

Agenda
UWF Board of Trustees
Academic & Student Affairs Committee
February 25, 2005
8:00 a.m. Building 7 Room 704

Call to Order

Mr. Roy Smith, Chair

Roll Call

Approve Minutes of November 5, 2004

Action Items

1. Academic Program Changes Dr. Carl Backman, Associate VP
 - a. Program Deletion - Master of Public Administration
 - b. Program Revision – Athletic Training - Request for limited Access
 - c. Request to Waive Requirement of Request to Explore & Plan
 B.S. in Computer Engineering & B. S. In Electrical Engineering
 - d. Program Additions
 - B. A. in Economics
 - B. S. In Health Science
 - Master of Public Health (MPH)
 - M.Ed. in College Student Personnel Administration
2. Academic Affairs Update Dr. Sandra Flake, Provost
 - a. Academic Program Goals Dr. Pam Northrup, Director Academic Technology
 - b. Okaloosa Partnership CHS Students
Dr. Frank Fuller, Assistant Superintendent
Ms. Cindy Massarelli, Principal

Other Items

Adjournment

Minutes

UWF Board of Trustees Academic & Student Services Committee Meeting

Committee Chair Roy Smith called the meeting to order at 8:40 a.m. on Friday, November 5, 2004 in Conference Center Room A.

Committee members present:

Pat Wentz
Honor Bell
Steve Russell

Also attending:

VP for Student Affairs, Dr. Debbie Ford
VP for Academic Affairs, Dr. Sandra Flake
Dr. Carl Backman
Dr. Ed Ranelli
Dr. Janet Pilcher
Dr. Jerry Norris
Billy Colvin
Vickie Lindsey

Action item: Action plan for Developing Academic Learning Compacts

Approve action plan.

Dr. Carl Backman gave a brief summary on the background of this plan. The Board of Governors in their meeting last year asked each university baccalaureate program to adopt Academic Learning Compacts containing two components:

1. Specifics of the student learning outcomes
2. Corresponding assessment plan to tell if students achieve those outcomes

The BOG staff instructed the universities to have the compacts in place by Fall of 2005.

The process begins by asking the local Board of Trustees to approve the procedures for developing the compacts (not the compacts themselves). That is what Dr. Backman is requesting today, approval of the action plan in order to move forward. The plan is to be submitted to the Division of Colleges and Universities in order to get the university where it needs to be in 2005. The plan includes a timeline: by the fall of this year, departments are to have a draft of student outcomes and apply them to a curriculum analysis; next, put together the assessment plan for review in the spring semester; by the end of spring, have a substantial draft containing core learning outcomes and identifying assessments; determine where in the curriculum the outcomes and assessments will occur - all for distribution in Fall 2005. Dr. Backman indicates the work has already begun and will include a consultant coming to UWF periodically.

Trustee Smith asked about the relationship of the plans to those of other institutions. Dr. Backman stated there are no expectations that the outcomes would have to match those of other institutions. They're required to be public and clear to the students, so they will be readily available and comparisons will probably be made.

Trustee Smith asked if they will embed outcome measures in or capstone experiences in the final assessment. Dr. Backman stated the Deans will have approval, and already some programs are capstone experiences. Others have some in each program to be key outcomes and still others are outside, such as in the case of programs requiring testing for licensing. There are three types of assessments: course embedded, capstone and external assessments to programs. Dr. Flake shared that this is very timely in preparation for accreditation. The framework is in place for an assessment program at UWF since most are embedded in the programs. We choose domains that allow the engagement of student's integrity – useful to their education and to their professional careers. Another dominant factor is active learning where students practice what they learn, and these will be embedded in all programs. The critical components of the plan are outlined in the Tasks and Timeline section of the report.

Trustee Smith asked if this was by college. Dr. Flake states it was by assessment team and shared with departments across campus. Dr. Backman shared that outlines of six domains went to the Faculty Senate and several Councils in an attempt to share as widely as possible. He emphasized the wide distribution.

Trustee Smith commented that there is lots of work involved to complete this by fall 2005. Is there a team working on this, or is each department responsible? Dr. Backman indicates that each individual college is responsible - they have not started from scratch as all departments already had compacts, so they've looked at this as a chance to refine what is already happening there. It will be more public. He concurs it will be lots of work but departments have made good progress. They have set up liaisons – at least 2 (one a faculty member) to assist the process. Dr. Ranelli shares that his college is working under the leadership of the chairs to integrate Academic Learning Compacts with SACS requirements and with AACSB. With Jane's help, they have developed learning outcomes for each domain. So they are pretty much outlined. They're going back to the faculty with a focus on integration skills and writing assignments and how to measure the development of communication skills, and another focus on concepts of business fundamentals embedded assessments in core courses. So we are pretty far along on this and getting a structure.

Trustee Smith asked about AACSB. Dr. Ranelli indicated they are still drafting it, but will have a plan ready this spring semester.

Trustee Wentz commented this has been to Faculty Senate.

With no more questions, Trustee Smith called for motion to approve.

Motion by Trustee Wentz
Second by Trustee Bell
It carried unanimously

Informational Item 1 – SACS Substantive Change Review – MBA Program in Germany.

Dr. Backman stated that UWF has an MBA Program in Germany and since it is offered at a distant site, the university was subject to a substantive change review by the Commission on Colleges of the Southern Association of Colleges and Schools. The visit took place just prior to hurricane IVAN. He introduced Dr. Timothy O’Keefe to summarize the visit.

Dr. O’Keefe indicated the College of Business began offering MBA in Germany in Fall 2003. UWF delivers MBA to German business professionals in partnership with TransAtlantic Institute (one of two applied science universities). The partner takes care of the providing the foundation before the student can enter UWF’s MBA program. UWF does 25% on line and 75% face to face. One of the benefits is international exposure. They now have nine professors with international experience, so when they come back to teach international business, it is from actual experience. For the first time UWF is able to provide an international educational experience to our part time MBA students.

Trustee Smith asked how many participate. Dr. O’Keefe stated the initial group last summer was nine students; 1st cohort had 12 students, 2nd cohort had 16 and at this time, they try to match up the same number of students with cohorts. Thanks was shared for Dr. Backman’s guidance and praise for the partner’s hospitality for the visit. It went very well.

Trustee Smith asked if it was possible to rotate faculty for maximum exposure. Dr. O’Keefe indicated they are trying to get as many faculty as possible involved and by the end of this year, they will have had twelve faculty experience it. This is 25% of their faculty, and six of these will experience international exposure for the first time.

Trustee Smith commented that in years past with faculty exchanges in Asia, the spill over was good. Dr. Ranelli shared that this is a very successful program because of Tim’s leadership and that the SACS visit went very well. He also thanked Dr. Backman and Dr. O’Keefe. He shared the positive comments on student’s portfolios, describing the experience as a life changing experience. The faculty had the same positive outcome.

Trustee Smith asked if AACSB was also interested (in addition to SACS). Dr. Ranelli stated “yes”, there is the need for internationalizing the MBA programs. This is a very attractive program and they believe it will be very successful - getting an AACSB accredited American MBA degree in Europe will be a very nice career enhancement.

Trustee Smith commented that this should enhance the next accreditation.

Trustee Bell seemed to recall some effort in the past to extend into Eastern Europe – Poland maybe? Dr. Ranelli said they did have a Fulbright professor in Romania and did have some interest then but that was all.

Trustee Wentz commented this is significant in the history of this university. It was well executed and serves as a good role model. She asked if it would be in order to commend them.

The Committee members agreed and the group commended those involved in the MBA Program in Germany.

Informational Item 2 – New Degree Programs – First Year Follow-up Reports

Dr. Backman explained that the procedure that the Board of Trustees approved for approving new programs included end of first year reports. They had three programs approved for implementation in Fall 2003: Anthropology, MA; Hospitality, Recreation, and Resort Management, BS and Maritime Studies, BA. Basically the report included the headcount, FTE, and projected costs. For all three programs there was over projection of enrollment, but looking at the numbers this fall for Hospitality for example, the number is 130. So the good news is what happens in the 2nd and 3rd years and at the end of the 5th year, as they are added to the program. Working closely with PJC, it is an AS to BS articulation program. We are right on track and it is a very popular program. The good news is the actual costs in two of the three programs was less than projected. Dr. Janet Pilcher explained that what happened in costs was they ended up hiring two new faculty (coordinator took another job) so they now have two new dynamic professors on staff – Andy Holdnak and Candice Clemenz - so (Faye-should the word “less” be inserted here?) of the cost is in salary dollars.

Trustee Bell asked if they will be doing another report in the 3rd year. Dr. Backman indicated yes, that there is a 1st and 3rd year report; then at the end of the 5th year, it moves into the program.

Informational Item 3 – SUS Strategic Plan Y-Axis Report

Dr. Jerry Norris ran thru the PowerPoint presentation on the status of the State University System Board of Governors Strategic Planning for the SUS, pointing out the four strategic goals of the Legislature, SBOE, SUS, and UWF. UWF's goals need to be under the umbrella of the Legislature, SBOE and SUS. We are very comfortable with UWF's goals as they do flow under the umbrella very nicely. The Y-Axis report is the first in a series of reports we'll do.

UWF's Goal One: Promote programs and activities, and learning and living environments that encourage the development of individual potential in students, faculty and staff; communities of learners; and the valuing of lifelong learning.

UWF's Goal Two: Attract and inspire a diverse and talented student body committed to uncompromising academic excellence. UWF's programs are listed on the Y-Axis report.

UWF's Goal Three: *Provide solutions to educational, cultural, economic, and environmental concerns.* This is exactly where the measurements for compacts fit in. UWF's Goal Four: *Manage growth and development responsibility through focus on continuous quality improvement of programs and processes.* As we look at new programs we will do this. SACS project for spring will supplement that.

The Board of Governors committee is very interested in that first goal – to provide degrees. Set base year as benchmark and then the X and Y axis came along when BOG set up Board goals on the X-Axis and targets on the Y-Axis. We look at the targets that the Board of Governors committee has put together and align our responses (what we will produce). We began data collection last June including expected number of degrees to be conferred and many years of estimation. We submitted the Y-Axis report last month. The information is now being compiled by the Board of Governor's Staff. In a couple of weeks they will look at Y-Axis reports and compile all the universities into one target, including how many degrees and how many majors in each program and come back to the Board of Governor targets. Then we will realign as needed. BOG will consider the consultant's report in the funding. There are lots of funding questions and issues of satisfying accountability requirements. How to implement performance based funding - Senate Bill 915. There are many interrelated issues in this ongoing process, like compacts, fees, all tied together.

Trustee Smith asked if there was some contact between Dr. Backman's presentation on Learning Compacts and how they tie in. Dr. Norris stated the Chancellor will have a web page where parents and students can go in to the Biology Program, for example, at any institution. Included will be the expectations and learning compacts – this falls under BOG Goal Two. The Y-Axis document shows the measures and targets that the committee has at this time.

Trustee Smith noted the legislature talked about performance funding and he's interested in how that works in. Dr. Norris states that from the Y-Axis report that the university's Board of Trustees and the Board of Governors can choose the areas to fund and Legislature will have a lot to say on that at the next session. The legislature will give us some clear direction on this. The Board of Governors Committee is very active. It is a long term activity. There has been a shift to Academic measures from Administrative measures and that is very exciting – especially here at UWF moving toward the compacts. Dr. Flake stated there are several performance indicators being discussed.

Trustee Smith thanked Dr. Norris for the presentation.

Informational Item 4 – Academic & Student Affairs Update

Academic Affairs:

Dr. Flake will report periodically on the Academic Affairs goals, and this is an update. In Academic Affairs, we will look at three goals:

1) *Building an Academic Affairs leadership team through planning, hiring for retiring, and organizing functions to optimize support for academic program excellence:*

The division spent the last several months assessing the organization and functions of Academic Affairs. They have begun searches for Dean of Library, Dean of Professional Studies, Associate Vice President Research and Dean Graduate Studies, and Associate Vice President for Diversity. The Associate VP for Diversity will be broadly responsible for Diversity and carry leadership responsibilities in this area. They added the office of international education and programs, related linkage programs and the Japan Center to this position's responsibilities. Dr. Flake is committed to filling this position for next year and there will be a strong academic component. The position will report to Dr. Cavanaugh and Dr. Flake with responsibilities beyond the office of Diversity. It is a redefinition of this position vacated by retirement. At the end of this year, Dr. Backman retires and as they look at that position, Associate Vice President for Academic Affairs, they focus on particular academic issues including program review, accreditation, curriculum, and the Center of University Teaching, Learning and Assessment. There will be transition to an Academic Affairs Council with Vice Provost for Outreach, the College Deans, the Library Dean, the Associate Vice President for Research and Dean of Graduate Studies, the other 3 Associate Vice Presidents and the Director of Academic Affairs Budgets – a group of 12 individuals. These are shifts of responsibility to central positions, more tightly structured, to help us move forward. There will be a need to realign staff positions to fit strategic functions and assess and realign spaces as well. By spring they will have a detailed plan on this.

The two other goals are 2) *continuing ongoing academic program review process* - this is under way and 3) *developing leadership support to implement ongoing assessment of student learning*. Dr. Flake expressed gratitude to Jane Halonen for taking it on. Assessment belongs in that center and that is where we expect to be in the next two years. Areas Dr. Flake will report on at later meetings are: Academic Program Development, Faculty recruitment and development, Research and Grants, Enrollment and Student Support.

Trustee Smith asked for a recap of the key senior academic positions they are searching for. Dr. Flake responds: Dean of Library, Dean of College of Professional Studies, Associate Vice President for Research and Graduate Studies, Associate Vice President for Diversity and Associate Vice President for Academic Affairs.

Trustee Bell expressed he is highly encouraged and looks forward to a fresh start. He commented that Dr. Flake did a careful assessment first and then moved ahead. He is 100% behind the proposed changes and looks forward to the outcome. It is a work in progress, and while we've been doing great, we can always improve.

Trustee Smith asked about large numbers of faculty retirements in the next 5 years and what is being done to plan for these positions to be filled. Dr. Flake explained that they have started the process of developing a hiring plan. During the spring retreat, they will

talk about long term planning for retirement and how the colleges will incorporate goals to address this. They will have a report later on the results.

Student Affairs:

Dr. Ford gave updates on the goals for Student Affairs that the trustees adopted. The combined goal from Student Affairs/Academic Affairs/Enrollment Services - *Develop undergraduate retention and graduate rate plans and make our enrollment services more seamless* - kicked off yesterday. They had a consultant, Dr. Jim Black from North Carolina, give a seminar outlining the principles for strategic enrollment management. They will have more to report on this later.

There are four Student Affairs goals selected by the president:

1. *Implement new student administrative model* – Rick Barth talked about that new model. The vision was to go to an assistant dean model. We are nine months ahead of where they thought they would be. He introduced the two new assistant Deans – Michael Jasek and Lusharon Wiley.
2. *New residence hall and dining facilities* – They are reviewing consulting reports from June and looking at the housing system. This goal will be modified to reflect the development of a strategic plan for growth 10-15 years out.
3. *Implement and redesign orientation program for new and transfer students* – under Michael Jasek’s leadership, they made several changes to the orientation program for freshman this year and had over 1,000 freshman and 600 parents attend the new student orientation program. It was extremely successful. Dr. Ford has a large book of assessments of this program.
4. *Improve the services to those who do not attend this campus.* At the Fort Walton/Eglin campus under leadership of Dr. Chris Pierce, she decided to consolidate the support services for Ft Walton and Eglin and created ASC – Academic Support Center - combining those areas. In October alone they had 613 walk in appointments, over 1000 phone calls, 172 emails – they are tracking to see how many students are using the services. It has been very successful so far.

Other Business – None

Adjournment:

Motion by Trustee Wentz
Second by Trustee Bell
Adjourned at 9:55 a.m.

Respectfully submitted,
Vicki Knaack
Coordinator

**UWF Board of Trustees
Academic and Student Affairs Committee
February 25, 2005**

Issue: Master of Public Administration (MPA)

Proposed action: Approve Request to Delete the Master of Public Administration.

Background information:

At its meeting of February 20, 2004, the Board of Trustees approved a request to implement the Master of Science of Administration (MSA) as a new degree program. One of the specializations included in the new MSA is Public Administration. As noted at the time of approval of the MSA, a request for deletion of the Master of Public Administration would be forthcoming as soon as students currently in the program had sufficient opportunity to complete the program. Deletion of the program has been reviewed and approved by the College Council, Academic Council, and Faculty Senate.

Documentation: Master of Public Administration—Request to Delete.

Prepared by: Carl A. Backman (850) 474-2502 cbackman@uwf.edu

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

Name of Program: Public Administration (MPA)

I. Justification of Deletion Requested:

The COPS dean has recommended deletion of this program at the end of the Fall 2005 semester. The decision was based upon careful analysis of resources and productivity within the program. The existing master's program in public administration has as its mission the strengthening and advancement of managerial and analytical skills of individuals who are either interested in pursuing or who are presently pursuing, a career in government and nonprofit organizations. While the current program is accredited, it does not enjoy significant enrollments relative to the resources utilized by the program. Therefore, the inherent need for the existing program will be met by the public administration specialization within the newly implemented Master of Science in Administration. The interdisciplinary MSA will require the business core of 12 semester hours which will provide students a stronger business background than the current program and will also include courses that represent the sub-fields of public administration. The need to prepare students for leadership roles in government and private agencies continues to exist. This need will continue to be met through the MSA degree with a specialization in public administration.

II. Anticipated Impact of Deletion on:

A. Current Program

1. *Students.* Students in the MPA program were informed by letter dated August 4, 2003 from the COPS dean of the decision (copy of letter attached) and have been notified that the program will terminate in Fall 2005. This allows a two year period for currently enrolled students to complete the MPA degree.
2. *Faculty and Staff.* Plans to delete this program were announced to the Faculty Senate at the time the MSA proposal was introduced (November 2003). The Dean of the College of Professional Studies discussed this deletion with the Provost and with the current MPA faculty members. MPA faculty members will assume teaching duties in the new MSA and other programs where appropriate. Currently there is a staff assistant line in the MPA program that will transition into the new MSA program.
3. *Community.* The inherent continuing need for the existing program will be met by the public administration specialization within the proposed Master of Science in Administration. The need to prepare students for leadership roles in government and private agencies continues to exist in the community. This need will be met through the MSA degree with a specialization in public administration.

REQUEST FOR CURRENT PROGRAM DELETION

EXECUTIVE SUMMARY

Master of Public Administration

4. *Budgets.* The faculty and staff assistant from this program will support the proposed MSA, thus no substantial budget impact due to this program deletion is anticipated.
5. *Space.* Required space for faculty and staff now serving in the MPA Program will not change substantially since these employees will be supporting the newly implemented MSA Program. Classroom space will no longer be required as the MSA-Public Administration specialization which replaces this program will be provided completely online.

B. Related Programs.

There is no anticipated effect on related programs (other than that discussed in C. immediately below.).

C. New Programs

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. Prior to approval of the Master of Science in Administration, with the exception of criminal justice administration, these programs were housed in their "home" departments as specializations in other degree programs. It was thought that these programs would be better served if brought together in an identifiable organized unit and consolidated into a web-based interdisciplinary degree, the Master of Science in Administration (MSA). The MSA degree serves as an "umbrella" for these specializations and strengthens them by providing the addition of a business core of courses for all specializations in the MSA. The MSA is considered an interdisciplinary program and other specializations may be added in the future as appropriate. The MPA has been replaced by the public administration specialization within the new Master of Science in Administration degree program.

D. Accreditations

The MPA Program has been accredited by the Commission On Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration (NASPAA) through the academic year 2005-2006. NASPAA has been notified of the intent to delete the program at the end of Fall Semester, 2005, and has responded by indicating that accreditation will run through August, 2005, ending on September 1, unless it can be established that the new program meets NASPAA standards. The University is exploring the possibility of accreditation of all or part of the new MSA Program, including public administration, by NASPAA.

IV. **Other Related Information:**

None

**REQUEST FOR CURRENT PROGRAM DELETION
EXECUTIVE SUMMARY
Master of Public Administration**

History:

Program Chair's Approval Charles B. Williamson **Date:** 12-16-04

Dean's Approval Janet Pilcher **Date:** 12-16-04

Faculty Senate's Approval Pat Wentz **Date:** 1-7-05`

President's Approval John C. Cavanaugh **Date:** 1-10-05

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

BOT Approval _____ **Date:** _____

**UWF Board of Trustees
Academic and Student Affairs Committee
February 25, 2005**

Issue: B.S. in Health, Leisure, & Exercise Science/Specialization
in Athletic Training Education

Proposed action: Approve request to designate the specialization in Athletic
Training Education as a limited access program.

Background information:

As of April, 2004, the ATEP was granted full accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). One of the standards for compliance, Standard IC1a- Admission Policies and Procedures, states: “Admission into the program, including competitive admission placement within the clinical and advanced didactic portions, shall be in accordance with clearly defined and published academic practices of the institution.”

The Interpretation Manual states: “When there are limitations on resources such as classrooms, laboratories, instructors and clinical sites, competitive admission is required to ensure that each student has the opportunity to meet degree requirements...”

Because of the accreditation stipulation, the limitations on clinical sites, and the limitations on numbers of faculty, permission is requested to limit access to the program.

The request for designation as a limited access program has been reviewed and approved by the College Council, the Academic Council, and the Faculty Senate.

Subsequent to approval by the Board of Trustees, requests for limited access status require further review by the Board of Governors.

Documentation: B.S. in Health, Leisure, & Exercise Science/Athletic Training
Education Program—Current Program Revision Request.

Prepared by: Carl A. Backman (850) 474-2502 cbackman@uwf.edu

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

Name of Program: Athletic Training Education Program (ATEP)
B.S. Degree; Health, Leisure, & Exercise Science/
Athletic Training CIP Code: 31.0501

Nature of Revision Requested: To be designated as a “Limited Access” program.

Justification of Revision Requested: As of April 2004, the ATEP was granted full accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). One of the standards for compliance, Standard IC1a- Admission Policies and Procedures, states: “Admission into the program, including competitive admission placement within the clinical and advanced didactic portions, shall be in accordance with clearly defined and published academic practices of the institution.”

The Interpretation Manual states: “When there are limitations on resources such as classrooms, laboratories, instructors and clinical sites, competitive admission is required to ensure that each student has the opportunity to meet degree requirements...”

Anticipated Impact of Revision Implementation on:

A. Current Program

1. Students -- May have some qualified students who meet the minimum admission criteria but cannot be admitted because of resource limitations.
2. Faculty and Staff- None
3. Community- higher quality student representing our program at affiliated sites
4. Budgets -- none
5. Space -- none

B. Related Programs

1. At UWF other health related majors having limitations are designated as “Limited Access” (Nursing, Medical Technology)
2. All other CAAHEP accredited Athletic Training Education Programs in the SUS are designated as “Limited Access” (U of F, FSU, UCF, UNF, and USF)

C. New Programs – Not Applicable

D. Accreditations -- (CAAHEP) This is a weakness in our program's compliance with all standards for CAAHEP accreditation and should be addressed as soon as possible before it becomes more difficult

Other Related Information:

Criteria for admission into UWF Athletic Training Education Program:

1. Minimum GPA of 2.5
2. Grade of "C" or better in BSC 1085/L and BSC 1086/L
3. Grade of "B" or better in PET 2604
4. Completed Hepatitis B vaccine or sign waiver, negative TB test
5. Completed physical exam by licensed physician and verification that the Technical Standards of the program are met
6. Completed fingerprint identification with FDLE
7. Fifty hours of supervised observational experience under a NATABOC certified athletic trainer with completed Pre-Admission evaluation
8. Schedule and complete an interview for admission with the ATEP Director
9. Completed application packet by August 1st submitted to the Program Director
10. In the event of the potential program enrollment exceeding the resources available, ranking of the application candidates will be determined using the following criteria with the maximum point value of each listed:
 - Successful completion of all required documents-20 points
 - Pre- Admission Evaluation form observational experience- 75 points
 - Overall GPA- 4points
 - GPA in BSC1085, BSC1086, PET 2604, and PET 2622-16 points
 - Admission Interview- 100 points
 - MAXIMUM TOTAL POINTS -215

Procedure for appealing the Admission Committee's decision is available to students in the Athletic Training Student Handbook.

Program Chair's Approval Stu Ryan Date: 8-100-04

Dean's Approval Janet Pilcher Date: 8-31-04

Faculty Senate's Approval Pat Wentz Date: 12-10-04

Provost's Approval Sandra M. Flake Date: 1-7-05

President's Approval John C. Cavanaugh Date: 1-14-05

BOT A&SA Committee Approval _____ Date: _____

BOT _____ Date: _____

**UWF Board of Trustees
Academic and Student Affairs Committee
February 25, 2005**

Issue: B.S. in Electrical Engineering & B.S. in Computer Engineering

Proposed action: Approve request to waive Request to Explore and Plan requirement.

Permission is requested to waive the Request to Plan step when seeking authorization to offer the B.S. in Electrical Engineering and B.S. in Computer Engineering as free-standing degree programs.

Background information:

The B.S. in Electrical Engineering has been offered on the UWF campus since 1994 as a joint program by The University of Florida and by the University of West Florida. The B.S. in Computer Engineering has been offered as a joint program since 1998. Because UWF already provides the resources (personnel, equipment, facilities) for these two programs, and because the curricula are already well established and accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET), the feasibility studies and curriculum planning tasks authorized by the Request to Plan have already been completed. The faculties of Electrical Engineering and Computer Engineering will submit a fully developed Request to Offer a New Degree Program for review through the College Council, Faculty Senate, and University Administration before being submitted to the Board of Trustees.

Supporting documentation:

Prepared by: Carl A. Backman (850) 474-2502 cbackman@uwf.edu

**UWF Board of Trustees
Academic and Student Affairs Committee
February 25, 2005**

Issue: B.A. in Economics

Proposed action: Approve Request to Implement a New Degree Program—
B.A. in Economics

Faculty in the Colleges of Arts & Sciences and Business has proposed the offering of a new Bachelor of Arts program in Economics effective Fall Semester 2005.

Background information:

The College of Business currently offers the Bachelor of Science in Business Administration with a major in Economics. This degree is suited to individuals interested in economics-related careers in business management and administration. Many universities offer the companion degree—Bachelor of Arts with a major in Economics—for those whose interest in economics is more theory and research oriented. Because almost all of the courses that would be included in a B.A. in Economics are already offered at UWF, the degree can be offered with relatively little additional cost.

The Academic and Student Affairs Committee of the Board of Trustees approved the Request to Explore and Plan a B.A. in Economics on June 17, 2004. Subsequent to this action, the faculties involved in planning the program prepared the appropriate program and course Curriculum Change Requests and Board of Trustees Request to Implement a New Program forms.

The Request to Implement the B.A. in Economics has been reviewed and approved by the Academic Council and Faculty Senate.

Supporting documentation: B.A. in Economics—Request to Implement: Executive Summary. The complete document is available at <http://upic.uwf.edu/pubs/Files/Econ%20BA%20Request%20to%20Offer%20New%20Program.doc>

Prepared by: Carl A. Backman (850) 474-2502 cbackman@uwf.edu

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

College Requesting Program: College of Business and College of Arts & Sciences
Department Requesting Program: Department of Marketing and Economics (COB)
Academic Specialty or Field: Economics
Name of Program Requested: Bachelor of Arts in Economics
Proposed Implementation Date: Fall 2005
Proposed Classification of Instruction Program (CIP) Code: 45.0601

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:

Sandra M. Flake Vice President for Academic Affairs, Date 1-14-05

John C. Cavanaugh President, Date 1-19-05

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.

	Projected Total Estimated Costs (from Table Three)	Student HDCT / FTE (from Table One)
First Year of Implementation	\$103,260	14 / 10.5
Second Year of Implementation		17 / 12.75
Third Year of Implementation		20 / 15.0
Fourth Year of Implementation		24 / 18.0
Fifth Year of Implementation	\$351,345	29 / 21.75

REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
B.A. in Economics

I. PROGRAM DESCRIPTION

The B.A. in Economics degree is targeted to students who are interested in learning about economics while pursuing non-business related career goals such as working in environmental policy, economic development, politics, journalism, urban planning, etc.; or who plan to attend law school or graduate programs in economics. The curriculum design for the UWF B.A. Economics program allows for a minimum of 33 semester hours of Economics courses, with up to 33 hours of upper division electives. This large block of electives, common in B.A. Economics programs at most institutions, allows Economics majors to easily accommodate one or more minor fields of study in their program. Typically, this would be in an area in which the student wishes to focus her/his future career. Recommended minors are: mathematics, international studies, biology, environmental studies, history, philosophy, political science, political science pre-law, psychology, English, geography, or similar areas.

This program is different from the existing B.S.B.A. in Economics program in that it does not include the 30 semester-hour College of Business core and state mandated Common Prerequisites for business programs. In a word, the B.A. in Economics program offers much more flexibility for students to tailor the degree to suit their individual (especially non-business related) career goals. For example, students who wish to pursue graduate degrees in the field of economics would actually be much better suited for these programs by taking healthy doses of mathematics and statistics, instead of “sister” business courses such as accounting and management. Similarly, students going on to Law School may be better off by emphasizing philosophy, history, and English, as opposed to B.S.B.A. required courses.

Catalog Copy:

The B.A. Arts in Economics is typically of interest to students with strong academic credentials and a desire to make a difference by helping to shape policy in a wide range of areas in society. Economics majors will develop conceptual and analytical skills for making policy-oriented decisions based on analysis of fundamental resource allocation issues. Economists work in a broad range of policy areas and address questions such as: What is the best way to fight environmental pollution?; What is the appropriate role of government in the economy?; What rules should govern trade among nations?; What is appropriate economic policy for developing nations?; What are the effects of rising interest rates?; What are the effects on labor markets of aging populations and increasing immigration?; What are the effects of tax cuts, budget deficits, and welfare policies on the overall economy?; and many, many others. Economists may address fundamental policy issues such as these and others within narrower fields such as health care, agriculture, education, crime, politics, urban and regional development, law, history, energy, and the environment, among many

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others. The Economics degree program is structured to provide the opportunity for students to earn Minor degrees in many of these specialized fields.

Most economists are concerned with practical applications of economic policy, and work for a wide variety of public, private, and governmental organizations. The job market for individuals with both undergraduate and graduate degrees in economics is robust and tends to be less cyclical than the market for students with many other degrees. The Bachelor of Arts in Economics provides a comprehensive foundation for students who wish to obtain a graduate degree in economics and is also recognized as excellent preparation for graduate programs such as Law or the MBA.

Students are urged to consult with faculty members associated with the Economics program and its recommended minors for detailed information about the program's academic learning outcomes and to develop an appropriate course of study for their intended career path.

II. ASSESSMENT OF NEED AND DEMAND

While specific demand data for Northwest Florida are difficult to obtain, it is possible to get a sense for the demand for this program by looking at other institutions. Based on this analysis, UWF's sole offering of a B.S.B.A. in Economics program placed us in the minority among other Florida SUS institutions. As UWF continues to grow and expand its student population base, it is likely that students will demand the same kinds of programs that can be found elsewhere. As such, it is an important way for UWF to remain competitive. Further, as the university continues to attract a higher quality student population, more and more of these students will wish to pursue graduate studies in law, economics, or similar disciplines. According to a published paper by Michael Nieswiadomy (1998 in *Journal of Economic Education*), economics students had the highest scores on the Law School Admissions Test (LSAT) among those majors with 2,000 or more students taking the exam. Accordingly, majoring in economics is viewed as an excellent preparation for Law School. In sum, merely offering a business degree (B.S.B.A) in economics misses a significant portion of the student population who view majoring in economics as a stepping stone to pursue further course work in this and related fields.

III. CURRICULUM

A. Student Learning Outcomes and Course Sequence

Student Learning Outcomes

Students successfully completing the B.A. degree program in Economics will possess the knowledge and skills to:

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- distinguish the role of supply and demand in a market economy and summarize the necessary conditions for market economies to function efficiently [Content]
- distinguish conditions where markets fail and recommend realistic potential remedies [Content]
- evaluate and critique the role of domestic and international economic policy-making entities in a market economy [Content]
- effectively compete for admission to graduate programs such as economics or law [Content]
- utilize basic analytical skills in social scientific reasoning and research techniques to analyze basic economic problems and develop policy recommendations based on evaluation of these findings [Critical Thinking]
- apply project planning and management knowledge and skills in both individual and team contexts to produce on-time and high quality economic analysis deliverables [Project Management]
- communicate appropriately the creation, design, and results of economic analysis projects and theory-based evaluations of economic policies [Communication (written, oral, and graphic)]
- analyze and critique the moral and ethical dimensions and impacts of economic theory and policy from perspectives reflecting knowledge of and sensitivity to societal and cultural diversity [Integrity / Ethics]

Sequenced Course of Study (120 sh total)

Lower Division:

General Studies (36 sh)

Economics majors should take STA 2023 Elements of Statistics and MAC 2233 Calculus with Business Applications *or* MAC 2311 Analytic Geometry and Calculus I to satisfy the mathematics component and PHI2010 or PHI2100 to satisfy the humanities/contemporary values and expressions component.

These courses must be completed with a minimum grade of “C” before the degree is granted.

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Common Prerequisites (6 sh)

The state of Florida has identified common course prerequisites for the major in economics. These courses must be completed with a minimum grade of “C” before the degree is granted.

ECO 2013 Principles of Economics Macro [ECO x013]

ECO 2023 Principles of Economics Micro [ECO x023]

Lower Division Electives (18 sh)

Sufficient 1000/2000 level electives to complete at least 60 semester hours in the lower division. Current UWF students may use elective courses at any level (1000-4999) to meet this elective requirement. Economics majors should include electives that will help to prepare them for potential minor programs of study. Consult your academic advisor for guidance in course selection.

Upper Division (60sh):

These courses must be completed with a minimum grade of “C” before the degree is granted.

Major Requirements (27 sh)

Core Requirements:

ECO 3101 Intermediate Microeconomics

ECO 3203 Intermediate Macroeconomics

ECO 4431 Business and Economic Forecasting

or

ECO 4704 International Trade and Commercial Policy

Elective Requirements:

18 sh of elective course work consisting of 3000/4000 level ECO or ECP courses. ECO 4431 or ECO 4704 may be used to partially fulfill this requirement if not used to fulfill the Core Requirement. ECO 3003 may not be used to partially fulfill this requirement.

Electives (33 sh)

No more than 25 percent of credit hours (i.e., for the 120 sh program – 30 sh) in the degree program can be earned in courses carrying College of Business prefixes (ACG, BUL, FIN, GEB, ISM, MAN, MAR, REE, TAX). Students who wish to include extensive business coursework in their program should declare the B.S.B.A. Economics degree program.

Students are strongly encouraged to declare minor(s) in one or more of the following fields after consultation with their academic and career advisors. Students who plan to pursue a graduate degree in economics should minor in mathematics or take a large number of quantitative/statistics courses.

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Recommended Minor Fields

Biology
English
Environmental Studies
Geography
History
International Studies
Mathematics
Philosophy
Political Science
Political Science Pre-Law
Psychology

B. Total number of credit hours
Does not exceed 120.

C. List of Courses
(See complete proposal)

D. Prerequisites

Common Prerequisites

The State of Florida has identified common course prerequisites for the B.A. major in economics. These courses must be completed with a minimum grade of "C" before the degree is granted.

ECO 2013 Principles of Economics Macro
ECO 2023 Principles of Economics Micro

E. Limited Access
Limited Access status is not sought.

IV. UWF CAPABILITY

As noted previously, the B.A. program in Economics dovetails with the existing B.S.B.A. degree in Economics and uses the same resource base. It is also closely integrated (through the provision of recommended minors) with several excellent programs in the College of Arts and Sciences (as noted in the proposed curriculum detailed in Section V of this document). The Economics faculty teaches an Honors section of Principals of Macroeconomics every year and we hope to expand our relationship with the Honors Program.

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Finally, for those students whose career interests are consonant with the mission of the Haas Center for Business Research and Economic Development, this center will provide the potential for internship placements and career-oriented networking.

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**UWF TABLE ONE A
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL
SOURCES**

BACCALAUREATE DEGREE PROGRAM

NAME OF PROGRAM: Economics B.A.

CIP CODE: 45.0601

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	05	06	06	07	07	08	08	09	09	10

SOURCE OF STUDENTS (Non-Duplicative Count in Any Given Year)	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within UWF	3	2.25	3	2.25	3	2.25	3	2.25	3	2.25
Students who initially entered UWF as FTIC students and who are progressing from the lower to the upper level	6	4.5	9	6.75	12	9	16	12	21	15.75
Florida community college transfers to the upper level	4	3	4	3	4	3	4	3	4	3
Transfers to the upper level from other Florida colleges/universities	1	.75	1	.75	1	.75	1	.75	1	.75
Other (Explain)	0	0	0	0	0	0	0	0	0	0
TOTAL	14	10.5	17	12.75	20	15	24	18	29	21.75

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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		
A	Arguea, Nestor	Economics	Assoc. Professor	9 mo. (tenured)	Ph.D.	Fall 2005 .27 FTE	.5
A	Huth, William	Economics	Professor	9 mo. (tenured)	Ph.D.	Fall 2005 .27 FTE	.5
A	Hawkins, Richard	Economics	Assoc. Professor	9 mo. (tenured)	Ph.D.	Fall 2005 .27 FTE	.5
A	Harper, Rick ¹	Economics	Assoc. Professor	12 mo. (tenured)	Ph.D.	Fall 2005 .03 FTE	.03
B	New Hire	Economics	Asst. Professor	9 mo. (tenure track)	Ph.D.	Fall 2006	1.0
C	New Hire	Economics	Asst. Professor	9 mo. (tenure track)	Ph.D.	Fall 2009	1.0

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	1.53
B	Current General Revenue	New Faculty -- To Be Hired on Existing Vacant Line	1.0
C	New General Revenue	New Faculty -- To Be Hired on a New Line	1.0
D	Contracts & Grants	Existing Faculty -- Funded on Contracts & Grants	0.0
E	Contracts & Grants	New Faculty -- To Be Hired on Contracts & Grants	0.0
Overall Total for 5th Year			3.53

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**UWF TABLE THREE
COSTS FOR PROPOSED
PROGRAM**

(Fifth year dollars assumes no raises for existing employees and no change in hiring rate for new employees, since no reliable forecasts are available)

	FIRST YEAR				FIFTH YEAR			
	GENERAL REVENUE		CONTRACTS & GRANTS	SUMMARY	GENERAL REVENUE		CONTRACTS & GRANTS	SUMMARY
	CURRENT	NEW			CURRENT	NEW		
INSTRUCTION & RESEARCH								
POSITIONS (FTE)								
FACULTY	.84			.84	2.53	1.0		3.53
A&P								
USPS								
TOTAL	.84			.84	2.53	1.0		3.53
SALARY RATE								
FACULTY	63,968			63,968	184,860	63,500		248,360
A&P								
USPS								
TOTAL	63,968			63,968	184,860	63,500		248,360
I&R								
SALARIES & BENEFITS	83,158			83,158	240,318	82,550		322,868
OTHER PERSONAL SERVICES	2,200			2,200	3,000	0		3,000
EXPENSES	10,200			10,200	10,500	1,500		12,000
EQUIPMENT	860			860	1,000	1,000		2,000
TECHNOLOGY	2,100			2,100	3,500	500		4,000
LEARNING RESOURCES	2,480			2,480	2,500	300		2,800
SPECIAL								
TOTAL I&R	100,998			100,998	260,818	85,850		346,668
NON-I&R								
OTHER ACTIVITIES								
LIBRARY STAFFING	420			420	870			870
UNIV SUPPORT	1,050			1,050	2,175			2,175
FINANCIAL AID	262			262	544			544
STUDENT SVCS	530			530	1,088			1,088
TOTAL OTHER ACTIVITIES								
SUMMARY	103,260			103,260	265,495	85,850		351,345

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
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Proposed B.A. in Economics - History

Approved to Explore and Plan:

Dean (COB) Edward Ranelli **Date** 12-3-2003

Dean (CAS) Jane Halonen **Date** 1-12-2004

Faculty Senate Pat Wentz **Date** 4-9-2004

Provost Wesley Little **Date** 4-9-2004

President John Cavanaugh **Date** 4-14-2004

BOT A&SA Committee Roy Smith **Date** 6-17-2004

Approved to Implement:

Dean (COB) Edward Ranelli **Date** 10-06-04

Dean (CAS) Jane Halonen **Date** 11-03-04

Faculty Senate Pat Wentz **Date** 12-10-04

Provost Sandra M. Flake **Date** 01-14-05

President John C. Cavanaugh **Date** 01-19-05

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

BOT _____ **Date** _____

**UWF Board of Trustees
Academic and Student Affairs Committee
February 25, 2005**

Issue: B.S. in Health Science

Proposed action: Approve Request to Offer a New Degree Program—B.S. in Health Science

Faculty in the College of Arts & Sciences has proposed the offering a new degree program—B.S. in Health Science—and request approval to offer the program beginning Fall Semester 2005.

Background information:

The Academic and Student Affairs Committee approved a Request to Explore and Plan the B.S. in Health Science at its meeting of November 5, 2004. Subsequent to this approval, faculty in the College of Arts & Sciences prepared the appropriate program and course Curriculum Change Requests and Board of Trustees Request to Implement and New Program forms. The proposed program has been reviewed and approved by the Academic Council and Faculty Senate.

Supporting documentation: B.S. in Health Science—Request to Offer a New Degree Program: Executive Summary. Complete document is available at http://upic.uwf.edu/pubs/Files/BSHSREQUEST_FOR_AUTHORIZATION_TO_IMPLEMENT_A_NEW_DEGREE_PROGRAM.doc

Prepared by: Carl A. Backman (850) 474-2502 cbackman@uwf.edu

The University of West Florida

REQUEST TO OFFER A NEW DEGREE PROGRAM

College Requesting Program: College of Arts and Sciences
Department Requesting Program: Division of Life and Health Sciences
Academic Specialty or Field: Health Sciences
Name of Program Requested: Bachelor of Science in Health Sciences
Proposed Implementation Date: Fall 2005
Proposed Classification of Instruction Program (CIP) Code: 51.0000

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.

	Projected Total Estimated Costs (from Table Three)	Student HDCT / FTE (from Table One)
First Year of Implementation	\$93,109	20 / 11.25
Second Year of Implementation		39 / 26.33
Third Year of Implementation		65 / 48.8
Fourth Year of Implementation		90 / 67.5
Fifth Year of Implementation	\$107,189	130 / 87.76

REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Bachelor of Science in Health Sciences

I. PROGRAM DESCRIPTION

The Division of Life and Health Sciences in the College of Arts and Sciences has formed an Advisory Committee to address the educational needs of the health care community. This committee includes over 20 representatives from the regional health care community. In addition, representatives from area junior colleges and UWF units interested in health-related programs, and choosing to participate in addressing the needs of the health care community through the Division, have participated in the deliberations of the Committee. The Advisory Committee has spent the past year assessing the educational needs of the regional health care industry and developing educational initiatives to respond to those needs. The Committee has determined that a Bachelor of Science in Health Sciences would fill a critical need in the fabric of educational opportunities available to regional health care. The Bachelor of Science in Health Sciences (two-year degree program for junior/community college graduates) will provide the large pool of junior/community college graduates in health programs and health care workers who have earned AA, AS and AAS degrees an opportunity to earn a BS in health sciences with specialization in one of six health-related concentrations deemed most valuable by the Advisory Committee and by data acquired through on-line survey. The concentrations identified as important to the health care community are: (1) Psychology of Health; (2) Medical Information Technology; (3) Medical Ethics; (4) Health Care Administration; (5) Communication; and (6) Aging Studies.

Approximately 300 students receive AS and AAS degrees in health-related areas each year from Pensacola Junior College alone, and estimates from health care community sources suggest that there are literally thousands of employees in regional health care who have earned AS or AAS degrees. A large percentage of these people wish to earn a BS in some health sciences area to advance in position and pay grade. Moreover, an email from the Director of Education at the Navy Hospital included the statement "I got your email about the BSHS from Capt. Tom Kersch. There would be a lot of interested Sailors from the Naval HospitalI am getting ready to pass it to the entire command". On-line surveys have clearly demonstrated strong support for the proposed program from the health care community, the military and from junior/community college graduates. The Provost of the Warrington Campus of Pensacola Junior College, the branch of PJC that awards all of the AS and AAS degrees in health-related Areas, enthusiastically endorses this proposed program and, as a member of the Division Advisory Committee, has participated in its development. Many of the thousands of health care employees in the Florida Panhandle working in the private, public and military sectors of health care who currently hold two-year degrees (A.A., A.S. and A.A.S.) need a health-oriented B.S. for advancement in their area of employment or to enable them to move into another area of employment within health care. The degree was designed by a subcommittee to the Advisory Committee which included people from several areas of health care. The entire Advisory Committee was involved in identifying an initial list of tracks

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Bachelor of Science in Health Sciences

within this degree that addressed critical areas in health care. The proposed degree was then submitted to evaluation via on-line survey by those who would be enrolling in the proposed program. Over 400 individuals took this survey. This allowed us to evaluate the need and interest in the degree and its proposed tracks. Six tracks were identified by these processes as being of greatest importance in addressing the needs of the target audience: ***Psychology of Health, Medical Information Technology, Health Care Ethics, Communication, Aging Studies*** and ***Health care Administration***. The idea of these tracks and the purpose of the degree program were presented to the chairs of appropriate units at UWF: ***Psychology, Computer Sciences, the Center for Health Care Ethics, Communication Arts, Social Work*** and ***College of Business***, respectively. These units identified the courses that would be most appropriate for their track. This tiered approach to degree development in which several layers of expertise and input were used to arrive at the final educational product, engaged leaders in the health care community, the target pool of students and the academic units with expertise in each of the areas identified as important. The proposed BSHS is in keeping with the core philosophy of the Division, that development of programs to serve the educational needs of regional health care must be pan-University efforts, employing the diverse strengths and expertise across the UWF campus in development and implementation of all programs. This approach allows efficient use of resources and helps the broadest range of academic units benefit from the FTE's generated through the program.

This proposed program was approved for exploration and planning by the UWF Board of Trustees Academic and Student Affairs Committee 11/2003. The proposed program is aligned with the UWF Mission Statement in the UWF Partnership Strategic Plan in that it addresses an important regional need in education.

II. ASSESSMENT OF NEED AND DEMAND

1. The nearest similar program is at Florida International University in Miami.
2. The selection and design of the proposed BSHS was a collaborative process which involved, at UWF, the College of Business, the Division of Life and Health Sciences and representatives from the Center for Health Care Ethics and the Whitman Center, the Center on Aging, the programs in Nursing and Medical Technology and Public History, the Director of the Health Advisory Program, the Departments of Biology, Communication Arts, Computer Sciences and Psychology. Outside of the University, the Director of Florida Public Health in Escambia County, and others involved in regional health care as well as the Advisory Committee to the Division of Life and Health Sciences (see above). All of these partners in education supported the need for a BSHS.

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Bachelor of Science in Health Sciences

3. It is estimated by human resource offices of regional hospitals and by PJC, that there are thousands of individuals throughout the Panhandle of Florida working in health care who hold A.A., A.S. and A.A.S. degrees. Many of these individuals wish to earn a BS to advance within their position or move into another position in health care. The proposed BSHS will provide an opportunity for these individuals to earn a BS which has been designed specifically to prepare them for accomplishing either of the goals alluded to above, and which is structured to allow them to move into specializations that have been identified as “critical need areas” by regional health care. In addition, PJC and OWC graduate close to 100 students each year with A.S., A.A.S and A.A degrees in health related areas. Dr. Marcia Williams, Provost of the Warrington campus of PJC, and Dr. Linda Whinton, Director of the Nursing Program at OWC served on the subcommittee that developed this program and were instrumental in identifying this program as one that was critical to the educational needs of regional health care and of graduates of community colleges with degrees in health-related disciplines.
4. *Survey Data* -- The Division of Life and Health Sciences conducted several on-line surveys to investigate interest in the proposed programs including the Bachelor of Science in Health Sciences. There were close to 200 respondents in this survey. In answer to the question “Would a BSHS enhance your promotion?”, 60.9% responded in the affirmative. When asked if the participant would enroll in a BSHS at UWF, 79.6% said “yes”. This level of interest was demonstrated based solely on information provided at the Division of Life and Health Sciences web site, where the program is mentioned as a proposed future effort. Clearly, the proposed BSHS will effectively address a significant regional need for health care workers and junior college graduates to earn a BS in the health sciences, a goal that is considered important in advancing their position within the health care community.

III. Curriculum

A. Student Learning Outcomes and Program Requirements:

Student Learning Outcomes

Student Learning Outcomes (the five key elements by which the success of this program will be measured are **Content, Critical Thinking , Ethics, Project Management and Communication**). The following student learning outcomes contribute to one or more of these five elements and are identified with these elements by the following designations (Content, **C**; Critical Thinking, **CT**; Ethics, **E**; Project Management, **PM**; or Communication, **COM**) Student learning outcomes will vary according to the area of concentration chosen.

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Bachelor of Science in Health Sciences

All students graduating with this degree will be able to:

1. Recognize when a legal professional should be consulted on issues in health care legal issues (**C**.)
2. Apply relevant laws in the public health environment (**CT**).
3. Employ the overall legal regulation of healthcare as applied to institutions and professionals (**C**).
4. To evaluate bioethical issues in complex medical decisions (**E**).
5. Be able to develop cooperative solutions avoiding legal conflict in the health care/public health arenas (**COM**).
6. Apply microeconomic and statistical tools in analysis of health care policy, issues and cases (**CT**) .
7. Apply these tools to current public policy issues and specific cases in the health care industry (**C**).
8. Serve as a liaison to doctors, administrators, and other health care professionals in the use of current and emerging health information systems (**COM**).
9. Propose, report, and referee evaluation studies of health information systems (**PM & COM**).
10. Address legal and ethical issues related to the use and evaluation of health information systems, including training, security, confidentiality, and the use of informed consent (**CT**).
11. Discuss recent advances in health sciences research (**C**).
12. Interpret and discuss recent publications in health sciences research (**COM & CT**).
13. Design a basic research approach to a specific problem in the health sciences (**PM**).
14. Present in both written and oral form a report on a specific research topic in the health sciences and be able to defend their conclusions related to that topic (**COM**).

Health Care Administration

In addition to the above (A) , Students choosing the area of concentration in Health Care Administration will be able to:

1. Apply management principles, processes and techniques to hospitals and other health-related organizations (**CT**).
2. Apply behavioral and quantitative management methods to planning, organizing, leading, and motivating in the workplace (**PM**).

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3. Describe and apply methods in personnel administration to critical issues of selection, compensation, OSHA, EEO, unions and discipline (**C, E & CT**).
4. Discuss diversity awareness issues and strategies to enhance productivity through team efforts, as well demonstrating skills in integrating a diverse work force (**C, E, COM & CT**).
5. Apply foundational skills in the functional areas of management, marketing, finance, accounting and economics (**C&CT**).
6. Make decisions based on consumer need, provision, promotion and pricing of goods and services to meet organizational objectives in changing business environments (**C & CT**).

Behavioral Health

In addition to the above (A), Students choosing the area of concentration in Behavioral Health will be able to:

1. Apply the principles and techniques of behavior modification in a variety of settings including school, home, medical and business (**C & CT**).
2. Apply foundational knowledge in assessing normal and abnormal functional states in the nervous, and endocrine systems and in sensation/perception, emotion and motivation, thinking and consciousness, leaning and memory (**C& CT**).
3. Apply foundational skills and knowledge in psychology to the promotion and maintenance of health and the treatment and prevention of illness (**C& CT**).

Medical Information Technology

In addition to the above (A), Students choosing the area of concentration in Medical Information Technology will be able to:

1. To employ various software packages in the creation and manipulation of multimedia formats (**C & CT**).
2. To use word-processing, spreadsheet, data base software and PowerPoint (**C & CT**).
3. To employ networking theory, interactions and dependencies in internet applications (**C, CT, & PM**).
4. To employ fundamental programming skills and software engineering principles (**C & CT**).
5. To perform advanced internet programming (**C**).

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6. To employ various database systems in database management and case applications using fourth generation languages **(PM & CT)**.

Health Care Ethics

In addition to the above (A), Students choosing the area of concentration in Health Care Ethics will be able to:

1. To address questions in the ethical dilemmas posed by advances in biotechnology **(E & CT)**.
2. To rationally analyze pertinent scientific information before they support an issue one way or the other **(CT)**.
3. To apply skills in ethics to actual medical cases presented by various hospital bio-ethicists **(CT, E & PM)**.
4. To apply different bio-ethical methodologies in examining various cases in health care ethics **(E & CT)**.
5. To contribute to discussions and solutions in ethical decision making on health care ethical problems presented by hospital bioethicists and by the students in their group responses **(COM & PM)**.
6. Be able to comfort patients through palliative/terminal sedation when cure is no longer attainable **(COM)**.
7. Be able to apply Florida law in determining the legality and appropriateness of removing nutrition and hydration from terminal patients **(C, E & CT)**.
8. Be able to judge the appropriateness of pain care management offered to terminal patient regardless of addiction potential or severely compromised respiratory status, or pain medicine offered to the terminal only on a moderate basis **(E & CT)**.
9. Be able to evaluate procedure and protocol in actual medical cases presented by various hospital bio-ethicists **(CT)**.
10. Be able to apply different bio-ethical methodologies, such as casuistry, principlism, kathekontics, and reflective equilibrium, in examining various medical cases **(CT)**.
11. Contribute to ethical decision making in quality of patient care issues presented by hospital bioethicists and by the students in their group responses **(COM & CT)**.

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Health Communications

In addition to the above (A), Students choosing the area of concentration in Health Communications will be able to:

1. Apply interpersonal skills in communication in a hands-on service learning project **(CT, PM & COM)**.
2. Demonstrate appropriate and effective communication within task-oriented teams in dealing with issues related to building cohesion, managing group conflict, valuing diversity, information gathering and problem analysis **(COM & PM)**.
3. Demonstrate an ability to employ persuasive communication in human relationships in personal, group and organizational contexts **(C, CT & COM)**.
4. Apply communication skills to managing work relationships, organizational interviews, professional presentations, communication technologies and multi-cultural diversity **(C& CT)**.
5. Demonstrate leadership competencies in interpersonal communication, public presentations, team building, working in multi-cultural environments, mentoring, problem solving, and in interpersonal and public forums to bring about community and organizational changes **(C)**.
6. Effectively apply communication skills in patient care, health care administration, public relations in health care, human resources in health care, health education, and the media **(C & CT)**.

Aging Studies

In addition to the above (A), Students choosing the area of concentration in Aging Studies will be able to:

1. Evaluate lifespan objectives related to development as a life-long process, with multiple determinants of change and multiple alternatives for change **(C & CT)**.
2. Evaluate and suggest intervention strategies at the primary, secondary and tertiary levels for appropriateness and effectiveness **(E, CT & PM)**.
3. Apply personal and professional skills to issues related to death and bereavement **(C, CT& E)**.
4. Employ an interdisciplinary approach to intervention strategies to eliminate/ameliorate problems/crises faced by aging clients **(PM, CT & E)**.
5. Assess physical performance in the aging and be able to develop activity programs for the aging population **(PM & CT)**.

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Bachelor of Science in Health Sciences**

Program Requirements

In addition to general University requirements, students seeking the B.S. in Health Sciences must meet the requirements listed below.

This degree plan is designed as a two-year program for students with an A.A., A.S. or A.A.S. degree (or equivalent course work) from a regionally accredited institution or from an accredited out-of-state college or university. In order to graduate, all students must complete at least 120 semester hours with a minimum of 48 specified upper-division hours (3000/4000 level) at UWF. A grade of "C" or higher is required in all common prerequisite courses and major courses.

Consult with your academic advisor for courses which may satisfy both the General Studies requirements and common prerequisites.

Course descriptions are listed alphabetically by prefix in the back of this *Catalog*.

General Studies (36 sh)

Students should take BSC1005/L and CHM2045/L to meet the science component; ECO2013 to meet the social science/socio-political component; MAC1105 and STA2023 to meet the mathematics component; and PSY2012 to meet the social science behavioral component.

For additional information see the General Studies section of this *Catalog*.

Common Prerequisites (32 sh)

State mandated common prerequisites must be completed prior to graduation, but are not required for admission to the program.

ACG 2021	Principles of Financial Accounting [ACGx021]	3
ACG 2071	Principles of Managerial Accounting [ACGx071]	3
+BSC 1005/L	Biology w/Lab [BSCxxxx/L or BSCxxxxC]	4
+CHM 2045/L	General Chemistry I/Lab [CHMx045/L or CHMx045C]	4
CGS 2570	Personal Computer Applications [CGSxxxx]	3
+ECO 2013	Principles of Economics Macro [ECOx013]	3
ECO 2023	Principles of Economics Micro [ECOx023]	3

**REQUEST TO OFFER A NEW DEGREE PROGRAM
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Bachelor of Science in Health Sciences**

+MAC 1105	College Algebra [MACx105]	3
+PSY 2012	General Psychology [PSYx012]	3
+STA 2023	Elements of Statistics [STAxxxx]	3

+ Indicates common prerequisites which can be used to satisfy General Studies requirements.

Common Prerequisites pending approval of the Statewide Articulation Coordinating Committee.

Lower Division Electives (0-11 sh)

Sufficient 1000/2000 level electives to complete at least 60 semester hours in the lower division. Current UWF students may use elective courses at any level (1000-4999) to meet this elective requirement.

Major (18 sh)

BUL 4XXX	Legal Fundamentals of Health Care and Public Health	3
ECP 4XXX	Health Economics	3
ECP 4XX1	Business Analysis and Decision Making in Health Care	3
HSC 3XXX	Health Trends and Issues	3
HSC 4XXX	Health Information Systems	3
HSC 4XX4	Health Sciences Research Seminar	3

Major-Related (12-21 sh)

Students will concentrate their major-related work in one of the following areas of concentration. Courses with a prerequisite that is not part of the concentration are designated by an asterisk (*) for each such course. Students will meet with an academic advisor to discuss prerequisites and possible transfer courses which may meet prerequisite requirements.

Health Care Administration (18 sh)

GEB 3032	Business Foundations for Non-Business Majors	3
HSA 4110	Health Care Policy and Administration	3
MAN 3025	Management Fundamentals	3
MAN 3301	Human Resources Management	3
MAN 4102	Management of Diversity	3
MAR 3023	Marketing Fundamentals	3

**REQUEST TO OFFER A NEW DEGREE PROGRAM
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Psychology of Health (18 sh)

Psychology Core: (9 sh)

EAB 4704	Introduction to Behavior Modification	3
PSB 4003	Brain, Behavior and Experience	3
PSY 4820	Health Psychology	3

Choose three of the following: (9sh)

CLP 3144	Abnormal Psychology	3
DEP 4401	Adulthood and Aging	3
PCO 4310	Interventions in Addictions	3
PSB 4731	Psychobiology of Sexual Behavior*	3
PSY 4832	Sport and Exercise Psychology	3

Medical Information Technology (18 sh)

CGS 2750	Personal Computer Applications	3
CGS 3283	Networking Principles	3
CGS 3875	Multimedia Systems	3
COP 2253	Programming Using Java	3
COP 3813	Internet Programming	3
COP 4710	Database Systems	3

Health Care Ethics (12 sh)

BSC 4XX1	Ethical Issues in Biotechnology	3
HSC 4XX1	Introduction to Clinical Ethics Grand Rounds	3
HSC 4XX2	Dilemmas in Medical Practice	3
HSC 4XX3	End-of-Life Ethics	3

Communication (21 sh)

SPC 2016	Basic Communication Skills	3
SPC 3301	Interpersonal Communication	3
SPC 3425	Group and Team Communication	3
COM 3462	Persuasive Communication	3
COM 4022	Health Communication	3
COM 4110	Business and Professional Communication	3
COM 4103C	Leadership Communication	3

Aging Studies (15 credits)

DEP 4401	Adulthood and Aging	3
PEP 4113	Aging and Physical Performance	3

**REQUEST TO OFFER A NEW DEGREE PROGRAM
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SOW 4674	Social Issues and Intervention Strategies in Social Work Practice with Older Adults	3
SOW 4682	Dimensions of Death and Dying: Special Issues	3
Choose one:		
SOW 4645	Substance Abuse and the Elderly	3
SOW 4700	Drug Abuse Prevention and Treatment: Special Issues	3

Upper Division Electives (21-30 sh)

Students should discuss their career plans with an academic advisor in their field of concentration and choose additional courses to support their career goals. Recommended courses may include:

HSC 3550	Pathophysiology	3
ZOO 3233/L	Parasitology/Lab	4
PCB 4703	Human Physiology	3
NUR 4645	Drugs and the Human Body	3
NUR 4427	The Healthy Woman	3
NUR 4040	Cultural Factors in Health and Illness	3
MLS 3031	Introduction to Medical Technology	3
MCB 3020/L	Microbiology/Lab	4
MCB 4276	Epidemiology of Infectious Disease	3
SOW 3314	Case Management	3
SOW 3620	Practice with Culturally Diverse Populations	3
SOW 4111	Adolescents at Risk	3
SOW 4242	Families and Family Treatment	4
PLA 3600	Probate and Estate Planning	3

- B. Total Numbers of Credit Hours
Not applicable
- C. List of Courses (See complete proposal)
- D. Common Prerequisites
Not applicable
- E. Limited Access
Not applicable

REQUEST TO OFFER A NEW DEGREE PROGRAM
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IV. UWF CAPABILITY

The BSHS is built on a solid foundation of collaboration between the Division, nine departments and two centers. In addition, it is supported by a strong partnership with regional health care through the Advisory Committee to the Division. Clearly, the proposed BSHS directly addresses the University of West Florida's regional service mission. Design and implementation of this program was accomplished by the Advisory Committee to the Division of Life and Health Sciences which is made up of representatives from many different walks of the regional health care community. Moreover, the large pool of potential students working in the health care industry and the large number of community college graduates earning A.A., A.S. and A.A.S. degrees shows that initiation of this program is valuable and timely in terms of regional needs in health care. The educational efforts implemented and planned by UWF in the health arena have been enthusiastically embraced by the health care community, and surveys have shown that there is strong interest in this program.

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Bachelor of Science in Health Sciences**

**UWF TABLE ONE A
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL
SOURCES**

BACCALAUREATE DEGREE PROGRAM

NAME OF PROGRAM:
Bachelor of Science in Health
Sciences

CIP CODE: 51.0000

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
		05		06		07		08		09

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	2	1.35	3	2.025	5	3.375	7	4.725	7	4.725
Students who initially entered UWF as FTIC students and who are progressing from the lower to the upper level	2	1.35	5	3.375	8	5.4	10	6.75	15	10.125
Florida community college transfers to the upper level	5	3.375	10	6.75	15	10.125	20	13.5	30	20.25
Transfers to the upper level from other Florida colleges/universities	1	0.675	3	2.225	5	3.375	5	3.375	5	3.375
Other (Explain): Students currently employed in health care holding A.S., A.A.S. or A.A. degrees and seeking a BS	10	4.5	18	8.1	32	21.6	58	39.15	73	49.28
TOTAL	20	11.25	39	26.33	65	48.8	90	67.5	130	87.76

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Bachelor of Science in Health Sciences**

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		
A	Ranelli	COB	Professor and Dean	Tenured	PhD	2005	0.2 FTE
A	Stewart	Infectious Disease	Professor and Head, DLHS	Tenured	PhD	2005	0.2
A	Sutton	DLHS	Associate Professor	Tenured	PhD	2005	0.1
A	Johnson	Public Health	Chief Counsel, Escambia Public Health	Non-tenure track	JD	2005	0.1
A	Arnold	Ethics/DLHS	Professor and Director, Center for Health Care Ethics, DLHS	Tenured	PhD	2005	0.2
A			** The above faculty will cover the 6 new core courses plus two of the new courses in the Health Care Ethics Track (two different courses/year on a rotating basis). All of the other courses in the program are already offered by the participating departments for their students and taught by existing faculty or adjuncts. Communication Arts will need a lecturer position in 2006 to help cover the increased number of students provided by the BSHS.				0.2
A							
A							
A							
A							
A							

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Bachelor of Science in Health Sciences**

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	1.0
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			1.0

NARRATIVE:

Of the 58 courses listed for this degree (6 in the core, 37 major-related, and 14 recommended upper division electives), 47 of them are already offered by the participating departments. All of the common prerequisites are also currently offered at UWF. The collaborative foundation upon which this program is constructed dictates an efficient use of resources, faculty and staff, and allows numerous units to benefit from the FTEs generated through the effort. The objective for this program from its incipience was to garner any and all appropriate existing resources within UWF to bring to bear on the educational needs of health care. This approach characterizes all of the degree programs, certificates and other educational efforts emerging from the division. It is clearly recognized by the Division administration that resources at UWF are limited and already stretched thin, and that it is incumbent upon any unit wishing to bring forth new programs that those limitations be factored into the planning equation. One of the advantages in dealing with the health care community is that continuing education credits are required by licensing and accrediting agencies for many who work in this industry. This factor provides an excellent opportunity to create a revenue stream to help defray the costs of Division programs. The Division is creating a series of workshops, short courses and certificates to fill this need and to generate income to help defray the costs of its operation. Beginning in the Fall of 2003 the Division began offering a certificate in Health Care Ethics which has generated sufficient income to build a state-of-the-art computer lab at its headquarters at 4412 N. Davis and to launch an advertising and recruiting campaign for the Division's programs. In addition, directly involving the health care community through the Division Advisory Committee has invested them in the Division's activities and they are enthusiastic and generous in their support of the Division's efforts. The entire Nursing program is housed at West Florida Hospital, several hospitals, the hospitals have donated several \$100,000 in scholarships, faculty salaries, and operating funds and Sacred Heart has given the Division exclusive use of an entire building and use of their educational facilities at the main hospital.

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Bachelor of Science in Health Sciences**

**UWF TABLE THREE
COSTS FOR PROPOSED
PROGRAM**

	FIRST YEAR				FIFTH YEAR			
	GENERAL REVENUE		CONTRACTS & GRANTS	SUMMARY	GENERAL REVENUE		CONTRACTS & GRANTS	SUMMARY
	CURRENT	NEW			CURRENT	NEW		
INSTRUCTION & RESEARCH								
POSITIONS (FTE)								
FACULTY	0.8 FTE			0.8 FTE	0.8 FTE	0.2 FTE		1.0 FTE
A&P								
USPS								
TOTAL	0.8			0.8	0.8	0.2		1.0
SALARY RATE								
FACULTY	\$60,299			\$60,299	\$60,299	\$8,000		\$68,299
A&P								
USPS								
TOTAL	\$60,299			\$60,299	\$60,299	\$8,000		\$68,299
I&R								
SALARIES & BENEFITS	\$78,389			\$78,389	\$78,389	\$10,400		\$88,789
OTHER PERSONNEL SERVICES	1,600			1,600	1,600	400		2,000
EXPENSES	9,600			9,600	9,600	2,400		12,000
EQUIPMENT	2,080			2,080	2,080	520		2,600
TECHNOLOGY	800			800	800	200		1,000
LEARNING RESOURCES	640			640	640	160		800
SPECIAL								
TOTAL I&R	\$93,109			\$93,109	\$93,109	\$14,080		\$107,189
NON-I&R								
OTHER ACTIVITIES								
LIBRARY STAFFING	450			450	450	3,510		3,960
UNIV SUPPORT	1,125			1,125	1,125	8,776		9,901
FINANCIAL AID	281			281	281	2,194		2,475
STUDENT SVCS	562			562	562	4,388		4,950
TOTAL OTHER ACTIVITIES	2,418			2,418	2,418	18,868		21,286
SUMMARY	\$95,527			\$95,527	\$95,527	\$32,948		\$128,475

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Bachelor of Science in Health Sciences**

Approved to Explore and Plan:

Dean George Stewart Date 4/10/03

Faculty Senate Wesley Little Date 4/10/03

Provost Klaus Meyer-Arendt Date 5/9/03

President Parks B. Dimsdale Date 5/13/03

BOT A&SA Committee Roy W. Smith Date 5/24/03

Approved to Implement:

Dean _____ Date _____

Faculty Senate _____ Date _____

Provost _____ Date _____

President _____ Date _____

BOT A&SA Committee _____ Date _____

BOT _____ Date _____

FBOE Reporting and Approvals:

Bachelor's and Master's Programs Reported to the FBOE: _____

Specialist and Doctoral Programs Submitted to FBOG: _____

Specialist and Doctoral Programs Approved by FBOG: _____

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: _____

-

Agenda action item: 1.d.3

**UWF Board of Trustees
Academic and Student Affairs Committee
February 25, 2005**

Issue: Master of Public Health (MPH)

Proposed action: Approve Request to Offer a New Degree Program—Master of Public Health (MPH)

Faculty in the College of Arts & Sciences has proposed the offering a new degree program—Master of Public Health—and request approval to offer the program beginning Fall Semester 2005.

Background information:

The Academic and Student Affairs Committee approved a Request to Explore and Plan the Master of Public Health (MPH) at its meeting of November 5, 2004. Subsequent to this approval, faculty in the College of Arts & Sciences prepared the appropriate program and course Curriculum Change Requests and Board of Trustees Request to Implement and New Program forms. The proposed program has been reviewed and approved by the Academic Council and Faculty Senate.

Supporting documentation:

Master of Public Health—Request to Offer a New Degree Program: Executive Summary. Complete document is available at
[http://upic.uwf.edu/pubs/Files/REQUESTFORAUTHORIZATION
TOIMPLEMENTANEWDEGREEPROGRAM2.doc](http://upic.uwf.edu/pubs/Files/REQUESTFORAUTHORIZATION
TOIMPLEMENTANEWDEGREEPROGRAM2.doc)

Prepared by: Carl A. Backman (850) 474-2502 cbackman@uwf.edu

The University of West Florida

REQUEST TO OFFER A NEW DEGREE PROGRAM

College Requesting Program: College of Arts and Sciences
Department Requesting Program: Division of Life and Health Sciences
Academic Specialty or Field: Public Health
Name of Program Requested: Master of Public Health
Proposed Implementation Date: Fall 2005
Proposed Classification of Instruction Program (CIP) Code: 51.2201

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.

	Projected Total Estimated Costs (From Table Three)	Student HDCT / FTE (From Table One)
First Year of Implementation	\$188,279	18 / 15.19
Second Year of Implementation		28 / 23.63
Third Year of Implementation		36 / 30.38
Fourth Year of Implementation		44 / 37.13
Fifth Year of Implementation	\$207,749	50 / 42.19

REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Masters of Public Health

I. PROGRAM DESCRIPTION

The Division of Life and Health Sciences in the College of Arts and Sciences has formed an Advisory Committee to address the educational needs of the health care community. This committee includes over 20 representatives from the regional health care community. In addition, representatives from area junior colleges and UWF units interested in health-related programs, and choosing to participate in addressing the needs of the health care community through the Division, have participated in the deliberations of the Committee. The Advisory Committee has spent the past year assessing the educational needs of the regional health care industry and developing educational initiatives to respond to those needs. The Committee has determined that a Master of Public Health, the universally recognized professional degree in public health, is a much needed program for both the private, public and military sectors of the health care community. The curriculum was designed by a subcommittee to the Advisory Committee which included several experts in the field of public health (e.g., Dr. John Lanza, Director of State Public Health in Escambia County). The courses were developed by experts in the area covered by the course. In addition, as a lead-in to this degree and as valuable additions to the health-related offerings of UWF, two certificates were identified as highly desirable in serving the educational needs of regional health care in the public health arena. These certificates are in two areas of public health, Infection Control and Environmental Health. The former certificate will provide health care workers, primarily in hospitals, nursing homes and other clinical settings, with essential background in control of infections, which has taken on great significance in the face of the rapid development of antibiotic resistance and emergence of new pathogens. The latter certificate has great value to many government agencies and businesses focusing on environmental issues. These certificates will be solid recruiting tools for the Master of Public Health degree since all courses within both certificates will transfer for credit into the proposed Master of Public Health degree.

This proposed program was approved for exploration and planning by the UWF Board of Trustees Academic and Student Affairs Committee 11/2003. The proposed program is aligned with the UWF Mission Statement in the UWF Partnership Strategic Plan in that it addresses an important regional need in education.

It is clear from the mission statement of the Association of Schools of Public Health (see below) that the prime directive of the proposed MPH is serving the community through providing personnel educated to provide a series of skills and services essential to promoting health and health care.

REQUEST TO OFFER A NEW DEGREE PROGRAM

EXECUTIVE SUMMARY

Masters of Public Health

What is Public Health?

The mission of public health is to "fulfill society's interest in assuring conditions in which people can be healthy." (Institute of Medicine, Committee for the Study of the Future of Public Health, Division of Health Care Services. 1988. The Future of Public Health. National Academy Press, Washington, DC)

Public health carries out its mission through organized, interdisciplinary efforts that address the physical, mental and environmental health concerns of communities and populations at risk for disease and injury. Its mission is achieved through the application of health promotion and disease prevention technologies and interventions designed to improve and enhance quality of life. Health promotion and disease prevention technologies encompass a broad array of functions and expertise, including the three core public health functions:

- *assessment and monitoring of the health of communities and populations at risk to identify health problems and priorities;*
- *formulating public policies, in collaboration with community and government leaders, designed to solve identified local and national health problems and priorities;*
- *assuring that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services, and evaluation of the effectiveness of that care*

*The Ten Essential Public Health Services**

- *Monitor health status to identify community health problems*
- *Diagnose and investigate health problems and health hazards in the community*
- *Inform, educate, and empower people about health issues*
- *Mobilize community partnerships to identify and solve health problems*
- *Develop policies and plans that support individual and community health efforts*
- *Enforce laws and regulations that protect health and ensure safety*
- *Link people to needed personal health services and assure the provision of health care when otherwise unavailable*
- *Assure a competent public health and personal health care workforce*
- *Evaluate effectiveness, accessibility, and quality of personal and population-based health services*
- *Research for new insights and innovative solutions to health problems “*

II. ASSESSMENT OF NEED AND DEMAND

1. The nearest similar program was recently approved for Florida State University in Tallahassee. This MPH is being run out of Social Sciences which is offering an education on the “soft” side of Public Health – focusing more on social issues rather than on the epidemiology/infection control/environmental health thrust of the program being proposed for UWF.
2. The selection and design of the proposed MPH was a collaborative process which involved, at UWF, the College of Business, the Division of Life and Health Sciences and representatives from the Center for Health Care Ethics and the Whitman Center, the center on Aging, the programs in Nursing and Medical Technology and Public History, the Director of the Health Advisory Program, the Departments of Biology, Communication Arts, Computer Sciences and Psychology. Outside of the University, the Director of Florida Public Health in Escambia County, and others involved

REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Masters of Public Health

regional public health as well as the Advisory Committee to the Division of Life and Health Sciences which includes the following people from the health care community: Debbie Bostic, V.P. for Operations and Chief Nursing Officer for Sacred Heart Systems; George Boudreaux, Director of Education for Santa Rosa Medical Center; Julie Cardwell, Director of Rehabilitation, Baptist Health Care; Jerry Clip, CEO, West Florida Hospital; Paige Collier, Executive Director, West Florida Area Health Education; Edward J. Galbavey, M.D., Director, Center for Sight, Pensacola; Nina Hendricks, Human Resources, Sacred Heart Hospital; Capt. Thomas J. Kersch, M.D., Naval Hospital Pensacola; John Lanza, Director of Escambia County Health Department; Paul McLeod, M.D., Assistant Dean, Florida State University Medical School; Celeste Norris, Director of Compensation and Recruiting, Baptist Health care; Roger M. Orth, M.D., Director of Gastroenterology Associates, Pensacola; Nancy Ramos, Director of Behavioral Medicine, Baptist Health Care; Jay Varenholdt, M.D. private practice; Linda Whitenton, Director of the Nursing Program, Okaloosa-Walton Community College; Capt John Gibson, Director of Clinical Support Services, Navy Hospital; Barbara Wade, M.D., Center for the Prevention and Treatment of Infection, Sacred heart Hospital; Capt Robert Hoyt, M.D., Internal Medicine, Navy Hospital; Lt. Cmdr Huy Nguyen, M.D., Navy Hospital; Capt Pamela Roark, Director of Nursing, Navy Hospital; and Marcia Williams, Provost, Warrington Campus, Pensacola Junior College. All of these academics and health care community members clearly indicated a strong demand and need for an MPH, the universally recognized professional degree in local, regional, national and international public health. Several letters or emails in support of the proposed Master of Public Health from central figures in the health care (Al Stubblefield, President and CEO of Baptist Health Care; William McLaughlin, President, Sacred Heart Hospital; Wayne Campbell, CEO, Fort Walton Beach Medical Center) and public health communities (Dr. John Lanza, Director, Escambia County Health Department, Florida Department of Health) and from the Directors of the Army and Navy Medical Residency programs are attached (Appendix A).

3. A web search under the heading "jobs in public health" yielded 2,119,815 listings which included primarily sites listing local, state, national and international job openings for MPH-qualified candidates and opportunities for internships in public health. As an example, one international job site that renewed its web site on a bi-weekly basis, listed between 300 and 400 jobs that had opened between October 20 and the 25. Another web site had 424 jobs in public health listed on its April 9, 2004 bi-weekly report. There was an incredible number of jobs listed as available in local and state public health throughout the U.S., as well as a plethora of positions with the federal government. Overseas jobs were listed for countries around the globe with a wide variety of private, government and

REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Masters of Public Health

non-profit groups. Employment options for MPH-qualified candidates were advertised in the following areas: ***National and State Public Health Management, Community-Based Public Health Services, Public Health Research and Education, Field-based International Health Care, Headquarters-based International Health Care Management, Internships and Trainee positions.***

4. Columbia University has compiled a list of 88 public health organizations that provide career opportunities and internships in international public health for students earning the MPH. This list includes many non-profit, private and governmental agencies on the international front. This list can be accessed at http://www.ccih.org/public_health_organizations.html .
5. In an on-line article in ***Newsweek Showcase*** on “Public Health Schools and Programs” (<http://www.newsweekshowcase.com/public-health>) under the heading “ General growth in the public health industry and the types of jobs that are especially in demand” the following statement clearly shows the need for and value of an MPH degree at UWF: “The public health field is now experiencing a widespread worker shortage. Large numbers of our public health staff are nearing retirement and there are not enough students graduating with training in public health to replace them. As much as half of the current state public health workforce will be retiring in the next 5 years”. This statement does not even include the large number of MPH-qualified personnel needed on the national and international fronts which is clearly shown in the large number of job openings at the federal and international levels. Under another section of the article entitled “What is the value of a MPH and what careers are available?” the following statement highlights the importance of the MPH degree. “The primary professional degree in the public health field is the Master of Public Health (MPH). There are many opportunities for trained public health professionals to find meaningful employment.” It goes on to list the core areas in which most occupations for graduates with the MPH will be found: Public health practice and program management; epidemiology, environmental health, public health education, international/global health, maternal and child health, occupational safety and health, biomedical and lab practice, and others. “Today’s health care professionals are placing greater emphasis on health promotion and disease prevention, opening a broad array of new opportunities for people with professional public health training. Many private and public institutions have created wellness, health promotion, and nutrition programs for their constituents. Community organizations are focusing on racial and ethnic disparities and health. Other groups are exploring ways to change behaviors to improve children’s and women’s health, tackle substance abuse, and prevent the spread of sexually transmitted diseases. Experts agree that population-based disease prevention

REQUEST TO OFFER A NEW DEGREE PROGRAM
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Masters of Public Health

programs are the key to major advances in improving public health over the next decades” (<http://www.nyu.edu/msep/soe/mphjump>). To accomplish all of these goals will require many additional MPH-qualified personnel to enter the public health workforce.

6. The Association of Public Health Laboratories is playing a key role in anti-terrorists preparations within the U.S. This includes helping state public health laboratories to prepare for biomonitoring to combat biological/chemical terrorism. After September 11, public health labs around the country were inundated with hundreds of thousands of environmental samples that had to be tested for chemical and biological agents. This trend continues at a very high level due to the heightened response and higher sensitivity of law enforcement and public health agencies at the federal and state levels. These events have placed even more demand on the services of the public health community, dramatically increasing the need for MPH-qualified personnel.
7. We conducted four on-line surveys (one “general” survey, and one each designed to investigate interest in the Bachelor of Science in Health Sciences, the Pharm-D degree and the MPH). There were 370 respondents to all four surveys. In the MPH survey, of 93 participants, 87% stated that they would enroll in the MPH if it were offered at UWF (see a partial list of names of people expressing an interest in the program and asking to be provided with updates as the program develops Appendix A). Over 50 phone inquiries on the proposed MPH have come from bordering counties in Alabama and the Florida Panhandle. This level of interest was demonstrated based solely on information provided at the Division of Life and Health Sciences web site, where the program is mentioned as a proposed future effort. Both the Navy and Army are interested in having their medical residents enroll in the UWF MPH and have worked with the Division to substitute two key courses required of their residents (Toxicology and Aerospace Medicine; see emails in Appendix A) into the program. John Lanza, Director of Florida Public Health in Escambia County is encouraging many of his employees to complete the MPH at UWF to position them for advancement and to better prepare them to serve the public’s health (see letter in Appendix A). Clearly, the proposed MPH will effectively address a significant regional, national and international need for more MPH-qualified personnel.

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Masters of Public Health**

III. CURRICULUM

A. Student Learning Outcomes and Degree Requirements

Student learning outcomes:

Content

1. Identify the laws that regulate healthcare as applied to institutions and professionals.
2. Demonstrate a comprehensive understanding of the U.S. health care industry and the underlying economics of the industry and its institutions, consumers and stakeholders.
3. Develop an understanding of microeconomic and statistical tools used in analysis of health care policy, issues and cases.
4. Describe biopsychosocial correlates of morbidity and mortality.
5. Discuss major biopsychosocial theories used to inform the research and practice of public health.
6. Identify and describe major research designs and methods used in public health.
7. Discuss contemporary approaches to applications of public health for a variety of biomedical problems and concerns.
8. Discuss the historical foundations of epidemiology.
9. Define the measures of morbidity and mortality used in this field.
10. Identify psychological, behavioral, and social factors important to the study of epidemiology.
11. Discuss program management, administration, development or research in public health.
12. Define environmental health and discuss how hazards in our environment impact human health.
13. Discuss the factors – agent, host, environment, involved in any environmentally linked disease and give examples of each.
14. Discuss some of the major human diseases related to domesticated and wild animals as well as arthropods.
15. Discuss health effects associated with exposure to specific chemical agents in the environment.
16. Describe the nature of infectious disease, modes of transmission, and disease agents.
17. Contrast and discuss historical and modern issues related to spread of infectious diseases and their control.
18. Describe behavioral and environmental factors associated with infectious disease transmission.
19. Discuss the important groups of communicable diseases – differentiate between bacteria, viruses, and other infectious agents.
20. Discuss current issues related to the spread of disease and prevention strategies used in communicable disease control.

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21. Discuss epidemiologic and etiologic goals of public health research.
22. Identify and describe major research designs and methods used in public health.
23. Explain the background supporting the benefits of infection control programs.
24. Discuss the role of the various government bodies and organizations that work together to improve public health.
25. Discuss the historical significance of urbanization.
26. Describe how human health outcomes are influenced by urban population expansion and other stressors on the environment.
27. Describe how toxicants get into the environment and which diseases may be associated with them.
28. Describe how environmental toxicants are tested and regulated.
29. Identify what is the damage process and action of toxicants.
30. Define the factors affecting xenobiotic action.
31. Describe how environmental chemicals are metabolized.
32. Define the defense response to toxicants.
33. Identify a variety of chemicals by class (particulates, VOCx, heavy metals) and determine sources of exposure and effects on human, plants, and animals.

Critical Thinking

1. Be able to address the most pressing environmental problems impacting community health.
2. Be able to apply basic economic theory.
3. Apply laws applicable to the healthcare industry and public health to a degree that they can recognize when a legal professional should be consulted.
4. Identify what law is relevant and be able to apply that law in the public health environment.
5. Identify opportunities to develop cooperative solutions avoiding legal conflict.
6. Employ the theories, tools and concepts of health care economics,
7. Apply the theories, tools and concepts to current health care issues.
8. Apply these tools to current public policy issues and specific cases in the health care industry.
9. Employ biopsychosocial factors in the promotion and maintenance of health.
10. Apply biopsychosocial theoretical models and empirical data to the design of public health interventions.
11. Identify recent applications of epidemiology in our society.
12. Articulate the practical uses of epidemiology.
13. Apply descriptive epidemiology in dealing with public health issues.
14. Employ the various study designs in the field of epidemiology.

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15. Employ epidemiological methods in the study of infectious and chronic diseases.
16. Identify health and safety hazards in the environment and workplace.
17. Interpret the significance of genetic factors in epidemiological data and research.
18. Employ ecological methods in defining environmental health.
19. Discuss means of preventing disease by behavioral and/or environmental modification.
20. Employ epidemiologic tools used to measure association and be able to apply these concepts to evaluate the probable cause of an outbreak.
21. Differentiate among experimental, quasi-experimental, correlational, and observational study designs and methods.
22. Employ the elements of infection control programs and define how they interact with other entities.
23. Identify and be able to address the most pressing environmental problems impacting community health.
24. Identify potentially toxic local sites and predict environmental outcomes.

Ethics

1. Demonstrate an appreciation for the bioethical issues surrounding complex medical decisions.
2. Discuss the impact of world population growth on the environment.
3. Explain how choices in personal and professional lives have both positive and negative impact on the environment.
4. Explain methods for assuring internal and external validity in research design.
5. Discuss the basic concepts of environmental justice and the disproportional impacts of environmental hazards on certain populations.
6. Define the impact of increasing population on the urban environment.
7. Describe how human health is affected by urban population growth, including the health of children and the elderly.

Project Management

1. Apply and understand management of human and other resources.
2. Employ management skills in channeling individual behavior as well as group dynamics.
3. Apply management skills in a changing environment, in team building and strategic planning.
4. Demonstrate data interpretation issues in epidemiologic practice.
5. Conduct screening for diseases in communities.
6. Apply management principles, processes and methods to health and public health-related institutions.

REQUEST TO OFFER A NEW DEGREE PROGRAM
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7. Draw sound conclusions and provide reasonable suggestions for improvement in the public health program/research in which they interned.
8. Discuss data management for infectious diseases and tools for managing surveillance and laboratory data.
9. Identify and be able to address the most pressing environmental problems impacting community health.

Communication

1. Identify databases and obtain requisite data.
2. Present their findings orally to a group of faculty and be able to defend their conclusions and suggestions for improvement, and respond effectively to questions of a general nature related to their internship experience.
3. Serve as a liaison to doctors, administrators, and other health care professionals in the use of current and emerging computer technologies in public health.
4. Use modern software packages to develop computer applications in public health, addressing issues of data collection, analysis, and interpretation and reporting.
5. Address legal and ethical issues while designing and utilizing computer applications in public health, including documentation, security, and regulatory requirements.
6. Differentiate among statistical analysis procedures to be able to apply appropriate statistical tests for different levels of data and study designs.

Degree Requirements:

Students must earn a grade of “B” or better in all courses in the MPH program in order to remain in good standing within the program and in order to graduate from the program.

At the end of their academic program, all students are required to take and pass with a grade of 70% or better, an oral Comprehensive Examination.

All students are required to satisfactorily complete a supervised Public Health Internship (6 sh) involving field experience in a public health-related area and to submit a written report on research conducted during this capstone experience and to defend the conclusions and recommendations included in their report. The internship course requirement will be met for students with appropriate professional experience or who are currently enrolled in a medical residency program or in the final two years of medical school.

**REQUEST TO OFFER A NEW DEGREE PROGRAM
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Students qualified to enroll in graduate studies but who do not have the required documents by the application deadline date, or those who do not intend to work toward a graduate degree, may complete up to 12 hours as non-degree seeking students.

Course descriptions are listed alphabetically by prefix in the back of the *Catalog*.

Master of Public Health Core Courses (21 sh)

HSA 5115	Public Health Care Policy and Administration	3
PHC 5XXX	Social and Behavioral Sciences in Public Health	3
PHC 6XX3	Epidemiology for Public Health Professionals	3
PHC 6XX5	Survey of Environmental Problems	3
PHC 6XX7	Internship in Public Health	6
STA 5XXX	Biostatistics	3

Elective Courses Choose 15sh of coursework in consultation with your academic advisor:

- B. Total Number of Credit Hours
Not applicable
- C. List of Courses (see complete proposal)
- D. Prerequisites
Not applicable

IV. UWF CAPABILITY

Clearly, the proposed MPH directly addresses the University of West Florida's regional service mission. Design and implementation of this program was accomplished by the Advisory Committee to the Division of Life and Health Sciences which is made up of representatives from many different walks of the regional health care community. The letters of endorsement for this program from regional hospitals, the military and public health illustrate strong regional support for this program and identify it as one that is critical for the region. Moreover, the large number of jobs available to MPH-qualified personnel shows that initiation of this program is valuable and timely in terms of national and international needs in public health. The educational efforts implemented and planned by UWF in the health arena have been enthusiastically embraced by the health care and public health communities, and surveys have shown that there is a large pool of potential students, currently employed in health care/public health, with strong interest in these programs. This personnel pool is an integral cog in the health care wheel and will be effectively served

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through the MPH and other planned and implemented programs of the Division of Life and Health Sciences.

The MPH is built on a solid foundation of academic and community collaborations. Included in these partnerships at UWF are the College of Business, which has created two new courses and contributed one existing course for the curriculum; the Department of Math, which created a graduate level statistics course for the MPH; and the Department of Psychology, which created two new courses for the proposed program. The Director of Escambia County Health Department and the General Council for Escambia Public Health have designed and will teach four of the courses in the MPH; the Director of Scared Heart's Infection Center has designed and will teach two courses in the MPH; and, the Army/Navy has designed and will teach two courses for their students in their medical residency program enrolling in UWF's MPH.

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Masters of Public Health**

**UWF TABLE ONE B
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL
SOURCES**

GRADUATE DEGREE PROGRAM

NAME OF PROGRAM: Master of Public Health

CIP CODE: 51.2201

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
		05		06		07		08		09
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)	11	9.28	14	11.81	16	13.5	18	15.19	20	16.88
Students who transfer from other graduate programs within the university	0	0	1	0.84	1	0.84	1	0.84	1	0.84
Individuals who have recently graduated from preceding degree programs at this university	2	1.69	4	3.38	6	5.06	8	6.75	10	8.44
Individuals who graduated from preceding degree programs at other SUS universities	1	0.84	2	1.69	3	2.53	4	3.38	5	4.22
Individuals who graduated from preceding degree programs at non-SUS Florida colleges and universities	1	0.84	2	1.69	3	2.53	4	3.38	4	3.38
Additional in-state residents	1	0.84	2	1.69	2	1.69	2	1.69	2	1.69
Additional out-of-state residents	2	1.69	2	1.69	3	2.53	4	3.38	5	4.22
Additional foreign residents	0	0	1	0.84	2	1.69	3	2.53	3	2.53
Other (Explain)										
TOTAL	18	15.19	28	23.63	36	30.38	44	37.13	50	42.19

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.

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Masters of Public Health**

**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		
A	Ranelli	COB	Professor and Dean	Tenured	PhD	2005	0.2 FTE
A	Stewart	Infectious Disease	Professor and Head, DLHS	Tenured	PhD	2005	0.1
A	Walch	Psych	Assistant Professor	Tenure-track	PhD	2005	0.2
A	Sutton	DLHS	Associate Professor	Tenured	PhD	2005	0.1
A	Amin	Math	Professor	Tenured	PhD	2005	0.1
A	Wade	Infectious Disease	Director, Center for Prevention and Treatment of Infection, Sacred Heart – Adjunct	Non-tenure track	MD	2005	0.2
A	Lanza	Public Health	Director, Escambia Public Health – Adjunct	Non-tenure track	MD/PhD	2005	0.2
A	Johnson	Public Health	Chief Counsel, Escambia Public Health - Adjunct	Non-tenure track	JD	2005	0.1
A	Philippart	Public Health	Adjunct	Non-tenure track	DPH	2005	0.4
A	Sisskin	Public Health	Adjunct	Non-tenure track	PhD	2005	0.1
A	Knee	COB	Adjunct	Non-tenure track	PhD	2005	0.1
A	Findlay	Occupational Health	Adjunct	Non-tenure track	PhD	2006	0.2
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					2.0
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							2.0

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Masters of Public Health**

**UWF TABLE THREE
COSTS FOR PROPOSED PROGRAM**

	FIRST YEAR				FIFTH YEAR			
	GENERAL REVENUE		CONTRACTS & GRANTS	SUMMARY	GENERAL REVENUE		CONTRACTS & GRANTS	SUMMARY
	CURRENT	NEW			CURRENT	NEW		
INSTRUCTION & RESEARCH								
POSITIONS (FTE)								
FACULTY	1.8 FTE			1.8 FTE	1.4 FTE	0.6FTE		2.0 FTE
A&P								
USPS								
TOTAL	1.8			1.8	1.4	0.6		2.0
SALARY RATE								
FACULTY	\$117,530			\$117,530	\$103,130	\$22,500		\$125,630
A&P								
USPS								
TOTAL	\$117,530			\$117,530	\$103,130	\$22,500		\$125,630
I&R								
SALARIES & BENEFITS	\$152,789			\$152,789	\$134,069	\$29,250		\$163,319
OTHER PERSONNEL SERVICES	\$3,600			\$3,600	\$2,800	\$1,200		\$4,000
EXPENSES	\$21,600			\$21,600	\$16,800	\$7,200		\$24,000
EQUIPMENT	\$3,600			\$3,600	\$2,800	\$1,200		\$4,000
TECHNOLOGY	\$1,800			\$1,800	\$1,400	\$600		\$2,000
LEARNING RESOURCES	\$1,440			\$1,440	\$1,120	\$480		\$1,600
SPECIAL								
TOTAL I&R	\$184,829			\$184,829	\$158,989	\$39,930		\$198,919
NON-I&R								
OTHER ACTIVITIES								
LIBRARY STAFFING	\$600			\$600	\$1,480	\$200		\$1,680
UNIV SUPPORT	\$1,500			\$1,500	\$3,700	\$500		\$4,200
FINANCIAL AID	\$450			\$450	\$925	\$125		\$1,050
STUDENT SVCS	\$900			\$900	\$1,650	\$250		\$1,900
TOTAL OTHER ACTIVITIES	\$3,450			\$3,450	\$7,755	\$1,075		\$8,830
SUMMARY	\$188,279			\$188,279	\$166,744	\$41,005		\$207,749

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
Masters of Public Health**

Approved to Explore and Plan:

Dean George Stewart Date 4/10/03

Faculty Senate Klaus Meyer-Arendt Date 4/10/03

Provost Wesley Little Date 5/9/03

President Parks B. Dimsdale Date 5/13/03

BOT A&SA Committee Roy W. Smith Date 5/24/03

Approved to Implement:

Dean _____ Date _____

Faculty Senate _____ Date _____

Provost _____ Date _____

President _____ Date _____

BOT A&SA Committee _____ Date _____

BOT _____ Date _____

FBOE Reporting and Approvals:

Bachelor's and Master's Programs Reported to the FBOE: _____

Specialist and Doctoral Programs Submitted to FBOG: _____

Specialist and Doctoral Programs Approved by FBOG: _____

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: _____

**UWF Board of Trustees
Academic and Student Affairs Committee
February 25, 2005**

Issue: M.Ed. in College Student Personnel Administration

Proposed action: Approve Request to Implement a New Degree Program—
M.Ed. in College Student Personnel Administration

Faculty in the College of Professional Studies has proposed the offering of a new Master of Education program in College Student Personnel Administration effective Fall Semester 2005.

Background information:

The Academic and Student Affairs Committee at its meeting of August 20, 2004, approved waiver of the requirement to submit a Request to Explore and Plan a new program given that the College Student Personnel Administration program has existed as a viable track within the M.Ed. in Curriculum and Instruction. Subsequent to this action, faculty in the College of Professional Studies working with staff in the Division of Student Affairs has prepared the appropriate Board of Trustees Request to Implement and New Program form. The Request to Implement the M.Ed. in College Student Personnel Administration has been reviewed and approved by the College Council, the Academic Council, and Faculty Senate.

Supporting documentation: M.Ed. in College Student Personnel Administration—Request to Implement: Executive Summary. The complete document is available at <http://upic.uwf.edu/pubs/Files/CollegeStudentPersonnelRequesttoOfferaNewProgram.doc>.

Prepared by: Carl A. Backman (850) 474-2502 cbackman@uwf.edu

The University of West Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM
 Master's Degrees

College Requesting Program: College of Professional Studies
Department Requesting Program: Graduate Education
Academic Specialty or Field: College Student Personnel Administration
Name of Program Requested: College Student Personnel Administration
Proposed Implementation Date: Fall 2005
Proposed Classification of Instruction Program (CIP) Code: CIP 13.1102

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.

	Projected Total Estimated Costs (from Table Three)	Student HDCT / FTE (from Table One)
First Year of Implementation	\$63,284.00	20 / 15
Second Year of Implementation		21 / 15.75
Third Year of Implementation		22 / 16.5
Fourth Year of Implementation		23 / 17.25
Fifth Year of Implementation	\$63,284.00	24 / 20

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
College Student Personnel Administration, M.Ed.**

I. PROGRAM DESCRIPTION

The College Student Personnel program currently exists as a specialization in the Educational Leadership program. While the Educational Leadership program focuses largely on leadership in the K-12 sector, this program is designed for those interested in higher education administration, particularly in the various student affairs and student services areas. Program participants will prepare for careers involving organizational management, student development, leadership training, and administration. Per recommendations from the Council for the Advancement of Standards in Higher Education (CAS) the curriculum includes selected foundational studies; student development theory; student characteristics and effects of college on students; individual, group, and organizational interventions; organization and administration; and assessment, evaluation, and research. The program also includes substantial supervised practice.

II. ASSESSMENT OF NEED AND DEMAND

National trends in higher education suggest a greater emphasis on collaboration between academic and student affairs. For example, the Southern Association for Colleges and Schools Reaccreditation specifically acknowledges this relationship. Other national publications (Learning Reconsidered, 2004; Powerful Partnerships: A Shared Responsibility for Learning, 1998) also support the continued need for academically prepared student affairs practitioners. The program coordinator currently has, on record, a list of 22 students either currently in the program or immediately interested in the program. Of these 22, five are UWF employees pursuing an advanced degree. In addition, the program coordinator has a list of students who have inquired into the program.

III. CURRICULUM

A. Student Learning Outcomes and Course Sequence

Program Outcomes - College Student Personnel Administration Program

1. Students will be able to summarize and apply student development theory to the practice of college student personnel administration.
2. Students will be able to describe the history of higher education in general and specifically the history of student affairs administration.
3. Students will be able to recognize the interrelationships within and between student affairs units and other functional areas.
4. Students will be able to relate how student affairs fits into the organizational and governance structure of the university and how student affairs contributes to the mission of the academy.
5. Students will formulate and explain a personal professional philosophy.

REQUEST TO OFFER A NEW DEGREE PROGRAM

EXECUTIVE SUMMARY

College Student Personnel Administration, M.Ed.

6. Students will be practically competent and will demonstrate applied competencies such as decision-making, time management, planning, budgeting, program implementation and management, and program evaluation.
7. Students will be able to track and understand the implications of changing student characteristics.
8. Students will employ a variety of communication skills including formal and informal verbal communication, informal writing, professional writing, and scholarly writing.
9. Students will be able to interpret, analyze, and apply to practice key legal issues related to student affairs and higher education.
10. Students will identify the variety of professional associations, publications, and conferences applicable to the profession.
11. Students will be vocationally competent by demonstrating attitudes, skills, and behaviors essential to professional employment.
12. Students will be able to assess and describe the general and specific effects of college on students.
13. Students will be able to use appropriate strategies to influence individual, group, and organizational development in college students and their environments.
14. Students will identify and discuss issues and trends in higher education organization and administration.
15. Students will employ essential program assessment and research skills.
16. Students will demonstrate an awareness of and concern for community, diversity, and individual differences.
17. Students will demonstrate an interest in collaboration and partnerships with other professionals and faculty.
18. Students will join into a mentoring/coaching relationship with a professional practitioner.

Course Sequencing

Required courses (24 semester hours)

1. EDF 6404 Educational Statistics I
2. EDF 6475 Qualitative Research Methods in Education or EDG 6286 Applied Program Evaluation
3. EDH 5040 The American College Student: Theories and Trends
4. EDH 6634 Introduction to College Student Personnel
5. EDH 6405 Legal Issues in Higher Education
6. EDH 6xxx Survey of Literature in College Student Personnel
7. EDH 6xxx Finance and Governance in Higher Education
8. EDH 6948 Internship in Higher Education

REQUEST TO OFFER A NEW DEGREE PROGRAM

EXECUTIVE SUMMARY

College Student Personnel Administration, M.Ed.

Electives (from the following recommended list or other advisor approved graduate level courses) (12 semester hours)

1. EDF 6481 Educational Research
2. EDG 5250 Principles of Curriculum Development
3. EDG 6335 Advanced Instructional Design and Product Design
4. EDG 6791 Multi Cultural Education
5. PAD 6335 Strategic Mgmt for Public and Non Profit Organization
6. PAD 6227 Public Budgeting
7. PCO 6216 Theories of Individual Counseling (prerequisites required)
8. PCO 6246 Theories of Group Counseling (prerequisite: PCO 6216)
9. MAN 5047 Team Building
10. MAN 5116 Management of Diversity
11. MAN 6156 Management and Organizational Behavior
12. Or other appropriate graduate level coursework approved by the advisor

- B. Total Number of Credit Hours
N/A
- C. List of Courses (see complete proposal)
- D. Prerequisites
N/A
- E. Limited Access
N/A

IV. UWF CAPABILITY

The Student Affairs and Graduate Education Divisions are committed to this program and will continue providing essential pre-service work experience in the form of graduate assistants and internship sites for students in this program.

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
College Student Personnel Administration, M.Ed.**

**UWF TABLE ONE B
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL
SOURCES**

GRADUATE DEGREE PROGRAM

NAME OF PROGRAM: College Student
Personnel Administration
CIP CODE: 13.1102

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	05	06	06	07	07	08	08	09	09	10

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)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university	1	.75	1	.75	1	.75	1	.75	1	.75
Individuals who have recently graduated from preceding degree programs at this university	8	6	8	6	8	6	8	6	8	6
Individuals who graduated from preceding degree programs at other SUS universities	4	3	5	3.75	5	3.75	5	3.75	5	3.75
Individuals who graduated from preceding degree programs at non-SUS Florida colleges and universities	1	.75	1	.75	2	1.5	2	1.5	2	1.5
Additional in-state residents	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents	6	4.5	6	4.5	6	4.5	7	5.25	8	6
Additional foreign residents	0	0	0	0	0	0	0	0	0	0
Other (Explain)	0	0	0	0	0	0	0	0	0	0
TOTAL	20	15	21	15.75	22	16.5	23	17.25	24	20

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
College Student Personnel Administration, M.Ed.**

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		
A	Dr. Debbie Ford	Educational Administration	Associate Professor (and VP Student Affairs)	Regular/Not Tenured	Ed.D.	Spring 2005	.10
A	Dr. Jim Hurd	Curriculum and Instruction/ Educational Management	Assistant Professor (and Associate VP Student Affairs)	Regular/Not Tenured	Ed.D.	Fall 2003	.15
A	Dr. Marcia Phelps	Human Resource Development	Assistant Professor (and Director Career Services)	Regular/Not Tenured	Ph.D.	Fall 2003	.15
A	Dr. Rick Barth	Educational Leadership, Policy and Foundations	Assistant Professor (and Dean of Students)	Regular/Not Tenured	Ph.D.	Spring 2005	.10

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
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A	Current General Revenue	Existing Faculty -- Regular Line	0.5
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	
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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			0.5
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**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
College Student Personnel Administration, M.Ed.**

**UWF TABLE THREE
COSTS FOR PROPOSED PROGRAM**

	FIRST YEAR				FIFTH YEAR			
	GENERAL REVENUE		CONTRACTS	SUMMARY	GENERAL REVENUE		CONTRACTS	SUMMARY
	CURRENT	NEW	& GRANTS		CURRENT	NEW	& GRANTS	
INSTRUCTION & RESEARCH								
POSITIONS (FTE)								
FACULTY	.5	0	0	.5	.5	0	0	.5
A&P								
USPS	.05	0	0	.05	.05	0	0	.05
TOTAL	.55	0	0	.55	.55	0	0	.55
SALARY RATE								
FACULTY	0	0	0	0	0	0	0	0
A&P	37,867	0	0	37,867	37,867	0	0	37,867
USPS	1,300	0	0	1,300	1,300	0	0	1,300
TOTAL	39,167	0	0	39,167	39,167	0	0	39,167
I&R								
SALARIES & BENEFITS	52,484	0	0	52,484	52,484	0	0	52,484
OTHER PERSONNEL SERVICES	1,000	0	0	1,000	1,000	0	0	1,000
EXPENSES	6,000	0	0	6,000	6,000	0	0	6,000
EQUIPMENT	600	0	0	600	600	0	0	600
TECHNOLOGY	2,000	0	0	2,000	2,000	0	0	2,000
LEARNING RESOURCES	1,200	0	0	1,200	1,200	0	0	1,200
SPECIAL	0	0	0	0	0	0	0	0
TOTAL I&R	63,284	0	0	63,284	63,284	0	0	63,284
NON-I&R								
OTHER ACTIVITIES								
LIBRARY STAFFING	600	0	0	600	800	0	0	800
UNIV SUPPORT	1,500	0	0	1,500	2,000	0	0	2,000
FINANCIAL AID	375	0	0	375	500	0	0	500
STUDENT SVCS	750	0	0	750	1,000	0	0	1,000
TOTAL OTHER ACTIVITIES	3,225	0	0	3,225	4,300	0	0	4,300
SUMMARY	66,509	0	0	66,509	67,584	0	0	67,584

**REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY
College Student Personnel Administration, M.Ed.**

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:

Bachelor's and Master's Programs Reported to the FBOE: _____
Specialist and Doctoral Programs Submitted to FBOG: _____
Specialist and Doctoral Programs Approved by FBOG: _____
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: _____

Agenda information item: 2.a

**UWF Board of Trustees
Academic & Student Affairs Committee
February 25, 2004**

Issue: Academic Affairs Goals—Follow-up Reports

Proposed action: Information

Background information: The Provost will provide periodic updates on the Academic Affairs divisional goals approved by the Board of Trustees.

Supporting documentation: PowerPoint presentation by Pam Northrup, Director of the Academic Technology Center and Interim Director of the Office of Continuing Education

Prepared by: Sandra M. Flake (850) 474-2035 sflake@uwf.edu

Meeting the Goals: Distance Learning and Continuing Education

Dr. Pam Northrup

BOT Meeting

Academic Technology Center

- **Distance Program Development**
- **Implementation of Distance Programs through the UWF Online Campus**
- **Marketing Programs to the Military**

BOT Meeting

Undergraduate Distance Programs

- **Oceanography**
- **Maritime Studies**
- **Information Engineering Technology**
- **Environmental Studies***
- **GIS Certificate***



BOT Meeting

Graduate Distance Programs

- **MSA**
 - Criminal Justice Administration
 - Healthcare Administration
 - Public Administration
 - Educational Administration
 - Human Performance Technology
- **Instructional Technology**
- **Educational Training and Management Subspecialty**

BOT Meeting

What We are Learning

- **The need for flexibility**
- **Meeting the service member's needs anytime...anywhere**
- **Global markets for these niche programs**
- **Regional markets**

BOT Meeting

SECTION 2 - EDUCATION (ALL OTHER FUNDS)

The Chancellor of the Division of Colleges and Universities shall submit a revised 5-year state university enrollment plan by lower, upper, graduate I and graduate II levels, by university, to the Florida Board of Governors by September 1, 2004. This revised 5-year enrollment plan must be developed with input from each state university. The State Board of Education shall include funding recommendations in its Fiscal Year 2005-2006 Legislative Budget Request to implement the revised 5-year state university enrollment plan.

The enrollment policy adopted by the Legislature does not limit the number of students admitted from out-of-state under the profile admissions policy; however, no state university may receive general revenue funding associated with the enrollment of out-of-state students admitted under this policy. For the purposes of implementing this policy, the Chancellor shall segregate these FTEs and not count them toward the 2004-2005 enrollment plan for the State University System.

The resident tuition per credit hour is hereby established for the 2004-2005 fiscal year as follows:

	2004 Summer Term	2004-2005 Fall/Spring Terms
Lower Level Coursework	\$ 63.41	\$ 68.16
Upper Level Coursework	\$ 63.41	\$ 68.16

Each university board of trustees shall increase their 2003-2004 resident tuition for all other levels by 12.5 percent and 2003-2004 nonresident tuition for all levels by 12.5 percent. In addition, each university board of trustees is authorized to further increase nonresident tuition by up to 2.5 percent for any level of instruction.

Each university board of trustees is authorized to waive tuition for purposes which support and enhance the mission of the university. All fee waivers must be based on policies which are adopted by university boards of trustees. Each university shall report the purpose, number and value of all fee waivers granted annually in a format which shall be prescribed and reviewed by the Florida Board of Governors.

Funds provided in Specific Appropriation 156 for the University of Florida include no more than that amount which the State Board of Education and the City of Gainesville agree represents the cost of service for water provided by the city to the University of Florida. The amount charged shall reflect a cost-based rate only and shall be determined through a cost of service study completed annually by the city and reviewed by the university. The costs of any General Fund transfer to the City of Gainesville from Gainesville Regional Utilities or any profit to the city or utility shall be specifically excluded as costs allocable to the university. The cost-based rate shall include charges for only those water services actually provided by the city to the university and shall not include charges for services furnished by the university.

In order to provide New College and USF Sarasota/Manatee with sufficient up-front operating capital to support shared services functions and to eliminate the significant current accounting inefficiencies, a total of \$5,000,000 from the funds in Specific Appropriation 156 shall be released in equal amounts to New College and USF/USF Sarasota-Manatee as part of the first cash distribution in the fiscal year. The remaining appropriated funds for these two institutions shall be distributed in accordance with normal release protocol, beginning with the first cash distribution in the fiscal year. New College and USF/USF Sarasota-Manatee are authorized to make lump sum budget transfers between the two institutions, as appropriate, to facilitate management of shared services.

From the funds in Specific Appropriation 156 for Florida Atlantic University, \$200,000 is provided for the Florida-Israel Institute.

From the funds in Specific Appropriation 156 for the University of South Florida, \$50,000 is provided for the Community Engagement/Service Learning Initiative.

From the funds in Specific Appropriation 156 for Florida International University, \$600,000 is provided for the FIU Honors College/USF College of Medicine Education Partnership and Residency Program. FIU shall use a portion of these funds for a residency program.

UWF Board of Trustees
Academic & Student Affairs Committee
February 25, 2005

Issue: UWF / UF / Choctawhatchee Joint Electrical Engineering Program

Proposed action: Student Presentation of Information (Full BOT will approve)

Background information: The University of West Florida, Choctawhatchee High School and the Okaloosa School District partnership seeks to intercede and guide students toward advanced skills in problem solving, critical analysis, and research in the engineering field. Pre-engineering at Choctaw, BS in Engineering and complete Masters and Ph. D. through UF is the goal.

Supporting documentation:

Prepared by: Faye Bowers (85) 474 2009 fbowers@uwf.edu



The UWF / UF / Choctawhatchee Joint Electrical Engineering Program

.... Moving America Forward

Part of Education's commitment to the future of our nations centers on instilling citizenship and preparing students for careers which address the needs of our country such as Electrical Engineering. Through a unique commitment between the University of West Florida, Choctawhatchee High School, and the Okaloosa School District, this partnership seeks to intercede and guide students toward advanced skills in problem solving, critical analysis, and research in the engineering field.

.... Choosing a Path

With the aid of industry a seamless engineering program will be developed throughout the Northwest Florida Panhandle. It will take students from an introductory middle grades program to a rigorous high school track sustained by university credit. This unique partnership builds solid academic foundations that will prepare students for graduate work or a Ph.D in engineering, if they so desire. Students will begin with pre-engineering at Choctaw, continue with the Bachelors in Engineering at the University of West Florida Fort Walton Beach Campus, and complete a Master's and Ph.D. through the University of Florida Graduate Education Research Center in Shalimar.

The UWF / UF Joint Program receive the Bachelor of Science in Electrical Engineering degree from the Department of Electrical and Computer Engineering (ECE) at the University of Florida under the cooperative arrangement between the University of West Florida and the University of Florida

Electrical engineering is science-oriented and is primarily concerned with all phases and development of the transmission and utilization of electric energy and intelligence.

Representative courses include:

* Circuits I & II * Discrete Time Signals & Systems * Basic Electric Energy Engineering * Electronic Circuits I & II * Solid - State Electronic Devices * Electromagnetic Fields & Applications * Digital Logic * Computer System * Communication Systems & Components * Linear Control Systems * Microprocessor Applications * Electrical Engineering Design * Technical Writing * Mathematical Methods for Engineers * Engineering Mechanics

.... A Model for America

The future of our students...The future of our community...The future of our country...The pre-engineering program exists.

In support of this Agreement and signed this 25th day of February, 2005.

Mr. Don Gaetz, Superintendent
Okaloosa County Schools

Dr. John Cavanaugh, President
University of West Florida

Mr. K. C. Clark, Chair
University of West Florida Board of Trustees