the BOT 1 year and 3 years after implementation of program updates (additions, revisions, or deletions), and initiating recurring 5-year program reviews during the 5th year after implementation of new programs.
- Requests for revising or deleting current programs are presented to the UWF Board of Trustees Academic and Student Affairs Committee by the college deans after obtaining appropriate internal approval

and support. Based on recommendations of the BOT Academic and Student Affairs Committee, the UWF Board of Trustees provides final approval for revisions to or deletions of current programs.

The University of West Florida

Academic Programs Inventory Updates Procedures

Strategic Planning for Academic Programs

UWF Strategic Plan Goals call for UWF to (A) promote a learning environment that encourages the development of individual potential in students, faculty, and staff, (B) attracts and inspires a diverse and talented student body committed to uncompromising academic excellence, (C) provides solutions to educational, cultural, economic, and environmental concerns, and (D) manages growth responsibly through focus on continuous quality improvement of programs and processes. The continuing development and improvement of appropriate academic degree programs is critical to the fulfillment of these goals. The Academic Programs Inventory Updates Procedures included in this document support UWF's continuous improvement goal of providing the appropriate number, mix, and currentness of academic programs to support the fulfillment of these important strategic goals and the entire mission of UWF.

The UWF Strategic Planning Cycle is a bottom-up planning approach, with the development of vision and mission statements, core values, goals, imperatives, and priorities, beginning at the department level, flowing through the college and major unit level to the division level, and ultimately to the University level. Planning at each level is impacted by input from individuals and functional units throughout UWF, including the University Planning Council and other recommending and advising bodies. Also, each planning level is impacted by external interested parties, such as federal, state, and local governmental units, other educational institutions and organizations, and by citizen demand for UWF programs and services.

As a result of this continuous planning cycle, programs and activities surface on strategic priority lists and gain consideration and support along the way. Strategic priorities at each level drive the allocation of funding (via the budgeting process) and guide the operations of the University. For a complete explanation of this annual cyclical strategic planning process, refer to the UWF Strategic Planning Approach and the UWF Strategic Plan available at <http://upic.uwf.edu>).

Academic Departments and Colleges, through their Strategic Planning Processes, determine the need for updating the academic programs inventory (adding, revising, or deleting). Encouragement and support for such changes may come from other units (such as the UWF Board of Trustees, the President, the Provost, Colleges or Departments, the University Planning Council or its Committees, the Community, etc.) through their Strategic Planning processes. A Strategic Planning—New Academic Programs/Dynamic List of Proposed New Programs displays academic program updates that are in the various stages of planning: consideration,

exploration and planning, approval for implementation, and follow-up (see Appendix A of this document).

Formal requests for approval of new academic programs are presented to the UWF Board of Trustees Academic and Student Affairs Committee by the college deans after obtaining appropriate internal approval and support. Based on recommendations of the BOT Academic and Student Affairs Committee, the UWF Board of Trustees provides final approval for implementation of updates for bachelors, masters, and recommends to the Florida Board of Governors (FBOG) approval of updates for specialist and doctoral degree programs. Final approval to add specialist and doctoral degree programs is provided by the FBOG at the request of the UWF BOT. Authorization to implement licensure programs is provided by the Florida Legislature. Procedures call for accountability reporting to the BOT 1 year and 3 years after implementation of program updates (additions, revisions, or deletions), and initiating recurring 5-year program reviews during the 5th year after implementation of new programs.

Requests for revising or deleting current programs are presented to the UWF Board of Trustees Academic and Student Affairs Committee by the college deans after obtaining appropriate internal approval and support. Based on recommendations of the BOT Academic and Student Affairs Committee, the UWF Board of Trustees provides final approval for revisions to or deletion of current programs.

Dynamic List of Academic Degree Programs to Consider, Explore and Plan, and Implement

The Strategic Planning Process results in a dynamic list of proposed new degree programs to consider, explore and plan, and implement. The list is continually updated to reflect the current status of each proposed program. The list displays academic programs as proposed and prioritized by the Deans, and indicates the stages of approval:

- Authorized to Explore and Plan (BOT Academic and Student Affairs Committee)
- Recommended to Implement (BOT Academic and Student Affairs Committee)
- Authorized to Implement (Board of Trustees)

The Dynamic List of Proposed New Degree Programs to Consider, Explore and Plan, and Implement (at 6-25-2003) is displayed in Appendix A.

Steps for Developing and Implementing New Programs

The following steps for developing and implementing new programs are required:

Step One: Exploring and Proposing

1. Recommendations for adding new programs to the Academic Programs Inventory should be submitted to the appropriate college Dean.
2. The Dean is responsible for making the preliminary decision about the appropriateness of the proposal and for determining and committing the appropriate resources to support the proposed program. This step includes a preliminary analysis of the “supply and demand” for the proposed program.
3. The Dean is responsible for “flowing” the proposal through the college’s and University’s internal reviews (college councils, Faculty Senate, etc.), and gaining preliminary internal approvals.
4. The Dean is responsible for working with the Associate Vice President for Academic Affairs, the UPC Programs and Resources Committee, and Student Academic Support Services to make sure that the proposed program meets appropriate UWF requirements. Student Academic Support Services (SASS) will make preliminary determination of the appropriate Classification of Instruction Code (CIP) and identify prerequisites for the proposed program as required by Florida Common Prerequisites.
5. The Dean is responsible for gaining approval from the Faculty Senate, Provost, President, and Board of Trustees Academic and Student Affairs Committee (in that order) to further explore the program and to develop a formal proposal for approval to implement the new academic program. Deans use the “Request to Explore and Plan New Academic Programs Form” (see page 7) for this purpose. Upon approval by the BOT Academic and Student Affairs Committee, the proposed program will be included on the list of new academic programs to “explore and plan.”

Step Two: Planning

6. The Dean is responsible for appointing and supervising a planning team to develop a formal and in-depth exploration and proposal for implementing the program, including preparing the formal “Request to Offer a New Degree Program” document.
7. The Dean is responsible for gaining approval to implement the new program from the Faculty Senate (via the CCR Process), Provost, President, and Board of Trustees Academic and Student Affairs Committee (in that order). If approved, the Board of Trustees Academic

and Student Affairs Committee will present the proposal to the full Board of Trustees for approval to implement. When approved, new bachelors and masters programs are added to the list of new academic programs as approved for implementation.

8. If the newly approved program is at the specialist or doctoral level, the Associate Vice President for Academic Affairs is responsible for pursuing approval from the Florida Board of Governors for implementation (after formal approval by the UWF Board of Trustees, step 7). Upon approval by the FBOG, new specialist and doctoral programs are added to the list of new academic programs as approved for implementation.
9. If any of the programs approved in steps 7 or 8 involve “licensure” for students to practice after graduation, the Associate Vice President for Planning is responsible for seeking appropriate legislative approval to implement the program, as required by Florida Statute.

Step Three: Implementing

10. The Dean is responsible for implementing the new program and for notifying appropriate parties about program implementation plans.

Step Four: Reporting

11. The Associate Vice President for Academic Affairs is responsible for reporting new programs to the Division of Colleges and Universities of the Florida Board of Education and other appropriate parties external to the University.

12. The Dean and Associate Vice President for Academic Affairs are responsible for reporting progress of the new program to the UWF Board of Trustees Academic and Student Affairs Committee at the end of 1 and 3 years after implementation of the program. From that point, the program will be included in the Five-Year Program Review Plan for scheduled review beginning 5 years after implementation of the program.

Programs Under Consideration by the Deans:

Deans should request the Associate Vice President for Academic Affairs to add new programs under consideration to the Dynamic List of Proposed New Programs as soon as the program is identified as a possibility. When steps 1-5 (above) have been met, the Dean should submit the Request to Explore and Plan New Academic Programs Form through the Faculty Senate, Provost, and President to the Board of Trustees Academic and Student Affairs Committee Chair for consideration. The Dean may be requested to appear before the BOT Academic and Student Affairs Committee for discussion and questions when the Committee meets to consider the request. The Request to Explore and Plan New Academic Programs Form is presented on page 7.

**The University of West Florida
Academic Programs Inventory
Request to Explore and Plan New Academic Programs Form**

Name of Proposed Program: _____

Department: _____

College: _____

Nature of the Proposed Program:

Anticipated Impact of the Proposed Program on:

1. Students
2. Faculty and Staff
3. Community
4. Budgets
5. Space
6. Related Programs
7. Accreditations

Other Related Information:

Program Chair's Approval (if any) _____ Date: _____

Dean's Approval _____ Date: _____

Faculty Senate's Approval _____ Date: _____

Provost's Approval _____ Date: _____

President's Approval _____ Date: _____

BOT A&SA Committee Approval _____ Date: _____

Criteria for New Degree Program Authorization

Implementation approval will be recommended for proposals that meet all criteria for new program development. These criteria meet all requirements of the Florida Board of Governors for new degree program authorization, as noted below. *(For requests to implement new doctoral and professional degrees, contact the Associate Vice President for Academic Affairs to secure a copy of the revised Florida Board of Governors criteria for approval of doctoral and professional degrees.)*

Criteria for New Degree Program Authorization

1. The proposed program was approved for exploration and planning by the UWF Board of Trustees Academic and Student Affairs Committee, and the goals of the proposed program align with the UWF Mission Statement as contained in the UWF Partnership Strategic Plan. *(This meets Florida Board of Education Criteria for new Degree Authorization requirement for Masters #1 and for Specialist and Doctorate #1, hereafter referred to by number – see “note” at the end of this section [page 9] and a copy of the complete FBOG Criteria in Appendix B.)*
2. The proposed program does not duplicate other regional institutional offerings or, otherwise, provides a convincing rationale for doing so. (FBOG B6, M6, SD6)
3. There is evidence that planning for the proposed program has been a collaborative process involving academic units and offices of planning and budgeting at the UWF level, as well as external consultants, representatives of the community, etc., as appropriate.
4. The proposal provides a reasonable timetable of events leading to the implementation of the proposed program.
5. The proposal provides evidence that there is a need for more people to be educated in this program at this level and that appropriate steps will be taken to recruit and achieve a diverse student body. (FBOG B6, M6, SD6)
6. The proposal contains reasonable estimates of headcount and FTE students who will major in the proposed program. (FBOG B6, M6, SD6)
7. The proposal provides an appropriate, sequenced, and described course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competencies. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a timeframe consistent with similar programs. Evidence is provided that if accreditation is available, UWF anticipates seeking accreditation for the proposed program or provides rationale for not seeking accreditation. (FBOG B3, M3, and SD3)
8. For bachelor's programs, the total number of credit hours does not exceed 120; otherwise, the proposal provides a reasonable argument for an exception to the policy of a 120 maximum. If the Department intends to seek formal Limited Access status for the proposed program, the proposal provides an acceptable rationale and includes an analysis of diversity issues with respect to such a designation. (FBOG B9)
9. For bachelor's programs, the proposal lists all prerequisites and provides assurance that they are the same standardized prerequisites for similar degree programs within the FBOE Division of Colleges and Universities. If they are not, the proposal provides an acceptable rationale for a request for exception to the policy of standardized (common) prerequisites. (FBOG B9)

10. The proposed program relates to specific institutional strengths such as programs of distinction, other academic programs, and/or institutes and centers. (FBOG B1, SD1)
11. If there have been program reviews or accreditation visits in the discipline pertinent to the proposed program, or in related disciplines, the proposal cites recommendations that were made and provides evidence that progress has been made in implementing those recommendations. (FBOG B2, M2, SD2)
12. The proposal provides evidence that the institution has analyzed the feasibility of providing all or a portion of the proposed program through distance learning technologies via its own technological capabilities as well as through collaboration with other universities or community colleges.
13. The proposal provides evidence that there is a critical mass of faculty available to initiate and sustain the program based on estimated enrollments. (FBOG B4, M4, SD4)
14. The proposal provides evidence that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments. (FBOG B4, M4, SD4)
15. The proposal provides evidence that learning resources are sufficient to initiate the program. (FBOG B5, M5, SD5)
16. The proposal provides evidence that classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary for the proposed program is sufficient to initiate the program. (FBOG B5, M5, SD5)
17. The proposal provides evidence that necessary and sufficient equipment to initiate the program is available. (FBOG B5, M5, SD5)
18. The proposal provides evidence that, if appropriate, fellowships, scholarships, and graduate assistantships are sufficient to initiate the program. (FBOG M5, SD5)
19. The proposal provides evidence that, if appropriate, clinical and internship sites have been arranged. (FBOG B5, M5, SD5)
20. The proposal provides a complete and reasonable budget, reflecting the text of the proposal. Costs for the program should reflect costs associated with similar programs at UWF. (FBOG B7, M7, SD7)
21. In the event that resources within the institution are redirected to support the new program, the proposal indicates the source from which funds will be redirected, and provides evidence that such a redirection will not have a negative impact on other needed programs. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment. (FBOG B7, M7, SD7)
22. For an undergraduate program, the proposal provides evidence that community college articulation has been addressed and ensured. (FBOG B9)
23. The proposal provides evidence that the academic unit(s) associated with a new degree have been productive in teaching, research, and service. (FBOG B8, M8, SD8)

(Note: Florida Board of Governors Criteria for New Degree Program Authorization are referenced above using the following codes: B = Bachelors Programs, M = Masters Programs, S = Specialist Programs, and D = Doctoral Programs. For Florida Board of Governors criteria for implementing new specialist and doctoral programs, contact the Associate Vice President for Academic Affairs.)

Request Format and Template – Proposals for New Programs

The University of West Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM
Bachelor's and Master's Degrees*
(Cover Page)

College Requesting Program: _____

Department Requesting Program: _____

Academic Specialty or Field: _____

Name of Program Requested: _____

Proposed Implementation Date: _____

Proposed Classification of Instruction Program (CIP) Code: _____

The submission of this proposal constitutes a commitment by the Division of Academic Affairs, the appropriate College, and the Department that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

Approved for Submission to the UWF Board of Trustees:

_____ Vice President for Academic Affairs, Date _____

_____ President, Date _____

Indicate the dollar amounts appearing as totals for the first and fifth years of implementation as shown in the appropriate summary columns in New Program Table Three. Provide headcount and FTE estimates of majors for years 1 through 5. Headcount and FTE estimates should be identical to those in New Program Table One.

	<u>Projected Total Estimated Costs (from Table Three)</u>	<u>Student HDCT / FTE (from Table One)</u>
First Year of Implementation	\$ _____	_____ / _____
Second Year of Implementation		_____ / _____
Third Year of Implementation		_____ / _____
Fourth Year of Implementation		_____ / _____
Fifth Year of Implementation	\$ _____	_____ / _____

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal in order to ensure that all sections have been satisfactorily addressed.

I. PROGRAM DESCRIPTION

Describe the degree program under consideration, including its level, and emphases (including tracks or specializations).

II. INSTITUTIONAL MISSION

Is the proposed program listed on the current List of Proposed New Degree Programs for Exploration, Planning, and Implementation? How do the goals of the proposed program relate to the UWF mission statement as contained in the Partnership Strategic Plan?

III. PLANNING PROCESS AND TIMETABLE

Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing UWF personnel directly involved and any external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

IV. ASSESSMENT OF NEED AND DEMAND

A. What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in Northwest Florida; and summaries of prospective student inquiries.) Indicate potential employment options for graduates of the program. If similar programs exist in the Northwest Florida region, provide data that support the need for an additional program.

B. Use UWF Table One A (baccalaureate) or UWF Table One B (graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first 5 years of implementation, categorizing them according to their primary sources. In the narrative following Table One, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

C. For all programs, indicate what steps will be taken to recruit and achieve a diverse student body in this program.

V. CURRICULUM

A. For all programs, provide expected specific learning outcomes, a sequenced course of study, and list the total number of credit hours for the degree. Degree programs in the science and technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum. For bachelor's programs, also indicate the number of credit hours for the major coursework, the number of credit hours required as prerequisites to the major (if applicable), and the number of hours available for electives.

B. For bachelor's programs, if the total number of credit hours exceeds 120, provide a justification for an exception to the FBOG policy of a 120 maximum.

- C. Provide a one or two sentence description of each required or elective course.
- D. For bachelor's programs, list any prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the FBOG. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.
- E. For bachelor's programs, if the Department intends to seek formal Limited Access status for the proposed program, provide a rationale which includes an analysis of diversity issues with respect to such a designation.

VI. UWF CAPABILITY

- A. How does the proposed program specifically relate to existing UWF strengths such as programs of distinction, other academic programs, and/or institutes and centers?
- B. If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize progress toward implementing the recommendations.
- C. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an analysis of the feasibility of providing all or a portion of the proposed program through distance learning technologies. Include an assessment of the UWF's technological capabilities as well as the potential for delivery of the proposed program through collaboration with other universities or community colleges. Cite specific queries made of other institutions with respect to the feasibility of utilizing distance learning technologies for this degree program.
- D. **Assessment of Current and Anticipated Faculty**
 - 1. Use UWF Table Two to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. If the proposal is for a graduate degree, append to the table the number of master's theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.
 - 2. Also, use UWF Table Two to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., one of five unofficial budget classifications as explained on the table), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.
 - 3. Use UWF Table Two to estimate each existing and additional faculty member's workload (in percent person-years) that would be devoted to the proposed program by the 5th year of implementation, assuming that the program is approved. (*Note: this total will carry over to UWF Table Three's fifth year summary of faculty positions.*)
- E. **Assessment of Current and Anticipated Resources**
 - 1. In narrative form, assess current facilities and resources available for the proposed program in the following categories:

- a. **Library volumes (Provide the total number of volumes available in this discipline and related fields.)**
 - b. **Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at UWF.)**
 - c. **Describe classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary and currently available for the proposed program.**
 - d. **Equipment**
 - e. **Fellowships, scholarships, and graduate assistantships (List the number and amount allocated to the academic unit in question for the past year.)**
 - f. **Internship sites**
2. **Describe additional facilities and resources required for the initiation of the proposed program (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on UWF's capital outlay priority list. The provision of new resources will need to be reflected in the budget table (UWF Table Three), and the source of funding indicated. UWF Table Three requires the display of Instruction and Research (I&R) costs only, unless expected enrollment in the new program is high enough to impact non I&R costs, such as library staffing, university support, and student services.**

VII. ASSESSMENT OF IMPACT ON PROGRAMS CURRENTLY OFFERED

A. Budget

1. **Assuming no special appropriation or UWF allocation for initiation of the program, how would resources within the College and Department be shifted to support the new program?**
2. **Use UWF Table Three to display dollar estimates of both current and new resources for the proposed program for the first through the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program.**
3. **Describe what steps have been taken to obtain information regarding resources available outside the institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources that appear to be available to support the proposed program.**

- B. **Describe any other projected impacts on related programs, such as prerequisites, required courses in other departments, etc.**

VIII. COMMUNITY COLLEGE ARTICULATION

For undergraduate programs, describe in detail plans for articulation with area community colleges.

IX. ASSESSMENT OF APPLICABLE ACCREDITATION STANDARDS List the accreditation agencies and learned societies that would be concerned with the proposed program. Does the department or program anticipate seeking accreditation from any of these agencies? If so, indicate when accreditation will be sought. If the proposed program is at the graduate level, and a corresponding undergraduate program is already in existence, is the undergraduate program accredited? If not, why?

X. PRODUCTIVITY

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course-load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

XI. HISTORY

Provide a history page at the end of the proposal document to display approvals at each level (see page 19 of this document).

***Note:** The Florida Board of Governors uses a different format for requests to implement and new specialist and doctoral degree programs. Contact the Associate Vice President for Academic Affairs for forms to use for specialist and doctoral degree programs.

UWF TABLE ONE A

NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES

BACCALAUREATE DEGREE PROGRAM

NAME OF PROGRAM:

CIP CODE:

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	

SOURCE OF STUDENTS (Non-Duplicative Count in Any Given Year)	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within UWF										
Students who initially entered UWF as FTIC students and who are progressing from the lower to the upper level										
Florida community college transfers to the upper level										
Transfers to the upper level from other Florida colleges/universities										
Other (Explain)										
TOTAL										

Note: HC = Headcount of students in this major
 FTE = Annualized Full-Time-Equivalent students taking courses offered by this major. Annualized FTE's are calculated at 40 credit hours for undergraduate courses.

UWF TABLE ONE B

NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES

GRADUATE DEGREE PROGRAM

NAME OF PROGRAM:

CIP CODE:

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	

Source of Students (Non-Duplicative Count in Any Given Year)	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/ industries in your service area (e.g., older returning students)										
Students who transfer from other graduate programs within the university										
Individuals who have recently graduated from preceding degree programs at this university										
Individuals who graduated from preceding degree programs at other SUS universities										
Individuals who graduated from preceding degree programs at non-SUS Florida colleges and universities										
Additional in-state residents										
Additional out-of-state residents										
Additional foreign residents										
Other (Explain)										
TOTAL										

Note: HC = Headcount of students in this major
 FTE = Annualized Full-Time-Equivalent students taking courses offered by this major. Annualized FTE's are calculated at 32 credit hours for graduate courses.

UWF TABLE TWO

FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR

Faculty CODE (see below)	Faculty Name or "New Hire"	Academic Discipline/ Specialty	Rank	(For Existing Faculty Only)		Initial Date for Participation in Proposed Program	5th Year Workload in Proposed Program (portion of Person-year)
				Contract Status (tenure?)	Highest Degree Granted		

Faculty CODE	Corresponding Faculty Position Category in TABLE 3 for the Fifth Year	Proposed Source of Funding for Faculty	TOTAL 5th Year Workload by Budget Classification
-----------------	---	--	--

A	Current General Revenue	Existing Faculty -- Regular Line	
B	Current General Revenue	New Faculty -- To Be Hired on Existing Vacant Line	

C	New General Revenue	New Faculty -- To Be Hired on a New Line	
---	---------------------	--	--

D	Contracts & Grants	Existing Faculty -- Funded on Contracts & Grants	
E	Contracts & Grants	New Faculty -- To Be Hired on Contracts & Grants	

Overall Total for 5th Year	
----------------------------	--

Proposed New Programs - History: (This page is to be included at the end of the proposal document to display approvals at each level.)

Approved to Explore and Plan:

Dean _____ Date _____

Faculty Senate _____ Date _____

Provost _____ Date _____

President _____ Date _____

BOT A&SA Committee _____ Date _____

Approved to Implement:

Dean _____ Date _____

Faculty Senate _____ Date _____

Provost _____ Date _____

President _____ Date _____

BOT A&SA Committee _____ Date _____

BOT _____ Date _____

FBOE Reporting and Approvals:

Bachelors and Masters Programs Reported to the FBOE: _____

Specialist and Doctoral Programs Submitted to FBOE: _____

Specialist and Doctoral Programs Approved by FBOE: _____

Licensure Programs approved by Legislature: _____

Implementation and Reporting:

Term Implemented: _____

One-Year Report Presented to Board of Trustees: _____

Three-Year Report Presented to Board of Trustees: _____

Five-Year Program Review Presented to Board of Trustees: _____

Revisions to or Deletions of Current Programs

Requests for revising or deleting current programs are presented to the **UWF Board of Trustees Academic and Student Affairs Committee** by the college deans after obtaining appropriate internal approval and support. Based on recommendations of the BOT Academic and Student Affairs Committee, the UWF Board of Trustees provides final approval for revisions to or deletion of current programs. Deans should follow the steps below when seeking revisions to current programs or deletions of current programs.

Steps for Requesting Revisions to or Deletions of Current Programs

1. Recommendations for revising current programs or deleting current programs from the Academic Programs Inventory should be submitted to the appropriate college Dean.
2. The Dean is responsible for making the preliminary decision about the appropriateness of the recommendation.
3. The Dean is responsible for “flowing” the proposal through the college’s and University’s internal reviews (college councils, Faculty Senate, etc.), and gaining preliminary internal approvals.
4. The Dean is responsible for working with the Associate Vice President for Academic Affairs, the UPC Programs and Resources Committee, and Student Academic Support Services to determine the full impact of implementing the proposed revision or deletion.
5. The Dean is responsible for gaining approval from the Provost, the President, the BOT Academic and Student Affairs Committee, and the full Board of Trustees (in that order) to implement the proposed revision or deletion.

The Academic Program Revision Form and the Academic Program Deletion Form (presented on the following pages) are provided to accommodate the five-step process.

**The University of West Florida
Academic Programs
Current Program Revision Request Form**

Name of Program: _____

Nature of Revision Requested:

Justification of Revision Requested:

Anticipated Impact of Revision Implementation on:

- A. Current Program
 - 1. Students
 - 2. Faculty and Staff
 - 3. Community
 - 4. Budgets
 - 5. Space

- B. Related Programs
 - 1. Students
 - 2. Faculty and Staff
 - 3. Community
 - 4. Budgets
 - 5. Space

- C. New Programs

- D. Accreditations

Other Related Information:

Program Chair's Approval _____ Date: _____

Dean's Approval _____ Date: _____

Faculty Senate's Approval _____ Date: _____

Provost's Approval _____ Date: _____

President's Approval _____ Date: _____

BOT A&SA Committee Approval _____ Date: _____

BOT Approval _____ Date: _____

**The University of West Florida
Academic Programs
Current Program Deletion Request Form**

Name of Program: _____

Justification of Deletion Requested:

Anticipated Impact of Deletion on:

A. Current Program

1. Students
2. Faculty and Staff
3. Community
4. Budgets
5. Space

B. Related Programs

1. Students
2. Faculty and Staff
3. Community
4. Budgets
5. Space

C. New Programs

D. Accreditations

Other Related Information:

Program Chair's Approval _____ **Date:** _____

Dean's Approval _____ **Date:** _____

Faculty Senate's Approval _____ **Date:** _____

Provost's Approval _____ **Date:** _____

President's Approval _____ **Date:** _____

BOT A&SA Committee Approval _____ **Date:** _____

BOT Approval _____ **Date:** _____

Coordination of Academic Programs Inventory Updates and Reporting are provided by the Office of the Associate Vice President for Academic Affairs. Contact [Carl](mailto:cbackman@uwf.edu) Backman (cbackman@uwf.edu) for additional information and assistance.

This document is available electronically at the following locations:

University Planning Information Center (UPIC) in the Planning Communications/Publications section: <http://upic.uwf.edu/pubs/>.

Division of Academic Affairs in the Policies and Procedures section: <http://uwf.edu/academic/policies/policies.htm>.

The following documents were added/moved to the appendix:

Appendix A: Strategic Planning—New Academic Programs: Dynamic List of Proposed New Degree Programs for Exploration, Planning, and Implementation

Appendix B: Criteria for New Degree Authorization

**UWF Board of Trustees
Academic and Student Affairs Committee
November 7, 2003**

Issue: Request to explore and plan Master of Science in Administration degree program

Proposed action: Approve

Background information:

The Division of Academic Affairs seeks approval to explore and plan for a Master of Science in Administration degree program. All required reviews and signatures have been obtained.

Supporting documentation: Form requesting approval to explore and plan

Prepared by: Carl Backman
850-474-2502

The University of West Florida
Academic Programs Inventory
Request to Explore and Plan New Academic Programs Form

Name of Proposed Program: **Master of Science in Administration (MSA)**

Department: **Division of Administrative Studies**

College: **Professional Studies**

Nature of the Proposed Program:

Currently, the College of Professional Studies has several administration-focused programs that prepare personnel for mid-level administrative positions in health care agencies, criminal justice administration, human performance technology and educational leadership positions. With the exception of criminal justice administration, these programs are currently housed in their "home" departments as specializations in existing degree programs and would be better served if brought together in an identifiable organized unit and consolidated into a web-based interdisciplinary degree, the Masters of Science in Administration (MSA). The MSA degree will serve as an "umbrella" for these specializations which will be strengthened with the addition of a business core of courses for all specializations. The MSA is considered an interdisciplinary program and other specializations may be added in the future as appropriate. Another important factor supporting the rationale for establishing the MSA program is the low enrollment and high cost of the Masters of Public Administration (MPA) program. The plan folds the MPA into a specialization within this newly proposed Masters of Science in Administration. The creation of the MSA degree will lift the included specializations from their obscure locations in the university catalog to the forefront in a separate and identifiable entity, the Masters of Science in Administration (MSA). Once established, the MSA will facilitate the creation and addition of new specializations from other departments and divisions throughout the university. To recap, five specializations built upon a common core of administration-related coursework are proposed:

- Criminal Justice Administration (new specialization)
- Educational Leadership (existing specialization in another program)
- Health Care Agency Administration (existing specialization in another program)
- Human Performance and Technology Administration (existing specialization in another program)
- Public Administration (existing program, separate degree to be eliminated)

Anticipated Impact of the Proposed Program on:

1. Students

The proposed MSA is intended to assist students currently enrolled in existing programs to obtain their respective degrees in a timely and efficient manner while attracting new students from a broader audience because of the Web-based, interdisciplinary format of delivery. The majority of the current students and future students are and will be seeking degrees as they work in their chosen fields. These students are preparing themselves for mid-level administrative positions and will be able to schedule classes on line that will be compatible with their work schedules.

One of the strengths of the program is the business core of courses which will provide all students with a broader education in management practices than is currently available to them in any of the existing programs.

With some present programs, especially the MPA degree, scheduling courses at the various off campus locations is a problem. The on line approach will eliminate separate schedules at these off campus locations and will offer more options for the students to plan their degree programs.

Existing students in the four current specializations--Educational Leadership, Human Performance Technology, Health Care Administration, and Public Administration--will not be disadvantaged because of the elimination of these tracks as currently offered. They will be provided with appropriate academic advisement and will be credited with their work accomplished thus far and will be able to complete their program without additional coursework. They will have the option to complete their degree under current requirements or they will be able to transfer into the new degree specialization.

The Criminal Justice Administration specialization will be the only new program at the graduate level. It is anticipated that this online graduate program will be highly attractive to current undergraduates and professionals already employed in related fields.

The Human Performance Technology (HPT) program was recently developed by the University of West Florida and the United States Navy with an HPT Advisory Board. This program was developed in response to a broad based need for trained professionals who can partner with

line managers seeking to achieve optimal employee performance to meet organizational needs in the military, public, and private sectors. Currently there are limited opportunities nationally for professionals to obtain degrees in HPT. UWF's program would attract "non-traditional" students seeking a relatively low cost, convenient advanced program in HPT.

The program in Educational Leadership has the potential to attract students who are unable to attend classes on campus. This potential pool of students would include aspiring school administrators living in communities not served by universities offering graduate programs in this area of concentration. This interdisciplinary approach will provide students with a much broader understanding of current issues facing society's institutions.

The Health Care Administration specialization provides many of the same benefits that have been already identified for other specializations. Health care agencies are located within the urban and rural areas with quite a few remote to academic programs in the field. Currently the Health Care Administration program offers some of its curriculum on line and many remotely located and time constrained students have been able to take courses and enhance their careers and work performance. This online interdisciplinary program will make the program more attractive because of enhanced accessibility and the addition of the business core that will provide a broader education in management practices.

2. Faculty and Staff

For the most part, an adequate number of faculty members exist for the implementation of this program. The Criminal Justice Administration specialization will be the only truly new component of the proposed MSA program and will require some faculty resources at some point in time depending upon the growth of the program. Currently, plans are in place for existing faculty to teach several of the new courses and some additional adjunct instructor support will be acquired from the local community where appropriate. Criminal Justice Administration has the potential for initial rapid growth because of the interest of professionals already employed in the field. There is also a potential pool of applicants in the existing high quality programs in Criminal Justice and Legal Studies at the undergraduate level.

Health Care Administration is an existing specialization that will be moved into the MSA degree. That program has already enjoyed success with the offering of several of its courses on line for the last four

years. Faculty in the Division of Health, Leisure, and Exercise Science are well trained and experienced in offering online instruction. Little work is needed to transition that specialization into the MSA.

The existing Educational Leadership program has ample faculty to deliver the specialization on line within the MSA degree. The faculty have been involved in the planning of the transition of the specialization into an on line offering and has taken the opportunity to revise and improve the program offering. Some faculty will be involved in training other faculty in online instruction methodology in the Spring Semester 2004.

The Human Performance Technology (HPT) specialization has faculty expertise in the technology field and will easily transition to on line instruction. Some of the personnel from HPT will also assist with training faculty from other specializations with on line methods of instruction. This field has a strong potential for growth and recognition and most likely will need some additional resources as the program grows. Current plans call for some assistance from new adjunct instructor hires.

Although the current Masters in Public Administration degree will be phased out within two years (December 2005), the current faculty will continue in their positions and deliver courses on line in the MSA. The MSA will solve a problem within the MPA program in that it will enable courses to be offered on line and eliminate the need for MPA faculty to teach identical courses at several campuses. All of the courses will be available to everyone regardless of the location of the students. Several of the MPA faculty are currently teaching on line and others are training to do so. Some of the MSA courses in public administration are used in the Health Care Administration specialization and there is the potential for more to be used as service courses in the other specializations and programs within the University.

The required core courses offered by The College of Business will be taught by professors who develop the courses or by appropriate adjunct instructors.

There is a staff position in the MPA program which will be available to support the administrative and clerical requirements of the program. Therefore, no additional staff positions will be required.

3. Community

In 1987 a cooperative agreement was entered into by UWF and Central Michigan University (CMU) to offer a MSA program on the UWF

campus. The program ran through two 2-year cycles from 1987 to 1991. The program was offered on main campus and at the FWB center with approximately 30 students in each cycle. Approximately 20 students in each cycle completed the program. The program consisted of a total of 36 hours of which 15 were accepted by CMU from UWF. At one time UWF began the process of seeking approval from the Florida Board of Regents to offer the program with the understanding that CMU would continue to offer the program until such time as UWF was granted authority to offer its own program. (Memorandum from VP Carl Backman, 8-11-03)

During the late 1980s and early 1990s, attempts were made to develop a stand-alone MSA for UWF. A number of factors entered into this effort that put the attempt on hold. Included among these factors were the inability of the program leadership to identify an academic unit willing to "own" the program, reluctance of the Faculty Senate to approve a program without an academic unit (as opposed to an administrative unit) as the sponsor, and the reluctance of BOR staff to allow UWF to offer the MSA--a degree not offered by the State University System at the time. (Backman)

In 1996, Provost Doug Friedrich commissioned a faculty task force to develop a set of recommendations related to the development of generic master's programs. The task force represented the three colleges and subsequently submitted recommendations on Generic Master's Programs and provided three models for future consideration with implications for the development of a MSA degree. (Backman)

During the fall semester of 1998, Associate Vice President Carl Backman was engaged in communication with the BOR staff regarding the seeking of authorization to explore the development of a stand-alone MSA program at UWF. There is documentation in the Provost's file from the BOR staff questioning where the MSA would be housed and a suggestion of a CIP code and the use of the word "administration" in the title. Associate Vice President Backman responded to the BOR staff that the title would be "Master of Science in Administration" and the recommended CIP code would be acceptable. (Backman)

Just prior to the disestablishment of the Board of Regents, UWF again attempted to secure permission of the BOR to include the MSA in the list of programs for UWF to explore. In its last strategic planning session, the BOR did include permission to explore for the MSA. However, the BOT did not carry forward the program planning of the BOR. (Backman)

4. Budgets

This program will require only a modest amount of resources for its initiation.

As previously stated, four of the proposed specializations currently exist with ample faculty to initiate the respective specializations. The Criminal Justice specialization will most likely utilize existing faculty and depending upon enrollment growth, at least one new faculty member will be added in the near future. The programs in HPT and Health Care Administration will need some instructional assistance that can be obtained from adjunct instructors. As growth takes place, decisions will be made to add or redirect resources as needed. The College of Business plans to utilize current faculty or several adjuncts to offer its core courses.

The staff assistant within the MPA program is a resource that will most likely be utilized for program support.

Currently, there is an interim chair of Administrative Studies providing oversight to the phasing out of the MPA program and the phasing in of the proposed MSA degree. In the near future, as college resources are realigned as a result of attrition, retirements, and reorganization, a program chair/director will be appointed and assigned to provide administrative oversight to the program.

5. Space

Most of the space required for this program is already in existence. The entire current faculty involved in the program has offices from which to deliver on line instruction. No additional classrooms or lecture halls are needed. The space that is currently occupied by the MPA central office will most likely serve as the site for program administration and for location of the MSA central office and its staff assistant.

6. Related Programs

There do not appear to be any negative effects on any related programs within the university. The decision to end the MPA program will not inconvenience current students due to the fact that the college has made the commitment to maintain the MPA course scheduling for a period of two years which will allow them to complete their degrees. The MSA will serve nearly as well, or maybe better, than the MPA because the seven core courses in the MPA will be the required specialization courses in the MSA Public Administration track. Additionally, the business management core required of all students will provide a broad experience in management practices.

It is believed that all five specializations will be better served if brought together in an identifiable administrative unit and with a consolidated, interdisciplinary curriculum delivered using Web based technology.

7. Accreditations

At this time, accreditation of the proposed MSA degree by a discipline-specific agency is not under consideration although accreditation may be considered in the future if appropriate. Each of the specializations within the proposed program will be able to determine if there is an appropriate accreditation agency specific to the specialization and may consider accreditation once the programs are implemented. The MSA degree will adhere to the principles and standards of the Southern Association of Colleges and Schools, the regional accrediting agency for the university.

It is not expected that the Public Administration program will maintain its accreditation with the National Association of Schools of Public Administration and Public Affairs (NASPAA) once it ceases to become a free standing degree program. The MPA program's current accreditation will expire in 2005 which coincides with the program's projected discontinuance within two years. The decision has been made not to allocate more resources, especially faculty lines, to an under-enrolled program but rather to transfer the program into the MSA as a specialization.

The Education Leadership program has been a Florida Department of Education (DOE) approved and National Council on Accreditation of Teacher Education accredited program for many years. Many changes have taken place in the review of educator preparation programs in the state of Florida including the elimination of the Florida Council of Educational Management which had been responsible for reviewing Educational Leadership programs. The current Educational Leadership program will be reviewed by NCATE during the five-year review in November 2003. At that time, the proposed changes will be discussed with NCATE representatives and the new track will continue to address the standards specified by this accrediting agency.

Other Related Information:

Prior to the disestablishment of the Board of Regents (BOR), UWF secured permission from the BOR to include the MSA in the list of programs for exploration. In the final update to its Strategic Plan, the BOR did include the MSA in the list of programs UWF was given permission to explore. However, the newly created UWF Board of Trustees (BOT) did not carry forward the previous BOR list and, therefore, this request to explore for an MSA program is being submitted to the BOT.

The MSA degree proposal is timely. It will consolidate the administrative specializations within the College of Professional Studies under the MSA which will be housed in an identifiable academic unit, the Division of Administrative Studies and will be delivered principally using Web-based technology. It is important to note that the program is interdisciplinary and will utilize for the required common core, a set of College of Business management courses. Where feasible, the programs may be offered on a face-to-face format, but this program will be offered primarily on line for the specific purpose of targeting a larger audience, enhancing the University's online program offerings, and ensuring more efficient use of resources. Other specializations from throughout the University could be added to the program in the future.

This program is a top academic priority within the College of Professional Studies and will be proposed as such to the new E-Learning Support Center for developmental assistance.

Program Chair's Approval (if any) _____ **Date:** _____

Dean's Approval _____ **Date:** _____

Faculty Senate's Approval _____ **Date:** 10-10-03

Provost's Approval _____ **Date:** _____

President's Approval _____ **Date:** _____

BOT A&SA Committee Approval _____ **Date:** _____

**UWF Board of Trustees
Academic and Student Affairs Committee
November 7, 2003**

Issue: Vice Admiral Jack Fetterman's honorary doctorate

Proposed action: Approve honorary Doctorate in Public Service

Background information:

Pursuant to Board of Trustees policy adopted on May 22, 2002, the Honorary Awards and Recognition Committee met on October 13, 2003 to review Vice Admiral Jack Fetterman's nomination for an honorary Doctorate in Public Service

The committee determined that Fetterman met the three criteria for an honorary degree: Excellent character; extraordinary achievement or distinction in the arts and sciences, the fine arts, education, the professions, public service or private enterprise; a connection with or a history of support of the university, or a record of distinguished contributions to the area served by the University, or distinction on a national or international level.

Following a long and distinguished career with the U.S. Navy, Vice Admiral Fetterman became an active participant in nurturing the well-being of the Pensacola area. As president and chief executive officer of the Naval Aviation Museum Foundation, he has had a profound impact not only at the museum but also throughout the entire region because of the tourism impact on the local economies. He also is past chair of the Pensacola Area Chamber of Commerce and is now chair of the Chamber Military Affairs Committee.

Vice Admiral Fetterman has been a good friend of the university, always willing and able to assist in a variety of projects. Most recently, he has worked with university officials on the concept of creating a maritime museum in the Pensacola area, relying heavily on the academic and archaeological research in the area's waterways.

Supporting documentation: Admiral Jack Fetterman's bio

Prepared by: Keith Goldschmidt
850-474-2368

VADM John H. Fetterman, Jr., USN (Ret.)
President and Chief Executive Officer
Naval Aviation Museum Foundation

Vice Admiral John H. Fetterman, Jr. was born in Ashland, Pennsylvania on 4 August 1932. He began college at Susquehanna University, graduating from Albright College in 1954. He was commissioned an Ensign in 1955 and was designated a naval aviator in 1956.

Vice Admiral Fetterman's first operational tour was with Attack Squadron ONE ZERO FIVE at Cecil Field, Florida. Flying A-1H Skyraiders from the deck of the aircraft carrier USS ESSEX (CVA-9) in the Sixth and Seventh Fleets, he participated in both the Lebanon and Formosa crises in 1958. In October 1959, he reported to Fleet Airborne Electronics Training Unit Atlantic and served as Light Attack Nuclear Weapons Training Instructor.

Following this tour, he reported to Attack Squadron FORTY-FOUR for A-4 Skyhawk replacement pilot training prior to joining the staff of the Commander Attack Carrier Air Wing EIGHT aboard the aircraft carrier USS Forrestal (CVA-59). After tours at the Naval War College and Attack Squadron FORTY-FOUR, Vice Admiral Fetterman reported to Attack Squadron EIGHT-ONE aboard the aircraft carrier SHANGRI-LA (CV-38) where he served as maintenance officer during two Mediterranean deployments. A tour in Attack Squadron ONE SEVENTY FOUR, where he served as Operations Officer, was followed by orders to Attack Squadron EIGHTY-SEVEN as executive officer.

In March 1972, while deployed in the Mediterranean aboard the aircraft carrier USS FRANKLIN D. ROOSEVELT (CVA-4), Vice Admiral Fetterman assumed command of Attack Squadron EIGHTY-SEVEN's "Golden Warriors." During this command tour, he was selected as team leader of a joint U.S. Navy and Air Force air-to-ground weapons team, which represented the United States in NATO competition in Greece. In March 1973, Vice Admiral Fetterman reported to the Office of Legislative Affairs, Washington, D.C., where he served for two years as assistant director for the Navy Senate Liaison Office. In July 1975, he assumed command of Carrier Air Wing EIGHT aboard the aircraft carrier USS NIMITZ (CVN-68) and made deployments to the Caribbean, North Atlantic and Mediterranean.

In January 1977, Vice Admiral Fetterman assumed command of the command ship USS LA SALLE (AGF03), flagship of Commander, Middle East Forces. In March 1978, he reported to the Office of the Chief of Naval Operations where he served as Special Projects Manager of the Royal Saudi Naval Forces Expansion Program. In February 1979, Vice Admiral Fetterman assumed command of U.S. Naval Base, Naval Station, and Naval Air Station, Guantanamo Bay, Cuba. He was selected for Rear Admiral in February 1981, and, in July, assumed duties as the Commander of Tactical Wings, Atlantic. In

July 1983, he reported as Commander, Training Command, U.S. Atlantic Fleet. From May to December 1985, he served on the staff of Commander in Chief, U.S. Atlantic Command and U.S. Atlantic Fleet as Deputy Chief of Staff for Readiness and Resources. In December 1985, he assumed his duties as Naval Inspector General. On 1 September 1987, he was promoted to the rank of Vice Admiral and in August assumed the duties as Commander, Naval Air Force, U.S. Pacific Fleet. On 1 February 1991, he assumed the duties as Chief of Naval Education and Training. Vice Admiral Fetterman retired from active duty on 1 March 1993.

His personal awards include the Distinguished Service Medal, Defense Superior Service Medal, the Legion of Merit (five awards), the Meritorious Service Medal, the Navy Achievement Medal, and the Meritorious Unit commendation in addition to various campaign and service awards.

During his naval career, Vice Admiral Fetterman accumulated 7,000 hours of flight time in 20 different aircraft and recorded 960 carrier landings.

In November 1993, Vice Admiral Fetterman assumed his present position as President and Chief Executive Officer of the Naval Aviation Museum Foundation. He serves as Chairman of the Mayor's Community Core Values Board; the Board of Directors, EAA; Past Chairman of the Pensacola Area Chamber of Commerce and currently Vice Chairman of Chamber Military Affairs; past Chairman of the USS Mitscher, USS Bonhomme Richard and USS Iwo Jima Commissioning Committees.

He is married to the former Nancy Glenn Austin of San Antonio, Texas. Vice Admiral Fetterman and Mrs. Fetterman have two sons, John and Kevin.