



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE MINUTES**

March 27, 2014

**President's Room 215B, Emerson Alumni Hall
University of Florida, Gainesville, Florida**

Time Convened: 3:25 p.m. EDT

Time Adjourned: 4:25 p.m. EDT

1.0 Call to Order and Welcome

Committee Chair, Steven M. Scott called the meeting to order at 3:25 p.m. EDT.

Members present were:

Steven M. Scott (Chair), Christina A. Bonarrigo, C. David Brown, II, Susan M. Cameron, Christopher T. Corr, Charles B. Edwards, James W. Heavener, Marc W. Heft, Carolyn K. Roberts, Jason J. Rosenberg, Juliet M. Roulhac, David M. Thomas

Others present were:

President J. Bernard Machen, Provost and Senior Vice President Joseph Glover, Vice President for Student Affairs David Kratzer, Vice President for Enrollment Management Zina Evans, Vice President and General Counsel Jamie Lewis Keith, Vice President for Research David Norton, Vice President for Human Resource Services Paula Fussell, Vice President and Chief Information Officer Elias Eldayrie, Vice President for Development Tom Mitchell, Vice President for University Relations Jane Adams, Vice President for Business Affairs Curtis Reynolds, Special Assistant to the President Jamal Sowell, other members of the Cabinet, Executive Assistant Cheryl May, Executive Assistant Rebecca Holt, members of the University of Florida Community, and other members of the public and the media.

2.0 Verification of Quorum

After a roll call, a quorum was confirmed, with all members present.

3.0 Review and Approval of Minutes

Chair Scott asked for a motion to approve the minutes of the December 5, 2013 committee meeting, which was made by Trustee Roberts and seconded by Trustee Cameron. Chair Scott asked for further discussion, after which he asked for all in favor of the motion and any opposed and the motion was approved unanimously.

4.0 Public Comment

There were no requests for public comment.

5.0 Action Items

The Committee considered the following Action Items:

EP1. Tenure Upon Hire

Chair Scott noted that the tenure upon hire cases were discussed during the Board's pre-meeting call and that Provost Joe Glover told the committee that several cases would be added after the call.

Chair Scott asked Provost Joe Glover to present the tenure upon hire cases, highlighting the four cases that were added since the Committee's meeting/conference call prior to the regular March meeting.

Provost Glover commented that numbers 1-7 below were discussed on the pre-meeting/conference call and the last 4 were received and distributed to the Trustees earlier in the week. He explained that for those individuals hired with faculty and administrative appointments, tenure attaches only to the faculty appointment.

- (1) Jeannie Cimiotti has been hired from Rutgers University as an Associate Professor and Endowed Chair in the Department of Health Care Environments and Systems in the College of Nursing,
- (2) Faming Liang has been hired from Texas A&M University as a Professor in the Department of Biostatistics in the Colleges of Medicine and Public Health and Health Professions,
- (3) Xinguang Chen has been hired from Wayne State University, as a Professor in the Department of Epidemiology in the Colleges of Medicine and Public Health and Health Professions,
- (4) Larisa Cavallari has been hired from University of Illinois-Chicago, as an Associate Professor and Center Director in the Department of Pharmacotherapy and Translational Research in the College of Pharmacy,
- (5) Charles Wesley Wood has been hired from Auburn University, as a Professor in the Department of Soil and Water Science in the College of Agricultural and Life Sciences,

- (6) Robert Rhee has been hired from University of Maryland, as a Professor in the Levin College of Law,
- (7) Susan Paulson has been hired from Miami University, as a Professor in the Department of Anthropology in the Center for Latin American Studies, College of Liberal Arts & Sciences,
- (8) Juan Gilbert has been hired from Clemson University, as a Professor in the Department of Computer Information Science and Engineering in the College of Engineering,
- (9) Patrick Traynor has been hired from the Georgia Institute of Technology, as an Associate Professor in the Department of Computer Information Science and Engineering in the College of Engineering,
- (10) Damon Woodard has been hired from Clemson University, as an Associate Professor in the Department of Computer Information Science and Engineering in the College of Engineering,
- (11) Jason Alread has been hired from Iowa State University, as a Professor in the School of Architecture in the College of Design, Construction and Planning.

Provost Glover asked Cammy Abernathy, Dean of the College of Engineering, to elaborate on numbers (8), (9) and (10). Dean Abernathy described the impressive accomplishments of these faculty members and their anticipated contribution to the College. Provost Glover thanked Dean Abernathy and asked if there were any comments or questions.

Chair Scott asked for a motion to approve Action Item EP1—Tenure Upon Hire which was made by Trustee Brown and seconded by Trustee Thomas for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion and hearing none, he then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP2 New Degrees

Chair Scott asked Provost Joe Glover to present the new degrees.

Provost Glover noted that the new degrees were discussed on the Board's pre-meeting/conference call and all have been approved by the Faculty Senate and the President:

- Three new degree programs are submitted for approval from the Warrington College of Business Administration:
 - Master of International Business
 - Master of Science in Entrepreneurship
 - Master of Science in Information Systems and Operations Management
- One degree program is submitted for approval from the College of Fine Arts:
 - Master of Arts in Medicine, which is a cutting edge program and much in demand.
- Two degree programs are submitted for approval from the College of Agricultural and Life Sciences

- Bachelor of Science in Nutritional Sciences
- Bachelor of Science in Dietetics.

Chair Scott asked for a motion to approve Action Item EP2—New Degrees which was made by Trustee Roberts and seconded by Trusted Cameron for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion and hearing none, he then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP3. Honorary Degrees

Chair Scott asked Provost Joe Glover to present the Honorary Degrees.

Provost Glover commented that there are four Honorary Degrees that have been approved by the Faculty Senate and the President and are submitted for approval to the Board.

- Lars Brink, Professor Emeritus at Chalmers University of Technology, Sweden, for an Honorary Doctor of Science, recognizing his work in quantum physics and worldwide advocacy for basic scientific research,
- John Dashburg, Chairman and CEO of ASTAR USA, a highly successful company offering air cargo charter services worldwide, an accomplished national and Florida business and civic leader, and an extraordinary leader at UF, supporter of higher education and philanthropist, for an Honorary Doctor of Commerce,
- Linda Parker Hudson, President and CEO of BAE Systems, a global, U.S. based defense, aerospace, and security company, and the first woman to lead a major U.S. defense company; Ms. Parker has been a leader in connecting diversity and inclusion to creativity, retention and success in engineering industry and, has been dedicated to mentoring students in the College of Engineering, for an Honorary Doctor of Science,
- and Dr. Norman Sartorius, President of the Association for the Improvement of Mental Health Programmes, who, throughout a distinguished career at the World Health Organization and professor, has been a significant contributor to education in the field of psychiatry and to improving the lives and treatment of people with mental health disorders worldwide, for an Honorary Doctor of Science.

Chair Scott asked for a motion to approve Action Item EP3—Honorary Degrees which was made by Trustee Rosenberg and seconded by Trustee Heavener for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion and hearing none, he then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP4. University of Florida Regulation Amendments

Chair Scott asked Vice President and General Counsel Jamie Lewis Keith to present the regulation amendments.

Ms. Keith noted that the regulation changes are summarized on one page behind the Committee Action Item. She described them on the pre-meeting/conference call, and asked if anyone would like her to repeat the summary or answer any questions.

Chair Scott asked for a motion to approve Action Item EP4—Regulation Amendments which was made by Trustee Roberts and seconded by Trustee Edwards for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion and hearing none, he then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP5. Housing Rental Rates for the Fiscal Year Ending June 30, 2015

Chair Scott asked Vice President for Student Affairs, Dave Kratzer to summarize the annual housing rental rates proposal for Fiscal Year 2015.

Mr. Kratzer stated that the proposed increases include a three percent increase for single student housing, Diamond Village, Corry Village, Tanglewood Village and University Village South. A seven percent increase is proposed for Maguire Village, as part of a three-year plan to bring its rates in line with comparable UF student housing and to reflect costs. These rates are reasonable in the context of student demand for on-campus housing, services provided to students, cost to the University of providing student housing, and local market conditions.

Chair Scott asked for a motion to approve Action Item EP5—Housing Rental Rates which was made by Trustee Corr and seconded by Trustee Heavener for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion and hearing none, he then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP6. University of Florida-University of Florida Research Foundation, Inc. (UFRF) Conflict of Interest Policy regarding UFRF Equity Holdings

Chair Scott asked Vice President for Research David Norton to summarize the UF-UFRF Conflict of Interest Policy regarding UFRF Equity Holdings.

Dr. Norton stated that the changes address institutional conflicts that arise when UFRF has ownership interests in companies to which it has licensed University intellectual property. The amendments to the policy clarify the process to be followed when University administrators are involved with a company, the individual responsibility of employees with regard to ownership interests, and the approval process for any exceptions to the general policy that the University not be involved in any clinical trials/product testing of its own licensed technologies. The amendments also reflect title changes resulting from University organizational changes.

Mr. Norton asked if there were any questions.

Chair Scott asked for a motion to approve Action Item EP6—UF-UFRF Conflict of Interest Policy regarding UFRF Equity Holdings which was made by Trustee Edwards and seconded by Trustee Cameron for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion and hearing none, he then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP7. Degree Program Terminations

Chair Scott asked Provost Glover to summarize the degree program terminations and noted that these were also discussed on the pre-meeting/conference call.

Dr. Glover stated that the College of Medicine has requested termination of the Ph.D. in Biochemistry and Molecular Biology degree program and the College of Education has requested termination of the Ed.S. only in Research and Evaluation Methodology, the Ed.S. only in Student Personnel in Higher Education, and the Ed.S. only in Higher Education Administration, all of which the Faculty Senate has approved. These are programs that are inactive or in low demand and should be terminated under Board of Governors regulations.

Provost Glover asked if there were any questions.

Chair Scott asks for a motion to approve Action Item EP7—Degree Program Terminations which was made by Trustee Roulhac and seconded by Trustee Thomas for recommendation to the Board for its approval on the Consent Agenda. The chair asked for further discussion and hearing none, he then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

The following Discussion/Informational Items were then addressed by the Committee:

6.0 Discussion/Informational Items

Chair Scott turned the Committee's attention to the informational items and asked the designated speaker to present each one in turn:

- 6.1 Admissions/Financial Update** – Zina Evans, Vice President for Enrollment Management, provided an update on freshmen admissions and financial aid.
- 6.2 Student Government Update** – Christina A. Bonarrigo, Student Body President, provided an update on completed projects. She thanked everyone for their support over the past year and for the opportunity to participate on the Board of Trustees.
- 6.3 Faculty Senate Update** – Marc W. Heft, Faculty Senate Chair, provided a summary of activities over the past year and stated that the faculty would like more collaboration. He too expressed his appreciation for the opportunity to serve on the Board of Trustees and is excited about the future.

Chair Scott asked Provost Glover to present the degree name changes and center/institute name changes.

6.4 Degree Name Changes

Provost Glover stated that the degree names changes below have been approved by the Faculty Senate and they do not require Board action but are presented for information.

- 6.4.1** The College of Design, Construction and Planning requested that the “Master of Arts in Urban and Regional Planning” be changed to the “Master of Urban and Regional Planning.”
- 6.4.2** The College of Health and Human Performance requested that the “Bachelor of Science in Recreation, Parks and Tourism” be changed to “Bachelor of Science in Tourism, Events and Recreation Management.”
- 6.4.3** The College of Agricultural and Life Sciences requested that the B.S. Program in “Food Science and Human Nutrition” be changed to “Food Science.”

6.5 Center/Institute Name Changes

Provost Glover stated that the center/institute name changes below have also been approved by the Faculty Senate and they do not require Board action but are presented for information.

The College of Dentistry requested the following center name changes:

- 6.5.1** From “Comprehensive Center for Pain Research” To “Pain Research and Intervention Center of Excellence.”
- 6.5.2** From “Periodontal Disease Research Center (PDRC)” To “Dental Clinical Research Unit (DCRU)”

Provost Glover then provided the following updates, as requested by the Committee on the pre-meeting call.

- 6.6 SACS/COC Report** - As noted on the call, the SACS accreditation team visited UF in February 2014 and will be reporting to SACS--which must ultimately approve--that no follow up action is required by UF in connection with its re-accreditation. This is a highly unusual and positive outcome. It speaks to the quality of UF's programs as well as the excellence of UF's accreditation team and the many people across UF who supported this over-3-year effort. Provost Glover commented on the efforts of all who worked on project and congratulated them on the successful outcome.

6.7 UF Online Update – Provost Glover provided a brief overview and stated that UF Online was up and running as of January 1st with no interruptions in operations. A search for a new Executive Director will be started this semester.

7.0 New Business

Chair Scott asks if there is any new business for the Committee and there was none.

8.0 Adjourn

Chair Scott asked for a motion to adjourn the meeting which was made by Trustee Cameron and seconded by Trustee Corr. The Chair asked for further discussion and hearing none, he then asked for all in favor of the motion and any opposed and the motion was approved unanimously. The meeting was adjourned at 4:25 p.m. EDT.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY**

COMMITTEE MINUTES

December 5, 2013

President's Room 215B, Emerson Alumni Hall

Time Convened: 3:51 p.m. EST

Time Adjourned: 5:03 p.m. EST

1.0 Call to Order and Welcome

Acting Committee Chair, C. David Brown, II called the meeting to order at 3:51 p.m. EST.

Members present were:

C. David Brown (Acting Committee Chair), Christina A. Bonarrigo, Christopher T. Corr, James W. Heavener, Marc W. Heft, Carolyn K. Roberts, Jason J. Rosenberg, Juliet M. Roulhac, Steven M. Scott, and David M. Thomas. Trustees Susan M. Cameron, Marshall M. Criser, III, and Charles B. Edwards were unable to attend.

Others present were:

President J. Bernard Machen, Joseph Glover, Provost and Senior Vice President for Academic Affairs, David Guzick, Senior Vice President for Health Affairs, Jack Payne, Senior Vice President for Agriculture and Natural Resources, Winfred Phillips, Senior Vice President and Chief Operating Officer, Jane Adams, Vice President for University Relations, Elias Eldayrie, Vice President and Chief Information Officer, Zina Evans, Vice President for Enrollment Management, Matthew Fajack, Vice President and Chief Financial Officer, Paula Fussell, Vice President for Human Resource Services, Jamie Lewis Keith, Vice President and General Counsel, David Kratzer, Vice President for Student Affairs, Thomas Mitchell, Vice President for Development and Alumni Affairs, David Norton, Vice President for Research, and Curtis Reynolds, Vice President for Business Affairs, Special Assistant to the President, Jamal Sowell, Angel Kwolek-Folland, Associate Provost, Bernard Mair, Associate Provost, Guest speakers Candy Herrera, Liana Guerra and Conor Munro, members of the University of Florida Community and other members of the public and the media.

2.0 Verification of Quorum

After a roll call, a quorum was confirmed, with all members present, except for Trustees Cameron, Criser and Edwards.

3.0 Review and Approval of Minutes

The Acting Committee Chair asked for a motion to approve the minutes of the November 5, 2013 committee meeting, which was made by Trustee Thomas and Seconded by Trustee Scott. The Acting Chair asked for further discussion, after which he asked for all in favor of the motion and any opposed and the motion was approved unanimously.

The Committee considered the following Action Items:

4.0 Public Comment

The Committee heard public comments from Candy Herrera, who spoke on her difficulties as a UF student and tuition equity for undocumented students, Liana Guerra, who spoke about the Senate and House Bills in support of Tuition Equity, and Conor Munro, who spoke in support of Tuition Equity and provided a packet of materials. President Machen stated that the students had addressed with great eloquence a very important issue and that there is an indication the Legislature may take action to address it. He encouraged the students to work with him in pursuing a legislative solution.

The Committee considered the following Action Items:

5.0 Action Items

EP1. Tenure Upon Hire

Acting Committee Chair Brown asked Provost Joe Glover to present the Tenure Upon Hire Case. Dr. Glover noted that Dr. Debra Epps Lyon has been hired as Professor and Executive Associate Dean in the College of Nursing and has been recommended for tenure upon her appointment as Professor by her College and the President. She has her undergraduate and Ph.D. degrees in Nursing from Virginia Commonwealth University and is a successful NIH-funded researcher with numerous peer-reviewed publications in prestigious scientific journals, as well as being a distinguished teacher and research mentor.

The Committee Chair asked for a motion to approve Action Item EP1 which was made by Trustee Scott and Seconded by Trustee Heavener for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion to which there was none. The Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP2. University of Florida Regulation Amendments

Acting Committee Chair Brown asked General Counsel Jamie Keith to present the Regulation Amendments. Jamie Keith noted that the only regulation amendment is to establish the tuition for this academic year and summer for the Preeminent State Research University Institute for On-Line Learning, which will begin in January 2014. Under the statute and the statutorily

required business plan, the proposed regulation change establishes in-state tuition at 75% of the on-campus rate and out of state tuition at market rates.

The Acting Committee Chair asked for a motion to approve Action Item EP2 which was made by Trustee Rosenberg and Seconded by Trustee Roulhac for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion to which there was none. The Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP3. Degree Program Terminations

Acting Committee Chair Brown then asked Provost Glover to summarize the program terminations. Dr. Glover noted that the College of Liberal Arts and Sciences has requested degree terminations, which the Faculty Senate has approved, for (1) BA in Asian Studies; (2) MA in Mathematics; (3) MA in Teaching in Latin American Studies; (4) MA in Teaching in Geography. These are programs that are inactive or in low demand and should be terminated under Board of Governors regulations.

The Committee Chair asked for a motion to approve Action Item EP3 which was made by Trustee Thomas and Seconded by Trustee Scott for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion to which there was none. The Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP4. Annual Fee Increases: Activity and Service, Athletic, Student Health, and Transportation Access for Academic Year 2014-2015.

Acting Committee Chair Brown asked Vice President for Student Affairs Dave Kratzer and Vice President for Business Affairs Curtis Reynolds to present the annual increases in Activity and Service, Athletic, Student Health, and Transportation Access Fees for Academic Year 2014-15.

Vice President Kratzer noted that these fees are unanimously recommended by committees, at least half the members of which are students and the letters of support are in the materials. There is a \$0.84/credit hour increase proposed for the Activity and Service fee (total fee = \$18.19/credit hour) and a \$0.82/credit hour increase proposed for the Student Health Fee (total fee = \$14.93/credit hour) – and no increase proposed for the Athletic fee (continuation of the \$1.90/credit hour). This reflects a 5% total increase, as permitted by the statute.

Vice President Reynolds reported that there is no increase proposed in the transportation fee – so it is proposed to remain at the current \$8.91/credit hour.

The Acting Committee Chair asked for a motion to approve Action Item EP4 which was made by Trustee Scott and Seconded by Trustee Heavener for recommendation to the Board for its approval on the Consent Agenda. The Acting Committee Chair asked for further discussion to

which there was none. The Acting Committee Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP5. New Degree: Master of Environmental Analysis and Design

Acting Committee Chair Brown asked Provost Glover to present the proposed new degree. Dr. Glover noted that the College of Design, Construction and Planning and School of Landscape Architecture and Planning propose a 1 year Master of Environmental Analysis and Design degree, with specialization in (1) environmental policy and (2) spatial analysis for the physical environment. The Curriculum Committee and Faculty Senate approved the degree, which aids in the achievement of the State's strategic planning goals.

The Acting Committee Chair asked for a motion to approve Action Item EP5 which was made by Trustee Roulhac and Seconded by Trustee Thomas for recommendation to the Board for its approval on the Consent Agenda. The Chair commented that he would like a report on collaborative degree programs and asked for further discussion to which there was none. The Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP6. University of Florida Annual Accountability Report 2012-2013

Provost Glover continued and presented the University's Annual Accountability Report for 2012-2013, a largely statistical compendium of UF's financial resources, expenditures, personnel, enrollment, undergraduate and graduate education, and research and economic development, which is to be submitted to the Board of Governors each year. It is a retrospective look back at the previous year.

The Acting Committee Chair asked for a motion to approve Action Item EP6 which was made by Trustee Corr and Seconded by Trustee Roberts for recommendation to the Board for its approval on the Consent Agenda. The Acting Committee Chair asked for further discussion to which there was none. The Acting Committee Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

The following Discussion/Informational Items were the addressed by the Committee:

6.0 Discussion/Informational Items

Acting Committee Chair Brown turned the Committee's attention to the information items, asking the designated speaker to present each one in turn:

- 6.1 Student Record System – Provost Glover commented that the current Student Record System is lacking the ability to accept needed programs. Installation of the new Record System through PeopleSoft will take 3 years to install and the bulk of the cost will occur within the next 3 years.

- 6.2 Admissions/Financial Update – provided by Zina Evans, Vice President for Enrollment Management
- 6.3 Student Government Update – provided by Christina Bonarrigo, Student Body President
- 6.4 Faculty Senate Update – provided by Marc Heft, Faculty Senate Chair
- 6.5 Name Changes – The College of Design, Construction and Planning requested the following name changes which were approved by the Faculty Senate at their September 26, 2013 meeting:
 - 6.5.1 From “M.E. Rinker, Sr. School of Building Construction” To “M.E. Rinker, Sr. School of Construction Management”
 - 6.5.2 From “Bachelor of Science in Building Construction” To “Bachelor of Science in Construction Management”
 - 6.5.3 From “Master of Building Construction” To “Master of Construction Management”
 - 6.5.4 From “Master of Science in Building Construction” To “Master of Science in Construction Management”

7.0 New Business

Trustee Thomas requested an update on UF OnLine. Provost Glover referenced the recently held OnLine Conference with speakers who gave stimulated talks and workshops. The UF OnLine Institute goes into effect January 1, 2014, offering 7 degrees.

8.0 Adjourn

After asking for any further discussion and hearing none, Acting Committee Chair Brown made a motion to adjourn, which was seconded by Trustee Scott, and, with no further discussion desired, the motion was passed unanimously and the University of Florida Committee on Educational Policy and Strategy meeting was adjourned at 5:03 p.m. EST.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY & STRATEGY
REVISED COMMITTEE ACTION ITEM EP1
March 27, 2014**

SUBJECT: Tenure Upon Hire

BACKGROUND INFORMATION

The Chairs and Deans have recommended to the President that **eleven** newly appointed faculty members be granted tenure commencing with their appointment. These individuals meet the criteria set forth in the University's tenure policy and are recommended by the President to receive tenure. Attached is a Summary of these Tenure Upon Hire cases.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the Tenure Upon Hire cases listed on the attached Summary and the Board materials for recommendation to the Board of Trustees for approval on the Consent Agenda. While any administrative appointment is noted, tenure is granted only for the faculty appointments.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation Included: [See attached summary.](#)

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

REVISED TENURE UPON HIRE CASES

March 2014

Professor	College	Department	Rank	Faculty Vote	Previous Institution
Jeannie Cimiotti	Nursing	Health Care Environments & Systems	Associate Professor and Endowed Chair	6 For, 0 Against, 0 Abstain, 0 Absent	Rutgers University
Faming Liang	Medicine and Public Health & Health Professions	Biostatistics	Professor	4 For, 0 Against, 0 Abstain, 0 Absent	Texas A&M University
Xinguang Chen	Medicine and Public Health & Health Professions	Epidemiology	Professor	2 For, 0 Against, 0 Abstain, 0 Absent	Wayne State University
Larisa Cavallari	Pharmacy	Dean's Office	Associate Professor & Center Director	6 For, 1 Against, 0 Abstain, 0 Absent	University of Illinois-Chicago
Charles Wesley Wood	Agricultural and Life Sciences	Soil and Water Science	Professor	29 For, 0 Against, 0 Abstain, 2 Absent	Auburn University
Robert Rhee	Law	Law	Professor	30 For, 2 Against, 1 Abstain, 13 Absent	University of Maryland
Susan Paulson	Liberal Arts & Sciences	Anthropology	Professor	18 For, 1 Against, 1 Abstain, 3 Absent	Miami University
Juan Gilbert	Engineering	Computer Information Science and Engineering	Professor	13 For, 10 Against, 2 Abstain, 4 Absent	Clemson University
Patrick Traynor	Engineering	Computer Information Science and Engineering	Associate Professor	17 For, 2 Against, 0 Abstain, 10 Absent	Georgia Institute of Technology
Damon Woodard	Engineering	Computer Information Science and Engineering	Associate Professor	9 For, 14 Against, 2 Abstain, 4 Absent	Clemson University
Jason Alread	Design, Construction, and Planning	School of Architecture	Professor	14 For, 1 Against, 0 Abstain, 0 Absent	Iowa State University

Jeannie Cimiotti-College of Nursing**Associate Professor and Endowed Chair, Department of Health Care Environments and Systems**

Dr. Cimiotti received her B.A. in Nursing from Moravian College in 1975, her MSN from Rutgers University in 2001, her MFA from Pratt Institute in 1978, her BSN from the University of the State of New York in 1997, and her Ph.D. from Columbia University in 2004. Dr. Cimiotti is a national and international leader in research on safety and quality in health care as related to nurse staffing in hospitals. As a tenured associate professor at Rutgers University, she has been on faculty at the College of Nursing and serves as the Executive Director of the New Jersey Collaborating Center for Nursing. Dr. Cimiotti has been the PI/Co-PI of four externally funded research grants (NIH, RWJ, Sigma Theta Tau International, and National Council of State Boards of Nursing) and is funded for 20% effort on a new NINR study to begin in April 2014. She has published over 30 articles in respected, peer-reviewed journals that have had an impact on health policy. Dr. Cimiotti's article published in the American Journal of Infection Control was featured on the CDC public website and cited in mainstream press including NBC News, Time, Inc., and MSNBC. It is anticipated that her leadership in research as well as her effective teaching and mentoring will provide the department with long-term benefits in nursing care, nursing, education, and patient outcomes.

Faming Liang-Colleges of Medicine and Public Health and Health Professions**Professor, Department of Biostatistics**

Dr. Liang received his B.S. in Statistics at Fudan University in China in 1992, his M.Phil. in Statistics at The Chinese University of Hong Kong in 1996, and his Ph.D. in Statistics at The Chinese University of Hong Kong in 1997. Dr. Liang's research focuses on statistical computing and is currently PI of two NSF grants. He has published one research monograph, 83 articles in peer-reviewed journals, and has six additional articles in different stages of peer review. Dr. Liang's scholarship is recognized through numerous invited presentations in the United States and internationally and through his many methodological publications in top statistical journals. Student evaluations of Dr. Liang's course reflect his mastery of the field of statistics and his commitment to student learning. He has mentored numerous pre-doctoral and post-doctoral students. Dr. Liang's record of excellence in research, teaching, and service provide the framework for his contributions in the field of statistics and for the university.

Dr. Xinguang Chen-Colleges of Medicine and Public Health and Health Professions**Professor-Department of Epidemiology**

Dr. Chen received his M.D. in Medicine from Wuhan Medical College in China in 1982, his M.Phil. in Biostatistics from Tongji Medical University in China in 1987, his M.Phil. in Population Studies from East-West Center/University of Hawaii in 1992, and his Ph.D. in Biostatistics and Epidemiology from the University of Hawaii in 1993. Dr. Chen is currently a professor in the department of Pediatrics and the Prevention Research Center at Wayne State University. His teaching involves lectures, presentations, directed studies, group discussions, and in-person mentoring, training, and assistance. Dr. Chen has taught pediatric residents and fellows, junior faculty members, visiting scholars, postdoctoral trainees, and graduate and undergraduate students. Among the topics that Dr. Chen teaches are research design for clinical and behavioral epidemiology and randomized controlled trials, general methods for statistical analysis, advanced mathematical and statistical modeling, and interpretation of statistical results. Dr.

Chen's focuses on researching, mentoring, and teaching will advance the department by building the research portfolio and adding critical mass to the faculty as a full-time professor.

Dr. Larisa Cavallari-College of Pharmacy

Associate Professor and Director, Center for Pharmacogenomics

Dr. Cavallari received her Pre-Pharmacy degree from Georgia Southern University in 1989, her B.S. in Pharmacy at the University of Georgia in 1991, and her Ph.D. in Pharmacy from the University of Georgia in 1997. Dr. Cavallari has led the implementation of a Warfarin Pharmacogenetics Service in hospitalized patients while at the University of Illinois-Chicago. This interdisciplinary program is a collaboration among Hospital Information Systems, faculty in the Colleges of Pharmacy and Medicine, faculty in the Molecular Pathology Laboratory, and the Office of the Vice President for Health Affairs. Dr. Cavallari also actively teaches in the UIC COP PharmD curriculum and undergraduate honors college and has been nominated several times for teacher of the year. She has established a fellowship program and has trained several promising fellows. Dr. Cavallari is well-known in the field of pharmacy and more broadly in the field of pharmacogenomics. Dr. Cavallari was aggressively recruited for this position and her unique combination of knowledge, skills, and talents in this field make her very well-suited for this role and for the university.

Dr. Charles Wesley Wood-College of Agricultural and Life Sciences

Professor, Soil and Water Science

Dr. Wood received his B.S. in Agronomy from Mississippi State University in 1979, his M.S. in Soil Science from Mississippi State University in 1984, and his Ph.D. in Soil Science from Colorado State University in 1990. Dr. Wood is currently a professor of Soil Science and coordinator for the university-wide environmental science undergraduate major at Auburn University. In addition to teaching classes in nutrient management, soils, and environmental quality, Dr. Wood also conducts research on carbon and nutrient cycling in managed and natural ecosystems. He has published more than 130 peer-reviewed articles and conducted research in Eastern Europe, South and Central America, Africa, Asia, the Caribbean, and the South Pacific. Dr. Wood is a Fellow of the American Society of Agronomy and the Soil Science Society of America and has won awards for his research. He has been active in technology transfer to the agricultural and environmental communities in Alabama and elsewhere. These attributes will allow Dr. Wood to succeed in this Extension appointment and bring great knowledge, leadership, and teaching to the operation, growth, and direction of the Center.

Mr. Robert Rhee-Levin College of Law

Professor, Levin College of Law

Mr. Rhee received his B.A. in Law from the University of Chicago in 1988, his J.D. in Law from George Washington University in 1991, and his M.B.A. in Finance from the University of Pennsylvania (The Wharton School) in 1997. Mr. Rhee is currently a professor of law at the University of Maryland Francis King Carey School of Law and is one of the nation's premier scholars in the fields of corporate and business law. He has clerked in the U.S. Court of Appeals for the Third Circuit, received a highly distinguished Honors Program appointment as a Trial Attorney in the Civil Division of the U.S. Department of Justice in Washington, D.C., and has worked in private practice in his own firm. Mr. Rhee

has written extensively on issues in the fields of corporate and business law. Since 2010 he has published five major law review articles in top-tier journals such as Northwestern, Michigan, Northwestern University, Emory, and George Mason. Mr. Rhee brings much knowledge and strength to the areas of corporate law and business law allowing the university to be poised to be recognized as one of the top law schools in the country for corporate and business law, both domestic and international.

Dr. Susan Paulson-College of Liberal Arts & Sciences

Professor, Center for Latin American Studies

Dr. Paulson received her B.A. in Sociology and Anthropology from Carleton College in 1983, her M.A. in Anthropology from the University of Chicago in 1986, and her Ph.D. in Anthropology from the University of Chicago in 1992. Dr. Paulson is currently a professor at Miami University's European Campus in Luxembourg teaching sustainability studies and directing the service-learning program. She is also an adjunct professor at Lund University in Sweden supporting thesis work and periodically participating in graduate seminars and defenses. Dr. Paulson has received a number of prestigious grants from the National Science Foundation, the Rockefeller Foundation, and the UN Development Program to support her research. Her research focuses on human-environment interactions and sustainable development through the lens of gender, race/ethnicity, and socio-economic systems. Dr. Paulson has been a visiting scholar and visiting professor at multiple universities throughout South America. Dr. Paulson's outstanding dedication to teaching and mentoring students as well as her personal field experience and international background will be an excellent addition to the department of Anthropology as well as to the university.

Dr. Juan Gilbert-College of Engineering

Professor, Computer Information Science and Engineering

Dr. Gilbert received his B.A. in Applied Science from Miami University in 1991, his M.S. in Computer Science from the University of Cincinnati in 1995, and his Ph.D. in Computer Science from the University of Cincinnati in 2000. Dr. Gilbert is currently a professor and a chair in the division of human centered computing (HCC) at Clemson University. His expertise is in improving the interface between humans and computational systems. Dr. Gilbert has recently pioneered the development of multimodal secure voting technologies to enable greater access to the ballot box. He has also been very active in the development of computational strategies to personalize learning, with a particular focus on increasing the participation of underrepresented minorities in STEM disciplines (science, technology, engineering, mathematics). Dr. Gilbert has 37 journal publications, over 70 conference papers many of which include his students as co-authors, and has given numerous invited talks and keynote addresses. Dr. Gilbert's distinguished teaching and mentoring records as well as his contributions to research and service will be a tremendous asset to the department of Computer Information Science and Engineering.

Dr. Patrick Traynor-College of Engineering

Associate Professor, Computer Information Science and Engineering

Dr. Traynor received his B.S. in Computer Science from the University of Richmond in 2002, his M.S. in Computer Science and Engineering from Pennsylvania State University in 2004, and his Ph.D. in Computer Science and Engineering from Pennsylvania State University in 2008. Dr. Traynor is currently

an assistant professor in the School of Computing at the Georgia Institute of Technology. His area of research is security of cellular and mobile systems with a focus on improving the ability to determine the true identity and origin of incoming data streams and to design new network structures that will be more resistant to attack should those incoming messages prove to be malicious. Dr. Traynor has 16 journal publications as well as 35 conference papers. He has received a CAREER Award from NSF, one of the most prestigious grants a young faculty can earn and further evidence of the quality and originality of his work. Dr. Traynor has been involved in reviewing journals, organizing a number of conferences and workshops, and teaching at both the undergraduate and graduate levels. These points as well as his knowledge, his experience, and his relevance and creativity will allow Dr. Traynor to succeed in the College of Engineering and the university.

Dr. Damon Woodard-College of Engineering

Associate Professor, Computer Information Science and Engineering

Dr. Woodard received his B.S. in Computer Science and Computer Information Systems from Tulane University in 1997, his M.E. in Computer Science and Engineering from Pennsylvania State University in 1999, and his Ph.D. in Computer Science and Engineering from the University of Notre Dame in 2005. Dr. Woodard is currently an associate professor in the school of computing at Clemson University. His area of expertise is biometrics, and Dr. Woodard works closely with a variety of federal agencies to develop techniques to provide secure access to data or facilities and to identify particular characteristics from large data sets. Dr. Woodard's most recent area of focus is in visual analytics which is the ability to automate the process of finding faces or other visual elements from very large amounts of recorded video information, an area of research that has become increasingly important to the country. Dr. Woodard has nine journal publications and 30 conference proceedings. He has also published three book chapters and has given a number of conference and seminar presentations. Dr. Woodard's records of service to his university and his profession have positioned him to be an excellent appointment to the College of Engineering.

Mr. Jason Alread-College of Design, Construction, and Planning

Professor, School of Architecture

Mr. Alread received his B.Des. in Design from the University of Florida in 1988, and his M.Arch. from Yale University in 1991. Mr. Alread is currently an associate professor and director of Graduate Education in the department of architecture at Iowa State University. In November 2013 a report in Design Intelligence selected Mr. Alread as one of the 30 Most Admired Design Educators in North America for 2014. He has over 23 years of practice experience that culminated in the creation of Substance Architecture, a prestigious 20 person award-winning firm recognized by the American Institute of Architects, International Interior Design Association, and several other international publications. Mr. Alread has been the chair of the State AIA convention for Iowa, a member of the Iowa Interior Design Registration Board, and has served as an awards juror for AIA Kansas, Kentucky, Virginia, and North Dakota. He is an expert in the Building Sciences with an emphasis in the integrated approach toward construction. Mr. Alread's practice experience will sustain the preeminent educational reputation of DCP and guide its faculty to make even more contributions in the forms of scholarship and applied professional practice.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP2
March 27, 2014**

SUBJECT: New Degrees

BACKGROUND INFORMATION

The Warrington College of Business Administration is requesting three new degree programs as follows:

Master of International Business Degree Program is a stand-alone, non-thesis interdisciplinary graduate business program designed to enhance a student's knowledge and understanding of global business trends and problems. The curriculum consists of 30 credit hours (14 core credits and 16 elective credits), including a mandatory global immersion experience and non-thesis capstone project. This proposed new degree will aid in the achievement of the strategic planning goals of the State University System and University of Florida. This new degree program was approved by the Curriculum Committee and then by the Faculty Senate at their February 20, 2014 meeting.

Master of Science in Entrepreneurship Degree Program is a one-year, 36-credit, campus-based program designed for young and aspiring entrepreneurs and change-makers. Offered to both business and non-business majors alike, the program is a combination of classroom delivery and experimental learning activities with a focus on opportunity assessment, feasibility analysis, lean entrepreneurial concept testing, business plan development, entrepreneurial leadership, and the sourcing of capital.

Master of Science in Information Systems and Operations Management Degree Program provides computing, analytical and application skills to be used in a business setting. The primary areas of emphasis are business intelligence and analytics, information technology and supply chain management. Requirements span traditional academic disciplines to produce a multi-discipline focus. The curriculum consists of a minimum of 36 credit hours, including internship and a capstone course. Twenty-two of the 36 credit hours are STEM (Science Technology Engineering Mathematics) courses.

The College of Fine Arts is requesting a Master of Arts in Medicine degree program. The online Master of Arts with a major in Arts in Medicine is designed to prepare pre-professionals and professionals in the fields of the arts and health for careers that use the arts to enhance individual and community health, and to effectively develop and manage arts programs in healthcare or community settings. The program provides a solid theoretical foundation, in-depth practical experience, and professional skillsets that will prepare artists to safely and effectively navigate healthcare settings and to prepare health professionals to use the arts to enhance clinical or public health practices. The proposed non-thesis Master of Arts (with a major in Arts in Medicine) will require 35 credit hours of graduate study, including 15 credits of core curriculum, 8 credits of practicum work at an approved work site, and 12 elective credits. An official Graduate Record Examination (GRE) score is required for admission and all Graduate Council policies governing master's degree programs will be satisfied.

The College of Agricultural and Life Sciences is requesting two New Degree Programs as follows:

Bachelor of Science in Nutritional Sciences is designed to elevate a successful specialization (Nutritional Sciences) of their existing Food Science and Human Nutrition (FSHN) degree program to a stand-alone major. This program provides a rigorous science-based curriculum in the nutritional sciences that prepares students for professional school and graduate school in nutrition. It requires all of the prerequisite sciences needed to attend medical, dental, pharmacy, physical therapy and physician's assistant programs while educating students about nutritional requirements of humans across the life cycle and the role that nutrition plays in promoting health and preventing and treating of disease.

Bachelor of Science in Dietetics is designed to elevate a successful specialization (Dietetics) of their existing Food Science and Human Nutrition (FSHN) degree program to a stand-alone major. The Dietetics specialization is accredited as a Didactic Program in Dietetics by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, completion of which is the first step to becoming a Registered Dietitian. The proposed program provides an accredited Didactic Program in Dietetics that prepares students to apply to dietetic internships, take the national registration examination and become Registered Dietitians. Dietitians are in high demand in acute, long-term care and rehabilitation facilities, the Women, Infants and Children program, school nutrition, extension nutrition education, foodservice management, public health settings and private businesses that focus on food, nutrition and health promotion.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the Warrington College of Business Administration's Master of International Business Degree Program (CIP Code 52.1101), Master of Science in Entrepreneurship Degree Program (CIP Code 52.0701), Master of Science in Information Systems and Operations Management Degree Program (CIP Code 11.0501), the College of Fine Arts' Master of Arts in Medicine (CIP Code 50.0799), and the College of Agricultural and Life Sciences' Bachelor of Science in Nutritional Sciences (CIP Code 30.1901), and Bachelor of Science in Dietetics (CIP Code 51.3101), for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation Included: [See Appendix](#)

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of Florida
University Submitting Proposal

Warrington College of Business
Administration, Hough Graduate
School of Business

Name of College(s) or School(s)

Summer B 2014
Proposed Implementation Term

Finance, Insurance and Real Estate
Name of Department(s)/ Division(s)

Business
Academic Specialty or Field

Master of Science in Entrepreneurship
Complete Name of Degree

52.0701

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

3/12/14

Date

Signature of Chair, Board of Trustees

Date

Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	35	31.5
Year 2	35	31.5
Year 3	47	42.3
Year 4	47	42.3
Year 5	60	54

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$9,404	\$296,228	\$0	\$0	\$296,228
\$6,034	\$325,851	\$0	\$0	\$325,851

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

With more students looking to engage in today's global entrepreneurial economy and immerse themselves in rigorous experiential programs, the Warrington College of Business Administration (WCBA) has been offering the Thomas S. Johnson Master of Science, with a Major in Entrepreneurship under the Business Administration umbrella since 2003 and has demonstrated the program's marketability and demand.

The program is a one-year, 36-credit, campus-based program designed for young and aspiring entrepreneurs and change-makers. Offered to both business and non-business majors alike, the program is a combination of classroom delivery and experiential learning activities with a focus on opportunity assessment, feasibility analysis, lean entrepreneurial concept testing, business plan development, entrepreneurial leadership, and the sourcing of capital. Students are exposed to cutting edge entrepreneurial theory, which they apply immediately by consulting for small business, commercializing UF technology, and creating their own businesses. Participants of the program can expect:

- 3 required field experiences including startup consulting, a business launch and an immersive overseas experience
- Frequent interaction, guidance, and mentorship from seasoned entrepreneurs
- First class faculty who are thought leaders in their fields
- Meaningful coursework that encourages the practical application of current entrepreneurial theory
- The opportunity to earn a marketable skillset that will enhance your ability to launch your own company, or assist in the growth of an existing enterprise
- To gain a deeper understanding of international entrepreneurship through our global study tour
- A student-centric program with a staff that cares deeply about the success of its students
- Access to an exclusive Graduate Business School Career Services
- Exposure to the thriving startup community in Gainesville and throughout the state of Florida

Numerous successful companies have been launched by program students, creating jobs and value in the marketplace. Examples include: Jacksonville Wealth Builders (2012 Inc. 500), RoomSync, Partender, Voalte, Raise the Village, Marine Products, Zella Machado, Ocoos, SportsPicker, Reciprocity Bags, eMotion Technologies, and many more cutting across a variety of industries and sectors.

The program was ranked 30th in the world by EdUniversal in 2013, eighth among U.S. universities and third among U.S. publics, was awarded the 2013 United States Association for

Small Business and Entrepreneurship (USASBE) National Model Graduate Entrepreneurship Program award, and received the 2012 "Excellence in Specialty Entrepreneurship Education" award from the Global Consortium of Entrepreneurship Centers (GCEC).

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

Entrepreneurship education is a cornerstone of the mission of the University of Florida (UF), the Warrington College of Business Administration (WCBA) and the Center for Entrepreneurship and Innovation (CEI). UF has made considerable investments in the recent years to launch several new and exciting initiatives in support of entrepreneurship and innovation on campus and in the community, serving as a competitive differentiator and change-maker in the marketplace and bolstering the support environment for the program. Examples include:

- The UF Innovation Hub (\$13.2 million incubation facility located two blocks from campus) as the first of multiple buildings located in the new Innovation Square Tech Park.
- The launch of the UF Innovation Academy, a 4-year, inter-disciplinary, cross-campus undergraduate track for 300+ students interested in entrepreneurship and innovation.
- The development of the UF Innovators Dorm, the first nationally-recognized residence hall in support of entrepreneurship and innovation built from the ground-up.
- Multiple faculty hires based in both the WCBA and the College of Engineering's Innovation Institute focused on teaching graduate and undergraduate students the discipline of entrepreneurship and innovation.

The WCBA continues to highlight and elevate the entrepreneurship discipline (as evidenced by identifying entrepreneurship as one of its strategic initiatives) and is a strong supporter of the program, providing growing resources and space for entrepreneurship courses, experiential learning programs and extracurricular activities. In addition, the Center for Entrepreneurship and Innovation has identified the program as a strategic pillar in its growth and development for the future.

Consistent with the State University System's Goals and Objectives, the program serves as a nationally recognized model for peers in terms of quality and reputation, leverages strong linkages with the community both in Gainesville and statewide, and aids in the mission of the university to further commercialization of cutting edge technology.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
 - Education
 - Health Professions
 - Security and Emergency Services
2. Economic Development:
 - Globalization
 - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

The proposed MSE program would fit into the needs expressed for a) Economic Development: Regional Workforce Demand.

According to Enterprise Florida:

"Business entrepreneurs start the companies, create the jobs and generate the ideas that grow economies. Moreover, an entrepreneurial spirit helps companies of all sizes stay innovative and globally competitive. In Florida, that spirit of entrepreneurship is alive and well. The state is home to more than 2 million small businesses."

Enterprising Traditions: For years, Florida has been recognized as an excellent location for young businesses; most recently, it placed in the top 5 for both Entrepreneurial Activity and Economic Dynamism in the Kaufmann Foundation's 2010 New Economy States rankings. The Small Business & Entrepreneurship Council consistently ranks Florida as one of the leading states for favorable policy environment towards entrepreneurs and small businesses.

Supportive Ecosystem: A strong culture of entrepreneurship is planted deep into the Florida business landscape and nurtured with a number of targeted initiatives designed to bolster small business growth. Aspiring business owners will find it encouraging that several Florida cities have been ranked among the most welcoming to entrepreneurs and several Florida universities' maintain nationally acclaimed programs devoted to entrepreneurship.

Florida's entrepreneurial environment also allows technology professionals to advance R&D efforts from the lab to the marketplace by offering robust R&D infrastructure and strong commercialization networks as well as a growing, qualified talent pool that can take basic research from concept to commercialization.

A number of other valuable resources are available to entrepreneurs throughout Florida, including financing options, high tech incubators, small business development centers (SBDCs) and other professional organizations and peer networks supporting entrepreneurs."

As such, our program is focused on aiding in the development, launch, and growth of new venture opportunities in order to achieve positive impact in the local, regional and national communities.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The program is situated on the campus of the University of Florida, and leverages primarily the facility resources of the Warrington College of Business Administration including the UF Center for Entrepreneurship and Innovation, the Jeff Gold Experiential Learning Laboratory, the Active Learning Studio, and Hough Hall/Graduate School of Business.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program

which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Data from the Ewing Marion Kauffman Foundation:

(The Ewing Marion Kauffman Foundation (Kauffman Foundation) is a non-profit foundation based in Kansas City, Missouri. It has an asset base of \$2 billion. It focuses its grant making and operations on two areas: advancing entrepreneurship and improving the education of children and youth. The Kauffman Foundation is the largest American foundation to focus on entrepreneurship).

"High-growth startups must play a central role to assure continued U.S. economic strength, jump-start the ailing U.S. economy, and increase job creation by accelerating the growth of startups and young businesses. The benefits of startups are well-established: Virtually all of the growth in U.S. jobs has been driven by the formation of firms less than five years old, and these new firms have been disproportionately responsible for commercializing the cutting-edge innovations that characterize modern life. Recent data has found that while more firms than ever have been created each year since the last recession began, the numbers of new firms with employees continues to drop – and this is a trend that pre-dates the recession."

Once again, our program is focused on aiding in the development, launch, and growth of new venture opportunities in order to achieve positive impact in the local, regional and national communities.

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

The Warrington College of Business Administration (WCBA) has been offering the Thomas S. Johnson Master of Science, with a Major in Entrepreneurship under the Business Administration umbrella since 2003 and has demonstrated the program's marketability and demand. To-date, we count 397 alums of the program.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

The University of South Florida in Tampa is currently the only program in the state utilizing the CIP code 52.0701 to offer their program, an MS in Entrepreneurship in Applied Technologies. As their program is highly focused on technology entrepreneurship and commercialization (primarily in the applied biotechnology sector), there does not appear to be any overlap in terms of our offerings nor do there appear to be any direct collaborative opportunities. We have contacted USF on multiple occasions via phone and e-mail and they have declined to respond to our requests, neither negatively (concern) nor positively (support).

Please see Appendix B for e-mail correspondence and program description.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

As outlined in Table 1-B of Appendix A, the program expects to increase current enrollment numbers from 35 students (Year 1) up to 54 students over a 5-year period. This is attributable to a number of expected marketing and enhancement activities that will increase the visibility and profile of the program as well as strengthening the depth of quality over the coming years, including leveraging the program's recent recognition as the 2013 Top National Model Graduate Entrepreneurship Program and the recent hiring of a number of new faculties, including Dr. Michael Morris, lifetime achievement award winner in the space of entrepreneurship education.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.**

To-date, approximately 35-40 graduate students have been enrolled in the Program each year. The students are young (2+ years of work experience or less) and have received their bachelor's degrees from diverse backgrounds which include accounting, biology, engineering, finance, history, sociology, management, political science, psychology, recreation, tourism, and other diverse disciplines. Their average GMAT score is just shy of 600 and the average GPA is 3.4. In addition, the program is comprised of a very diverse student body with participants who have traveled from around the world to attend the program including China, India, Mexico, Korea, Peru, Taiwan, Thailand, Uganda and European countries. Over the past 5 years, the demographic numbers breakdown as follows:

2009: Male/Female - 70%/30%...White/Other - 75%/25%...Business/Non-Biz. Major - 25%/75%
 2010: Male/Female - 78%/22%...White/Other - 67%/33%...Business/Non-Biz. Major - 47%/53%
 2011: Male/Female - 70%/30%...White/Other - 60%/40%...Business/Non-Biz. Major - 47%/53%
 2012: Male/Female - 68%/32%...White/Other - 57%/43%...Business/Non-Biz. Major - 45%/55%
 2013: Male/Female - 72%/28%...White/Other - 48%/52%...Business/Non-Biz. Major - 48%/52%

The University of Florida currently has an active program that aims to recruit and retain minority students. These students are also actively mentored and supported during their first year by the University Minority Mentoring Program. To ensure that the race/ethnicity balance holds, we will work actively with the Director of Graduate Minority Programs at the University of Florida, to recruit minority students. Here is a brief summary of their current programs. The Office of Graduate Minority Programs (OGMP) is a function of the Graduate School dedicated to increasing the number of graduate students who are ethnic/cultural minorities, underrepresented in their field of study, low-income or first-generation college students. OGMP strives to provide currently enrolled and prospective graduate students with programs and services to assist and support the pursuit of a successful graduate education.

- Campus Visitation Program
 - Every Fall and Spring semester OGMP sponsors the Campus Visitation Program, a two and a half day visitation for prospective students planning to apply for a UF graduate program. OGMP will provide hotel accommodations and reimburse participants for up to \$100 of their travel expenses and for the \$30 UF Application Fee. During the visitation, participants will have the opportunity to meet faculty and become familiar with the University of Florida. Applicants will also be given help completing their graduate application. To be considered for acceptance, applicants must belong to a group underrepresented in graduate education, send OGMP a Campus Visitation Program application, official transcripts, a letter of recommendation, and a personal statement.
- Board of Education Fellowship
 - Every summer, OGMP selects 30 incoming graduate students to be Board of Education (BOE) Fellows. Several new students have been selected for the fellowship program. This 6-week Summer fellowship program is designed as an orientation and preparation for the challenges of graduate education. It also helps students acclimate themselves to the University of Florida. The BOE Fellowship pays for four credits of summer B tuition and awards a \$1,500 stipend. In addition, participants attend Research Methods and Academic Writing courses. Social events and development seminars are also planned.
- Professional Development
 - Three to five times a semester, the Office of Graduate Minority Programs plans professional development workshops. They cover topics such as financial management, selecting a supervisory committee, getting published, and other subjects that can help students succeed in graduate school.
- UF/Santa Fe Faculty Development
 - The UF/Santa Fe Community College (SFCC) Faculty Development Project is a partnership designed to increase the number of underrepresented doctoral students at UF and minority faculty at SFCC. Students awarded this prestigious graduate assistantship receive an annual stipend, tuition, fee waiver, mentoring, and professional development training at UF and SFCC. Participants are required to fill a teaching, advising, or recruitment & retention role at Santa Fe for the appointed year. Applicants must hold an MS, MA, or equivalent degree with the required number of hours in an appropriate discipline based on SFCC needs. Students must be fully admitted into a doctoral program at UF and meet all SFCC adjunct faculty-hiring criteria.
- Supplemental Tuition Program
 - The OGMP Supplemental Tuition Retention Program is designed to help doctoral students complete their degree program. Students within three semesters of completing their degree, who no longer have funding available through an assistantship or fellowship, are eligible to apply to the program and receive limited tuition assistance for the remaining semesters. Applications are available at the OGMP office or online at the OGMP Supplemental Retention Scholarships page.

The OGMP programs will continue to supplement the efforts of the program faculty and staff members to recruit, retain and graduate M.S. students from underrepresented groups.

Signature of Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

The associated costs and funding sources of the program are outlined in Table 2 of Appendix A. As the program has been in existence for 10 years, we have a pretty strong handle on the projected burden. No new resources are expected to be attributed to the program in the near term...sources of funding will remain as outlined.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

There will be no resource reallocation as this program is already in existence.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

There will be no impact on courses as this program is already in existence.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

The UF Center for Entrepreneurship and Innovation (CEI) has a combined annual budget of \$1 million for faculty, staff and programs. CEI's funding model includes all of the following: state support and tuition appropriation, auxiliary revenue, and grants. In addition, alumni and friends of CEI and the Warrington College of Business Administration (WCBA) have given much of their precious time and resources to benefit the program. Here is an example of a number of the private gifts that have spurred campus creativity and excitement and provide support for entrepreneurship and innovation:

- Thomas S. Johnson: The former Chairman and CEO of Global Imaging System, Inc., acquired more than 70 office technology businesses and reached an annual revenue rate of approximately \$875 million during his tenure. Johnson (BSBA '72) is a pioneer in the comprehensive benchmarking model for operating and evaluating office-imaging businesses and provided an endowment for the MS-Entrepreneurship program.
- Mark A. and Dorothy H. Ahrano: The Ahrano's established an endowment to support the study of entrepreneurship. Mr. Ahrano (BSBA '37) followed his entrepreneurial spirit establishing business enterprise domestically and internationally.
- Michael McNeal: McNeal was the President and CEO of Emergin, Inc., the leading US provider of software utilized to rapidly transmit medical alarm signals throughout hospitals. McNeal (BS Computer and Information Science '93) funded the Entrepreneurship Case Lecture Series, an experiential learning initiative consisting of case-based discussions led by instructors, faculty, and guest lecturers.
- Chester C. Holloway: Holloway (BSBA '39) was the former director of Johnson Communications, a mobile radio company, and generously endowed a professorship to the study of entrepreneurship.
- Dow Electronics: The global technology firm created the Philip A. Decker GatorNest Endowment Fund in memory of Decker, the founder of Dow Electronics. The endowment benefits GatorNest, an experiential learning program designed for graduate students that supplies real-world situations for young entrepreneurs.
- Jeffrey Gold: Gold (MBA '78) fashioned a successful career in venture capitalism at Longitude Capital, CryoVascular Systems, Inc., Cardio Thoracic Systems, Inc., and Cordis Endovascular Systems. His gift established the Jeffrey G. Gold Experiential Learning Laboratory in CEI enhancing experiential learning opportunities for students.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

As outlined in Tables 1-B and 2 of Appendix A, and in the narrative for the "Need and Demand" section, there is expected to be a rise in enrollment for the program. The resultant benefits of this will be felt as entrepreneurially-minded graduates leverage the vast resources available to them in the program to create new, value-generating opportunities in the marketplace. The successful qualitative impact of the program can be measured by the following outcomes:

- To-date, our students have completed more than 200 "GatorNest" outreach consulting projects since this experiential learning program's inception. Participating companies have been located in cities around the state of Florida including Jacksonville, Ocala, Orlando, Tampa, and South Florida. There have also been international projects with locations in Brazil, China and the UK, leveraging state of the art facilities in the Jeff Gold Experiential Learning Laboratory.
- The program is distinguished by the experiential learning course LEAP in that 100 percent of the students will have launched a business by the time they graduate. Based on this and other experiential learning activities (GatorNest and ITV in particular), most of the graduates will have developed their entrepreneurial and/or job career pathway successfully. Many program graduates not initially continuing with their own ventures

- secure positions within existing organizations as corporate innovators, work on the growth of small businesses, and join startups to fill out a launch team's resource needs.
- Finally, numerous successful companies have been launched by students, creating jobs and value in the marketplace. Examples include: Jacksonville Wealth Builders (2012 Inc. 500), RoomSync, Partender, Voalte, Raise the Village, Marine Products, Zella Machado, Ocoos, SportsPicker, Reciprocity Bags, eMotion Technologies, and many more cutting across a variety of industries and sectors.

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)

N/A

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

N/A

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The mission of the program is to teach, coach and inspire students to be entrepreneurial. This is achieved through a high-quality educational experience with significant external touch-points providing service to the community while delivering impactful experiential learning to our diverse body of students. We believe this is consistent with the mission of the University of Florida to offer broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation and the world.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The strengths of the program are as follows:

- Reputation and Quality Indicators
- Innovative Course Offerings and Wide Breadth of Courses
- Depth of Experiential Learning Offerings (across curriculum and co-curricular)
- Facilities (Active Learning Studio/Hough Hall/CEI/Jeff Gold Learning Laboratory)
- Program Administration/ Administrative Sustainability
- Local Community, WCBA, and UF support
- Regional Entrepreneurial Ecosystem
- Student Diversity
- CEI Network (Mentors, Advisory Board, Local Volunteers, Etc.)
- Endowments and Private Support

Each of these strengths ties back to the UF Center for Entrepreneurship and Innovation, the umbrella organization for the program.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Planning Process

Date	Participants	Planning Activity
6/1/13	Jamie Kraft, Director, Center for Entrepreneurship and Innovation Dr. S. Selcuk Erenguc, Senior Associate Dean and Director, Hough Graduate School of Business	Meet with Provost's Office to review the degree proposal requirements
7/1/13 - 8/1/15	Jamie Kraft, Director, Center for Entrepreneurship and Innovation Dr. S. Selcuk Erenguc, Senior Associate	Gather data and write the proposal, contact USF to discuss impact on their program and opportunities for collaboration

	Dean and Director, Hough Graduate School of Business	
8/9/13	College Master's Committee	Prepare proposal and make revisions, if necessary.
8/9/13	College Faculty	Prepare proposal and make revisions, if necessary.
8/15/13	Graduate Council	Prepare proposal and make revisions, if necessary.
TBD	University Senate	Prepare proposal and make revisions, if necessary.
March 2014	Board of Trustees	Prepare proposal and make revisions, if necessary.

Events Leading to Implementation

Date	Implementation Activity
After proposal is approved	Update degree listing in the UF Graduate Catalog
After proposal is approved	Revise existing program information website with new M.S. in Entrepreneurship degree information
After proposal is approved	Revise existing program marketing materials with new M.S. in Entrepreneurship degree information

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The WCBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The WCBA has maintained accreditation since 1929. During the last accreditation visit in 2009, there were no recommendations for changes to the existing programs. The next maintenance of accreditation visit is scheduled for February 2014. Below you will find the Master of Science, with a major in Entrepreneurship Assurance of Learning Review Process Timeline.

The program was ranked 30th in the world by EdUniversal in 2013, eighth among U.S. universities and third among U.S. publics, was awarded the 2013 United States Association for Small Business and Entrepreneurship (USASBE) National Model Graduate Entrepreneurship Program award, and received the 2012 "Excellence in Specialty Entrepreneurship Education" award from the Global Consortium of Entrepreneurship Centers (GCEC). In addition, graduates of the program have provided testimonials regarding their satisfaction with the program:

Oren Kantor, 2011

Founder and CEO, OHK Labs

The Johnson program helped prepare me for life as an entrepreneur. After an intense year of learning, I was ready to take on all of the obstacles that arise in this challenging yet rewarding

career path!

Bruna Santana, 2011

President and Founder, Zella Machado Swimwear

The Johnson program helped me realize my true passions and the staff gave me the advice and courage to follow my dreams!

Ryan McCabe, 2011

Co-Founder & Manager of Business Development and Marketing, Ocoos

I have avoided many mistakes within my own start-up using the things that I have learned in the Johnson Program; because of this, we are much farther along in a shorter time!

John Printy, 2011

Business Development Manager, Emerald Endeavors, Inc.

The Johnson program is about providing the tools you need, some great friends to motivate you, and an opportunity. What you do with it is up to you!

Anjali Kundra, 2011

VP of Clientology, RoomSync

The Johnson program introduced me to my entrepreneurial soul-mates and gave me the confidence and resources to pursue my own path - the unconventional path! Through the program's peripheral initiatives, I had the opportunity to work for a Kauffman Labs startup while still in school and upon graduation I joined RoomSync, where I help with all aspects of the business while living the startup dream!

Allyson Ayers, 2011, Thomas S. Johnson Entrepreneurial Scholar

Marketing Manager, Littlebanc Advisors

The Johnson program provides a solid background in business fundamentals, but the real focus is on how it teaches and encourages students to think in creative and unexpected ways. Yes, you need and use the fundamentals, but its inventive thinking that solves problems and gets the job done!

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The learning goals and objectives of the program are clearly defined and measured as follows:

- 1.) Demonstrate competency in and across business disciplines.
 - a. Demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
Assessment Method: We will target 50% of our admissions as students with undergraduate business majors. (PRE-SCREEN)
- 2.) Apply appropriate problem solving and decision-making skills.

- a. Demonstrate ability and capacity to critically evaluate and question the feasibility of potential new venture opportunities.
Assessment Method: Course-Embedded Measure (scored using rubric by faculty member)

- 3.) Think critically and analytically in formulating business solutions.
 - a. Demonstrate and apply knowledge and understanding of the analysis and management of financial information in the valuation of new venture opportunities.
Assessment Method: Course-Embedded Measure (scored using rubric by faculty member)

- 4.) Possess effective communication skills.
 - a. Demonstrate ability to write business documents clearly, concisely and analytically.
Assessment Method: Course-Embedded Measure (scored using rubric by faculty member)

 - b. Demonstrate ability to speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.
Assessment Method: Course-Embedded Measure (scored using rubric by faculty member)

As such, our curriculum is designed to address these goals and objectives while providing a robust accompaniment of topical material relevant to the early-stage innovator providing an in-depth look at the entrepreneurial process while simultaneously applying the science of the discipline and integrating both PRINCIPLE + PRACTICE.

B. Describe the admission standards and graduation requirements for the program.

Applicants to the program must meet the following admissions requirements:

- Have a regionally accredited bachelor's degree with a 3.0 GPA or higher in the last 60 credits of course work (or an international equivalent)
- Have an official GMAT score of 465 or higher or GRE score of 1000 or higher

In addition, they must complete a statement of purpose, submit 2 letters of recommendation as well as a resume and all official transcripts and admissions scores, and conduct a program interview.

In order to graduate from the program, students must:

- Complete 36 credits with a grade of "C" or better
- Maintain an overall Graduate GPA of 3.0 or higher
- Maintain a Major GPA of 3.0 or higher
- Complete the program final exam

Fulfill all program requirements

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The program's courses focus on opportunity assessment, feasibility analysis, lean entrepreneurial concept testing, business plan development, entrepreneurial leadership, and the sourcing of capital. Upon completion of the program, graduates are able to effectively initiate, develop, grow, and manage new ventures, either as start-ups or in the corporate environment. The program requires 36-credit hours of coursework to be successfully completed in order for graduation certification. In addition, each student enrolled must complete a final exam, administered at the end of the program (the program is a non-thesis degree requiring a final exam in lieu of thesis). Credit-hour breakdown per semester is as follows:

- Summer B = 8 credits
- Fall = 14 credits
- Spring = 14 credits

Core Business Courses

Includes Financial Accounting and Finance I: Asset Valuation, Risk, and Return (those students having undergraduate business degrees in these topical areas opt out of these courses and take additional electives).

Required Entrepreneurship Courses

Includes Startup Gauntlet, Entrepreneurial Selling, Creativity in Entrepreneurship, Entrepreneurship, Professional Writing in Business, Entrepreneurship Lecture Series, Professional Communication in Business, The Global Entrepreneurship Study Program (Ireland/Chile), Entrepreneurial Marketing, Entrepreneurship Profitability Metrics, Product Development and Management, Venture Finance, Entrepreneurial Consulting Project (GatorNest)/Integrated Technology Venture Program, and Strategic Entrepreneurship.

Entrepreneurship Elective Courses

Includes Global Entrepreneurship, Social Entrepreneurship, High-Tech Entrepreneurship, Family Business Management, Law for Entrepreneurs, Corporate Innovation, Doing Business in Asia, Retail in Emerging Markets, Venture Analysis, Business Plan Formation. In addition, students may select courses through the Technion Exchange Program, and/or participate in the Entrepreneurship and Empowerment in South Africa (EESA) Program.

Finally, all students must complete two terms of participation in the Lean Entrepreneurship Accelerator Program (LEAP), a live interactive team-based experience focusing on customer development, rapid prototyping, market-place assumption testing, and the identification and launch of an actual business venture. As part of this program, student teams may receive startup grants, mentoring and advising, and access to incubation facilities in the Jeff Gold Experiential Learning Laboratory.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The sequence of course study for the program is as follows:

Summer B

- ENT 6930: Special Topics (Startup Gauntlet) (2)

- ENT 6116: Creativity in Entrepreneurship (2)
- ENT 6930: Special Topics (Entrepreneurial Selling) (2)
- ENT 6006: Entrepreneurship (2)

Fall

- ACG 5005: Financial Accounting (2)
- ENT 6930: Special Topics (Entrepreneurial Marketing) (2)
- MAR 6833: Product Development and Management (2)
- GEB 5212: Professional Writing in Business (1)
- GEB 5215: Professional Communication in Business (1)
- GEB 6930: Special Topics (Global Entrepreneurship Study Program) (2)
- ENT 6930: Special Topics (LEAP) (1)
- ENT 6933: Entrepreneurship Lecture Series (1)
- Entrepreneurship Elective (2)

Spring

- FIN 5437: Finance I: Asset Valuation, Risk, and Return (2)
- ENT 6930: Special Topics (Entrepreneurship Profitability Metrics) (2)
- ENT 6946: Entrepreneurial Consulting Project (2)
- ENT 6416: Venture Finance (2)
- ENT 6930: Special Topics (Strategic Entrepreneurship) (2)
- ENT 6930: Special Topics (LEAP) (1)
- ENT 6933: Entrepreneurship Lecture Series (1)
- Entrepreneurship Elective (2)

E. Provide a one- or two-sentence description of each required or elective course.

All of these courses are currently being taught.

ACG 5005: Financial Accounting; 2 Credits; Letter Graded

This course will cover basic accounting concepts, financial statement use and preparation, inter-corporate investments, non-owner financing, owner financing, and international accounting

FIN 5437: Finance I: Asset Valuation, Risk, and Return; 2 Credits; Letter Graded

This course is designed for the general business student, not just the finance specialist. Since this is a survey course, we will cover many topics. We will begin with a general overview and then go into more detail on several concepts, financial instruments, and techniques used in financial decision-making. The format of Finance I is primarily lecture and discussion, with assignments to make the linkage with business operations and to gauge your understanding of the material.

ENT 6930: Special Topics (Startup Gauntlet); 2 Credits; Letter Graded

Startup Gauntlet introduces a customer focused path to entrepreneurship called Customer Discovery. This 6-week course takes students and entrepreneurs through the process of identifying the core of a startup business model. Students may enter the class with or without an "idea" for a business, will learn how to make and test assumptions about a potential business, and spend 6 weeks performing in-depth Customer Discovery. The result will be a Business Model instructed not by entrepreneurs' guesses, but by facts learned directly from customers. Sponsored by a grant from the National Science Foundation, Startup Gauntlet has been taught to over 120 teams in seven cohorts starting in May 2012.

ENT 6930: Special Topics (Entrepreneurial Selling); 2 Credits; Letter Graded

This course teaches students state-of-the-art selling skills that can be used with prospective clients, venture capitalists, potential partners, investors and candidates for employment. The course is highly interactive and skill based. Subjects include relationship building, analyzing the client's situation, making effective sales presentations, resolving objections, gaining commitment and pre-call planning. Skills developed are applicable worldwide. Whether you need start-up capital, senior management to back your ideas, or customers to hire your firm or buy its products, selling skills are crucial. You will develop them in Entrepreneurial Selling.

ENT 6616: Creativity in Entrepreneurship; 2 Credits; Letter Graded

The course is organized around class discussions, workshops, projects, both individual and team-based, cases, a field trip and visiting experts. It will be very interactive, and is designed to be based in experiential learning. You *must* be very involved through active participation to get the most out of this course. Your final grade will be a motivator for this as participation is a significant component of the final grade. The level of ambiguity that you will face in this course will be excruciatingly high and likely very substantially higher than you have experienced in any previous course. But creativity is not a linear process, and teaching it does not lend itself to clear, precise directions. Recognize that ambiguity will be high; you'll do fine.

ENT 6006: Entrepreneurship; 2 Credits; Letter Graded

We are in a very exciting time in our economy. Great leaps in technology, communications, biotechnology, computing and many other areas have totally redefined basic paradigms of business and have put increasing pressure on employees to be innovative and entrepreneurial. The driving force behind this transformed economy has been the entrepreneurial venture. The entrepreneurial venture finds a new technology or a new way to buy or sell or produce. It implements this idea in a small firm, often one started from the garage. The successful ones grow and have provided all of the job growth in the U.S. in the past ten years. Understanding these ventures requires a different set of tools than needed to understand the traditional large firm. Successful management becomes one of opportunity recognition, rather than problem solving. Management works in teams, often without a clear view of the source of capital they will need, and often new markets must be visualized and created.

ENT 6930: Special Topics (Lean Entrepreneurship Accelerator Program); 1 Credit; Letter Graded

Students in this course will focus on understanding and experiencing the real world aspects of entrepreneurship by starting a business using Lean and Agile concepts, will complete a Personal Entrepreneurial Strategy (PES), and will complete an Executive Summary and make a formal Presentation describing the business opportunity.

MAR 6833: Product Development and Management; 2 Credits; Letter Graded

Product development is an increasingly critical activity in most firms. Success at new product development can determine the survival of a firm. Unfortunately, an astonishingly large percentage of new products fail, and the cost of failure in dollar terms can be enormous. Our objective is to become as proficient as possible at managing the product development process. Given the track record of even very sophisticated firms, there is no obvious formula for success. However, this course should provide you with a structured way of thinking about product development. It will also provide you with an up-to-date "toolbox" for developing and managing new products. In addition to lectures and case discussions, the class will include

several hands-on individual assignments and a group project intended to simulate the development process of a new product or service.

GEB 5212: Professional Writing in Business; 1 Credit; Letter Graded

Presidents of Fortune 500 companies and top CEOs consistently place good written and oral communication among the top five must-have skills for employees. This course will improve your writing skills as you prepare to advance your careers. In this course, you will learn strategies that will enable you to write memos, emails, reports, and other documents that will sell your ideas, clinch that promotion, or nail down that ideal job.

ENT 6933: Entrepreneurship Lecture Series; 1 Credit; Letter Graded

Students will evaluate cases written by visiting entrepreneurs. The cases will then be discussed live with the entrepreneurs during a speaking engagement held on Friday mornings.

GEB 5215: Professional Communication in Business; 1 Credit; Letter Graded

Presidents of Fortune 500 companies and top CEOs consistently place good written and oral communication among the top five must-have skills for employees. This course will improve your writing skills as you prepare to advance your careers. In this course, you will learn strategies that will enable you to write memos, emails, reports, and other documents that will sell your ideas, clinch that promotion, or nail down that ideal job.

ENT 6930: Special Topics (Entrepreneurial Marketing); 2 Credits; Letter Graded

This is a course about becoming a very different kind of marketer, which requires the adoption of a very different kind of mindset. It is based on a dramatically new perspective on marketing. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, radical marketing, guerrilla marketing, viral marketing, convergence marketing and expeditionary marketing. Each reflects an alternative approach to conventional marketing. This course represents an attempt to bring together these perspectives by providing an integrative framework called "entrepreneurial marketing" (EM).

ENT 6930: Special Topics (Entrepreneurial Profitability Metrics); 2 Credits; Letter Graded

Students will learn to understand the importance of timely, accurate and complete financial information in managing their business, be able to identify and apply business metrics, be able to identify and apply incentives, and understand the importance of business culture in a successful business.

GEB 6930: Special Topics (Global Entrepreneurship Study Program); 2 Credits; Letter Graded

The Global Entrepreneurship Study Program is designed to introduce students to global entrepreneurial perspectives and cultural differences. By visiting various businesses and organizations, as well as participating in academic lectures, students will gain a more practical understanding of entrepreneurship as a global economic development engine from individuals who actually work within the entrepreneurial environment.

ENT 6416: Venture Finance; 2 Credits; Letter Graded

Students will learn about venture capital and private equity investing by exercising the skills used by professional firms. Learning activities will include: developing and evaluating business plans, valuation and calculating potential investment returns, deal structuring, and developing debt structuring models. The course will explore the application of corporate finance tools to new venture and private equity transactions including forecast simulations and the application of real options. Although the course will emphasize venture financing, the student will also

grasp the need to integrate all aspects of business strategy to assess new venture formulation from both the entrepreneur and the investor's perspective.

ENT 6946: Entrepreneurial Consulting Project; 2 Credits; Letter Graded

Teams of 3-6 students are assembled to do fundamental business consulting for startup companies in the area, professors with inventions (via OTL), students with business ideas, and companies worldwide employing UF alumni. Results of a successful project include effective collaboration/teamwork, creation of clear and meaningful vision/goals, and delivery of a roadmap to success. There are weekly meetings with the instructor and perhaps with the client. During these meetings teams review the last week's action items, review the long term goals of the project, and determine the next week's action items. Most research is done outside of these weekly meetings.

ENT 6950: Integrated Technology Ventures; 2 Credits; Letter Graded

ITV brings together teams of engineering, business, and law students to work together to commercialize a technology that was developed by one of the researchers at UF. These sub-teams are guided by an engineering, business, and law coach respectively. The sub-teams and coaches are all guided by a volunteer chief executive officer from the area. The CEO is someone with real-world business experience and success. All parties work in tandem throughout the length of the program just as a real startup company would.

ENT 6930: Special Topics (Strategic Entrepreneurship); 2 Credits; Letter Graded

This course deals with the strategy of entrepreneurial organizations. The objective of the course is to provide students with a fundamental knowledge of the theory and application of strategic management. The course is designed to assist participants in learning about the theory and practice of strategic management, applying the concepts and techniques to management problems, working as a management team on strategic problems.

ENT 6706: Global Entrepreneurship; 2 Credits; Letter Graded

This course deals with the international entrepreneurship from the perspective of the firm and entrepreneurial managers operating in an international environment. International entrepreneurship is the intersection of entrepreneurship, international business, and strategy. The objective of the course is to provide students with a fundamental knowledge of the theory and application of global entrepreneurship.

ENT 6506: Social Entrepreneurship; 2 Credits; Letter Graded

The purpose of this course is to provide students with an introduction to the major opportunities and challenges facing social entrepreneurs and their ventures. Social entrepreneurship's rapid emergence over the past decade has coincided with the rise of information technology that has given individuals more power now than at any point in history. The social entrepreneurs question is simple: How can we use that power to make a positive, lasting contribution to society?

ENT 6930: Special Topics (High Tech Entrepreneurship); 2 Credits; Letter Graded

Managing technology-oriented start-ups are different from other start-ups for its fast-paced, ever evolving nature of the sector. The course explores a series of conceptual tools to help students to become a successful technology strategist. Focusing on strategies, this course aims to provide a more focused understanding of what is actually happening at the intersection of concepts of small business start-ups and characteristics of technology management.

BUL 6930: Special Topics (Law for Entrepreneurs); 2 Credits; Letter Graded

This course examines the legal aspects in starting and growing a company (small or medium-sized business or SMEs) including, strategies for ensuring compliance with the law; use of law and the legal system to increase predictability, maximize value, marshal resources, and manage risk in an entrepreneurial enterprise. Since law permeates every act of an entrepreneurship enterprise, the course will consist of a broad survey of legal issues that confront new and existing small and medium-sized businesses.

ENT 6930: Special Topics (Corporate Innovation); 2 Credits; Letter Graded

It has been said that entrepreneurship is to the company what speed is to the athlete. In the quest for sustainable competitive advantage, companies are finding that lower costs, higher quality and better customer service are not enough. Today, they must be faster, more flexible, more aggressive and more innovative in order to maintain the competitive edge. In short, they must be more entrepreneurial. Most managers would acknowledge this conclusion, and yet few seem to understand what corporate entrepreneurship really is, or how to make it happen. It is these issues that are the subject matter of the Corporate Venturing course. The so-called "bottom line" of this course concerns how to find the Richard Branson's, the Ted Turners, and the Bill Gates within the mainstream of the company...on the shop floor, in the sales force, at the reception desk, in the research laboratory. The focus is on creating work environments where entrepreneurship is not the exception, it is the norm. This will be a course of many questions, issues and controversies, and students will be challenged to develop and defend their opinions regarding these matters. It is also an applied course, where students must take the ideas, concepts, tools, and frameworks to which they are exposed and apply them in a series of real world cases and contexts.

GEB 6930: Special Topics (Doing Business in Asia); 2 Credits; Letter Graded

The course will proceed by a brief survey examination of the Asian business environment in general, along with that of each country's history, culture, and economy, before going on to examine specific management practices in each country. Country specific activities will culminate with student teams engaging in an in-depth case analysis and presentation of an Asian-based corporation and its business operations and practices within a global competitive environment. On an individual level, students will develop a discussion paper on the business practices and operations of a specific multinational corporation in the context of a chosen country within the region.

MAR 6930: Special Topics (Retail in Emerging Markets); 2 Credits; Letter Graded

The course will proceed by a brief survey examination of the Asian business environment in general, along with that of each country's history, culture, and economy, before going on to examine specific management practices in each country. Country specific activities will culminate with student teams engaging in an in-depth case analysis and presentation of an Asian-based corporation and its business operations and practices within a global competitive environment. On an individual level, students will develop a discussion paper on the business practices and operations of a specific multinational corporation in the context of a chosen country within the region.

ENT 6016: Venture Analysis; 2 Credits; Letter Graded

The course will be organized around virtual cases. Students will be organized into teams for the entire course. Tuesday of each week will be devoted to a presentation to the class by an entrepreneur who is seeking advice about either his business concept or a business issue of significance that he currently is facing. The second Thursday following each case presentation

will be devoted to a presentation to the class by the team responsible for evaluation of the current project. The presenting team will be required to also submit a final report two days following its presentation (two copies, please, one of which will be given to the entrepreneur) covering its analysis together with the points derived from the general discussion. Team members will be graded both on their presentation and on the final report. There will not be a final exam in the traditional sense for this course.

ENT 6116: Business Plan Formation; 2 Credits; Letter Graded

Countless books have been written on business plan formation. Software of many varieties is available to guide the development of business plans. All of these embody various versions of templates for a business plan. This should suggest that there is no standard for plan templates. We will examine the key elements that facilitate the presentation of a venture idea, and we'll synthesize a template in this course that comprises a full discussion of these key elements and organizes them into a compelling presentation in the form of a plan.

ENT 5275: Family Business Management; 2 Credits; Letter Graded

Family businesses are the primary engine of economic growth and vitality in free economies all over the world. They constitute the whole gamut of enterprises in which an entrepreneur or next-generation CEO and one or more family members influence the firm via their participation, their ownership control, their strategic preferences, and the culture and values they impart to the enterprise. The course will explore and analyze small and family business continuity challenges, small business management, and family and governance practices for leading successful small and family owned businesses. This course is designed to help you understand the strategy, environment, and decision-making processes most important for creating, owning, and successfully operating a small and family business. The course will cover the theory and actual practices of small and family businesses on topics that include the competitive strengths and weaknesses in a small and family firm. Hands-on learning practicum occurs throughout the course through actual real-world scenarios that place you in the roles of entrepreneur, analyst, manager, and business owner. This course will be taught in lecture format, including a heavy emphasis on discussion and participation, many interesting video presentations, and guest speakers.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

N/A

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The WCBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The WCBA has maintained accreditation since 1929. During the last accreditation visit in 2009, there were no recommendations for changes to the existing programs. The next maintenance of accreditation visit is scheduled for February 2014. Below you will find the

Master of Science, with a major in Entrepreneurship Assurance of Learning Review Process Timeline.

Entrepreneurship Assurance of Learning Review Process																
GOALS & OBJECTIVES	Sp '09	Su '09	F '09	Sp '10	Su '10	F '10	Sp '11	Su '11	F '11	Sp '12	Su '12	F '12	Sp '13	Su '13	F '13	Sp '14
CEI MSE Committee Review of Learning Goals & Objectives (at least every three years)			X						X			X			X	
DATA COLLECTION																
Pre-screen (summer)						X	X	X	X	X	X	X	X	X	X	X
Exit Interview			X			X			X			X			X	
Final Exam (summer)						X			X			X			X	
DATA ANALYSIS																
CEI MSE Committee Analyzes and Discusses Pre-Screen and Final Exam Data (end of summer term)			X				X			X			X		X	
CURRICULUM ADJUSTMENTS																
Curriculum and/or Course Adjustments Submitted for Upcoming Catalog Year (end of fall term)				X				X			X			X		X
ADJUSTMENTS IMPLEMENTED																
Curriculum and/or Course Adjustments Implemented (usually one year post approval)			X				X			X			X		X	

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

N/A

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The program utilizes traditional delivery on the main campus of the University of Florida and does not require any special services. In addition, as it currently stands, the program is not set up for cross-university collaboration and has neither received nor initiated any inquiries.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

See Table 4 in Appendix A. All of the faculty outlined have been/will be teaching in the program through Year 5.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

See Table 2 in Appendix A for cost and funding information. Delivery costs for the program currently sum to ~\$296,228 (the program is currently in existence). These costs are spread across Faculty Salaries and Benefits (\$189,728), TEAMS Salaries and Benefits (\$75,000), and Other Personal Services (\$31,500). Assuming a 10% increase in costs over the coming 5 years, the Year 5 cost total is estimated at \$325,851. The resultant E&G Cost per FTEs are as follows:

- Year 1 = \$9,404
- Year 2 = \$6,034

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

CVs for faculty can be found in Appendix B. Biographies of the faculty are as follows:

William Rossi

Bill Rossi has extensive experience in finance, general business, sales and operations management and has held several senior level positions with Ford, Goodrich and Picker International. After relocating to Florida in 1986, Bill worked in executive management positions in smaller, entrepreneurial companies, and has been a principal in several. He has been a faculty member in the Warrington College of Business Administration at UF since 2001, and teaches several courses, including Principles of Entrepreneurship, Entrepreneurial Planning, Business Plan Formation, Venture Finance, Venture Analysis and Creativity. Also, Bill received the Teacher of the Year Award for the Warrington College of Business Administration for 2010/2011, and this was the second time he received this award in the past five years. Bill also is the Associate Director of the Center for Entrepreneurship and Innovation at UF. In addition to his responsibilities at the University, Bill is a consultant in venture financing and valuation and expert witness valuation.

Linda Clarke

Dr. Clarke has taught in graduate schools of business, economics, and engineering in Asia, the Caribbean, and the United States, including American University, The University of Florida, Florida International University, Florida Atlantic University, Fudan University, The Ibero-American University, The University of Technology, and in the University of North Carolina System. Over the years she has also worked professionally as a manager, consultant, scientist, or engineer in companies such as Michelin Tire Corp., Science Museums of Charlotte, IBM,

Duke Energy, Rexham/Bowater, Broadway & Seymour, First Union Corp., and others.

Steve Stolberg

Steve Stolberg is a pioneering CEO/CFO in diverse industries leading startup ventures, turnaround initiatives, scalable growth strategies and private equity transactions. He is accomplished in developing the vision, direction and operational infrastructure imperative to sustainable corporate growth and industry dominance. He has a strong track record of aligning financial strategy and operational tactics with desired business objectives to maximize a corporation's competitive standing; drive bottom-line results; and maximize shareholder value.

Steve LaBarbera

Mr. LaBarbera joined the University of Florida in 1999 as the MBA Program Director of Marketing, became the Director of Career Services in the M.B.A. program for 9 years, and for the past 3 years has been a Professor in the Marketing Department. His previous background is primarily consumer marketing. Among others, Steve has worked for Procter & Gamble, Frito-Lay, Kimberly Clark, and Coca Cola in their brand marketing departments. In addition, Mr. LaBarbera's career included positions of Vice Presidents of Marketing for a financial institution and a consumer product corporation, as COO of a Herman Lay subsidiary now owned by Beatrice Foods, and as CEO and COO of his own marketing consulting firm. Steve was also on the teaching staff of Regis College in Denver, Colorado, the University of Denver, and the Universities of Texas at Dallas and Arlington. He received his BA from Hanover College in Indiana in 1968. In 1970 he earned his MBA with Emphasis in Marketing, from the University of Southern California. He has served the community volunteering with the Boy Scouts of America, YMCA sports programs, extensive service for his church, and is active in pet rescue groups.

Chip Vara

Since 2006, Chip has been the Director of Operations for Wave Contact Lens System, a provider of contact lens design software and custom contact lenses. Prior to joining Wave, he spent seven years as the Sr. Business Analyst for Enterprise North Florida Corporation specializing in strategic marketing, business planning and financial modeling. In 2004, Chip was invited by the Center of Innovation & Entrepreneurship to teach the capstone course, New Venture Creation, for the newly created professional Masters of Science in Entrepreneurship program at the University of Florida's Warrington College of Business Administration. As a member of the PSME faculty, he has received the Outstanding Faculty Award for 2005 and 2008. In 2007, Chip presented a novel new venture valuation technique at the 30th annual Institute for Small Business & Entrepreneurship Conference in Glasgow, Scotland. In 2010, he presented the paper, "Risk-Based New Venture Valuation Technique" at the annual United States Association for Small Business and Entrepreneurship meeting in Nashville. Beginning in 2011, Chip was invited to create and teach the new Lean Entrepreneurship Accelerator Program (L.E.A.P.) in the MS Entrepreneurship curriculum where all students are required to start a business. Chip has more than 30 years of managerial expertise in the areas of marketing, product management, R&D and manufacturing. Before joining ENFC, he spent over 20 years with Graham Magnetics, Inc, Ampex Corporation, Milliken & Company and his own consulting firm, Vara & Associates. He holds a Bachelor of Science degree in chemical engineering from the University of Florida and an MBA from Texas Christian University.

Michael Morris

Michael Morris, PhD is a Professor and holds the N. Malone Mitchell Chair in Entrepreneurship at Oklahoma State University, where he established the first School of Entrepreneurship at a

major U.S. research university. Formerly the Witting Chair at Syracuse University, his entrepreneurship programs have consistently been ranked among the top ten by *US News and World Report*, *Fortune Small Business*, and the *Princeton Review/ Entrepreneur Magazine*. He is a pioneer in curricular innovation and a leader in high impact experiential engagement with the entrepreneurial community. Professor Morris founded and annually runs the Experiential Classroom, the leading forum on best practices in entrepreneurship education. He also annually leads the Entrepreneurship Empowerment in South Africa (EESA) Program, working with historically disadvantaged entrepreneurs near Cape Town. A widely published author and researcher, Dr. Morris has written nine books and over 130 peer-reviewed academic articles in the *Journal of Business Venturing*, *Journal of Management*, *Entrepreneurship Theory and Practice*, *Journal of Business Ethics*, *Journal of International Business Studies*, and *Journal of the Academy of Marketing Science*, among others. He is the co-editor of the Entrepreneurship Series published by Prentice-Hall, and for six years served as editor of the *Journal of Developmental Entrepreneurship*. Professor Morris is a former president of the United States Association for Small Business & Entrepreneurship (USASBE), and has chaired the American Marketing Association's Task Force on Marketing and Entrepreneurship. In addition, he has been a principal in three entrepreneurial start-ups. Twice honored by Pi Sigma Epsilon as national Faculty Advisor of the Year, Dr. Morris has received the Edwin M. and Gloria W. Appel Prize for contributions to the field of entrepreneurship, and is a recipient of the regional Ernst and Young Entrepreneur of the Year Award. He is a former Fulbright Scholar (South Africa, 1993), was selected as one of the top twenty entrepreneurship professors in the United States by *Fortune Small Business*, and has been inducted as a "21st Century Entrepreneurship Research Fellow" by the Global Consortium of Entrepreneurship Centers. In 2011 Morris received the Leavey Award from the Freedoms Foundation for affecting private enterprise education, and in 2012 was selected as the Entrepreneurship Educator of the Year by USASBE.

Aner Sela

Aner Sela is an Assistant Professor of Marketing at the University of Florida Warrington College of Business, where he teaches courses on new product development. He received his Ph.D. in Business from Stanford University. Professor Sela's research focuses on how people make decisions and form evaluations. His work highlights how everyday decisions both shape and are shaped by people's subjective experiences of difficulty, their lay-theories and intuitions, and their spontaneous inference-making processes.

Jane Douglas

Jane is currently an Associate Professor with the Warrington College of Business Administration. She graduated from the University of Michigan with both her BA and MA and from New York University with her Ph.D.

Sean Limon

Dr. Limon is a professor of Communication at the University of Florida. He graduated from Fresno State University with a BA in Speech Communication, completed his MS in Communication at Illinois State University and his Ph.D. in Communication at Michigan State University.

Jim Parrino

Parrino earned his Ph.D. in Finance from the Darden Graduate School of Business Administration after receiving his MBA in Finance from George Washington University and his B.S. from UF's Fisher School of Accounting. Jim has more than 16 years of experience in the area of corporate finance consulting. He also helped found Telesis Partnership, a leading advisor to

financial institutions on investment banking and corporate finance issues. Parrino, who was recently teaching at Babson College, will share with students his expertise in the area of Venture Capital and Private Equity.

John Kraft

John Kraft became Dean of the Warrington College of Business Administration, the Heavener School of Business, the Fisher School of Accounting, and the Hough Graduate School of Business at the University of Florida in July 1990. Dean Kraft has a B.S. in mathematics from St. Bonaventure University and M.A. and Ph.D. degrees in economics from the University of Pittsburgh. At Florida, Dean Kraft has provided leadership for a major enhancement improving the College's total revenue from \$10 million to \$86 million; raising the endowment from \$10 million to \$160 million; and expanding graduate student enrollment from 300 to 2000 students.

John Banko

Dr. Banko is currently a professor of Finance at the University of Florida where he completed his Ph.D. in Finance in 2003. He has previously worked as a Senior Consultant with Accenture.

Paul Madsen

Paul is an Assistant Professor of Accounting at the University of Florida. Previously he worked as accountant with National Wood Products. He graduated from the University of Utah with an MS in Finance in 2005 and from Emory University's Goizueta Business School with and a Ph.D. in Accounting in 2010.

Chien-Chi Tseng

Dr. Tseng is a postdoctoral fellow in CEI. He is currently teaching entrepreneurship related courses. He completed his doctorate in human resource development at the University of Minnesota in 2010. Prior to his doctoral study, he had 16 years' experience in industry, research, and teaching. As the Manager of the Incubation Center for the National Taiwan University between 1998 and 2002, he was able to support, encourage, and mentor more than 100 SMEs as they developed their respective businesses in incubation centers in Taiwan. Also, during this time period he was selected as the Best Incubation Center Manager of Year 2001 in Taiwan and was selected to serve on the four person Taiwanese National Research Team of Global Entrepreneurship Monitoring research projects in 2002-2003. One of his publications was ranked in the top ten of all articles published in the *Journal of European Industrial Training* in 2009 and was also selected for inclusion in Emerald Reading ListAssist in 2011. In addition, he was selected for the Emerging Diversity Scholar Award at the University of Michigan, National Center for Institutional Diversity in 2010-2011. His research interests include small and family business management, entrepreneurship, and organizational learning and performance.

Yongseok Jang

Dr. Jang is currently working as a post-doctoral fellow at Center for Entrepreneurship and Innovation at University of Florida, where he has earned his Ph.D. in urban and regional planning, with an area of focus in economic development. He has written his dissertation, 'Evaluating Technology Business Incubators as a Tool of Government Intervention: Public vs Private'. With his current position, he teaches high-tech entrepreneurship and conducts multiple research projects in entrepreneurship. Upon finishing the AACSB endorsed Post-Doctoral Bridge Program (PDBP), his academic qualification (AQ) to teach at an accredited business program is certified. His main goal in pursuing my academic career is to contribute to the field of high-tech entrepreneurship. To achieve this goal, he is working on research projects and case studies relating to two areas of entrepreneurship that are highly topical. First, he is

interested in how innovation is managed, most particularly in terms of strategies for the field of technology and the roles financial management plays in innovation. His second area of interest is education in entrepreneurship, especially examining how teaching fosters entrepreneurship in technology.

Ted Astleford

Ted Astleford has overseen the experiential learning programs of the University of Florida's Center for Entrepreneurship and Innovation since 2004. This involves coaching and coordinating graduate business students to perform professional business consulting for early-stage companies. He also coaches the business teams participating in the Innovation Technology Ventures program, a new-product development partnership between the engineering and business schools. Mr. Astleford has also been an integral part of the founding of several companies, both non-profit and for-profit. These include the Columbus (Ohio) Affordable Housing Trust, the Climate Standards Institute, and Startup Fusion. He is also a partner in X-linear, a business consulting company. In 2010, he co-founded Startup Hour, a monthly happy hour where Gainesville's young techies and entrepreneurs go to connect. Mr. Astleford has a bachelor of science in business administration with a major in finance and a master of business administration with concentrations in finance and strategy, both from the University of Florida.

Jamie Kraft

Jamie came to the Center for Entrepreneurship and Innovation (CEI) at the University of Florida from Deloitte Consulting where he spent several years as a management consultant focusing primarily on economic performance evaluation, competitive assessment and strategic development for clients in the manufacturing and consumer products industries. He graduated from the University of Arizona with an undergraduate degree in Microbiology and from the University of Florida as a Matherly Scholar with a Master's degree in Business Administration specializing in Finance, Operations Management, and Business Strategy. Before starting with the Center, Jamie spent one year in Paris studying the French language. He is the Center's Director, has served as the instructor for an undergraduate New Venture Creation course focusing on technology commercialization and currently manages the Entrepreneurship Case Lecture Series as well as the Global Entrepreneurship Study Program.

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

To-date, the program has graduated 397 students, raised more than \$6 million dollars in funding support through endowments and has been named the Top National Model Graduate Entrepreneurship Program. Faculty members teaching courses in the program are affiliated with various WCBA departments, including Economics, Finance, Management, and Marketing. As such, the program is best represented by evidence of the WCBA's productivity, research and service.

- FACULTY COMPARISON ACROSS PEER GROUP -

												
Total Faculty	107 ^a	124	198	154	151	137	111	122	128	148	100	97
Degrees	2,238	1,414	2,293	1,185	1,206	1,482	941	1,892	1,859	1,996	875	855
Undg	1,162 ^{**}	685	1,445	936	335	1,039	356	1,483	1,705	1,067	673	615
MBA	527	181	602	146	770	246	453	293	118	580	190	120
Sp Masters	538	535	227	78	86	189	120	115	23	329		103
Ph.D.	11	13	19	25	15	8	12	1	13	20	12	17
Degrees/Faculty	21	11	12	8	8	11	8	16	15	13	9	9
Op Budget	\$16,680,388	\$73,395,400	\$124,530,620	\$68,423,926	\$117,656,233	\$38,330,488	\$68,891,000	\$66,868,905	\$44,992,999	\$84,635,325	\$50,590,000	\$22,830,494
Endowment	\$152,493,495	\$74,773,100	\$131,838,375	\$40,695,191	\$364,547,840	\$65,178,889	\$141,775,859	\$122,282,677	\$77,082,243	\$230,433,508	\$100,973,580	\$160,000,000

* Includes Economics Department with 16 faculty; no other b-school listed in this comparison has an Economics Department within their b-school

Source: AACSB (as of June 30, 2011)

** Includes 87 BS-Eco degrees in b-school!

- WARRINGTON DEGREES 2002-2012



- ENROLLMENT IN MASTERS PROGRAMS -

In-Residence Masters Programs	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012(est)
MBA	299	313	224	121	110	134	131	100	115	140	136	140	140	120	113
Macc	248	202	179	203	221	196	242	235	181	184	211	229	235	218	210
MS-ISOM	84	142	153	150	143	141	105	120	151	145	140	147	208	230	307
MS-Man	0	0	88	82	65	74	97	112	92	144	161	159	125	145	183
MA-Int Bus	0	0	51	63	55	56	74	93	89	117	163	141	180	168	208
MS-Fin	0	0	0	22	25	18	32	25	30	38	41	46	48	54	53
MS-Real Est.	15	24	28	27	27	22	28	36	29	32	30	30	25	22	30
MS- Ent.	0	0	0	0	0	0	0	5	21	20	36	34	38	35	31
Total Spec. Masters	347	368	499	547	536	507	578	626	593	680	782	786	859	872	1022
Total In-residence	646	681	723	668	646	641	709	726	708	820	918	926	999	992	1135
Exec & Professional MBA	118	156	231	304	381	438	538	660	708	829	817	800	790	764	800
Total Masters	764	837	954	972	1027	1079	1247	1386	1416	1649	1735	1726	1789	1756	1935

Student Credit Hours (SCH) and Enrollment by Term, Department and Level

- SCH AND ENROLLMENT BY TERM, DEPARTMENT, AND LEVEL -

		SUM OF FUNDED SCH			
Department	CourseLevel	Summer 2011	Fall 2011	Spring 2012	Total
DEAN	GRAD	4	205	382	591
	LOWER	2	6	4	12
	UPPER	952	1,400	1,218	3,570
DEAN Total		958	1,611	1,604	4,173
CMC	GRAD	391	310	386	1,087
	UPPER	-	1,353	1,344	2,697
	CMC Total	391	1,663	1,730	3,784
ES	GRAD	79	884	604	1,567
	LOWER	2,284	8,032	8,120	18,436
	T/D	43	60	57	160
	UPPER	252	3,570	3,880	7,702
ES Total		2,658	12,546	12,661	27,865
ENT	GRAD	314	590	778	1,682
	UPPER	700	2,156	3,100	5,956
	ENT Total	1,014	2,746	3,878	7,638
FIRE	GRAD	451	1,831	1,860	4,142
	T/D	30	9	80	119
	UPPER	2,106	5,588	4,551	12,245
FIRE Total		2,587	7,428	6,491	16,506
FSOA	GRAD	360	2,322	1,725	4,407
	LOWER	1,920	4,300	4,224	10,444
	T/D	12	3	12	27
	UPPER	314	1,628	1,749	3,691
FSOA Total		2,606	8,253	7,710	18,569
ISOM	GRAD	222	2,537	2,086	4,845
	T/D	12	-	6	18
	UPPER	608	4,902	6,350	11,860
ISOM Total		842	7,439	8,442	16,723
MGT	GRAD	677	1,336	1,685	3,698
	T/D	16	26	22	64
	UPPER	1,981	7,508	7,469	16,958
MGT Total		2,674	8,870	9,176	20,720
MKG	GRAD	93	587	521	1,201
	LOWER	9	172	125	306
	T/D	9	3	9	21
	UPPER	2,478	6,099	5,047	13,624
MKG Total		2,589	6,861	5,702	15,152
Grand Total		16,319	57,417	57,394	131,130

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

Business Library 2.0: <http://businesslibrary.uflib.ufl.edu/>

The heart of the modern academic business library is its electronic collections. The University of Florida Business Library's subscriptions to business databases, electronic journals, and electronic books compare very favorably with the top ten graduate business programs in public universities as ranked by U.S. News & World Report. What sets UF's Virtual Business Library apart is the easy access it provides to more than 100 business-related databases and the most highly cited research journals. The business library is organized into a series of specially designed guides that make it simple for students and faculty to find and directly access relevant information sources across the curriculum and research agenda. Step-by-step tutorials guide users through the information maze to help them find and combine the most relevant resources. A new question-and-answer service draws on a developing knowledge base to answer unique as well as frequently asked questions. The library subscribes to more than 1,000 scholarly, peer-reviewed journals in the Warrington's doctoral disciplines including all of the core research journals in each field. Total volumes number in the tens of thousands, most of which are online. Core collections of academic research journals and books are referred to by students, researchers, and professional around the world. The Virtual Business Library is valued by many users across campus including The Health Sciences, Law, Engineering, the Office of Technology Licensing, and the Foundation. Total expenditures from all sources exceed \$1,000,000 per year.

As the program has been in existence for 10 years, it is not expected to have a marginal impact on library facilities or costs.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

At this time, there are no plans to add additional resources specifically for the proposed program.

Signature of Library Director
Judy Russell (judruss@uflib.ufl.edu)

Date

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The WCBA has been offering the Master of Science, with a Major in Entrepreneurship under the Business Administration umbrella. The existing program is housed in William R. Hough Hall (Hough Hall). At Hough Hall, students have access state-of-the-art classrooms, as well as program offices, breakout rooms, student lounges and lockers. All of the classrooms are

equipped with modern instructional technology and tiered for case-study style presentations. In addition, students in Hough Hall have access to Graduate Business Career Services and the Financial Markets Laboratory, which allows students to gain hands-on experience using Bloomberg terminals and a wide spectrum of real business applications. The proposed program would have access to the same classrooms, program offices, breakout rooms, student lounges and lockers as the existing Master of Science, with a Major in Entrepreneurship degree.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.**

No new resources needed.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

No specialized equipment needed. No additional resources needed.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

No additional specialized equipment needed.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No new resources needed.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

The program does not have any fellowships or assistantships allocated in support of students.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

The program does not require any internship or practicum experiences beyond current programmatic experiential learning through coursework.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new expenditures needed.

APPENDIX A

APPENDIX A
TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	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**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	20	18	20	18	25	22.5	25	22.5	30	27
Individuals who graduated from preceding degree programs at other Florida public universities	10	9	10	9	15	13.5	15	13.5	20	18
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	5	4.5	5	4.5	7	6.3	7	6.3	10	9
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	35	31.5	35	31.5	47	42.3	47	42.3	60	54

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5					Subtotal E&G, Auxiliary, and C&G
	Funding Source						Funding Source					
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	
Faculty Salaries and Benefits	189,728	0	0	0	0	0	\$189,728	208,701	0	0	0	\$208,701
TEAMS Salaries and Benefits	75,000	0	0	0	0	0	\$75,000	82,500	0	0	0	\$82,500
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	\$0
Other Personal Services	31,500	0	0	0	0	0	\$31,500	34,650	0	0	0	\$34,650
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	\$0
Total Costs	\$296,228	\$0	\$0	\$0	\$0	\$0	\$296,228	\$325,851	\$0	\$0	\$0	\$325,851

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	1.25	1.25
Teams (FTE)	1	1
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$296,228	\$325,851
Annual Student FTE	31.5	54
E&G Cost per FTE	\$9,404	\$6,034

APPENDIX A

TABLE 3 (DRAFT)
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
17060100-101-1100	\$ 133,820	\$ 133,820	\$ -
17060200-143-7800-52050269	\$ 42,440	\$ 42,440	\$ -
17060200-171-1100-F017613	\$ 10,500	\$ 10,500	\$ -
17010100-171-1100-F013554	\$ 7,890	\$ 7,890	\$ -
17200300-143-7800-52D5115	\$ 12,570	\$ 12,570	\$ -
17060200-101-1100	\$ 81,430	\$ 81,430	\$ -
17060100-171-4600-F007910	\$ 7,578	\$ 7,578	\$ -
Totals	\$ 296,228	\$ 296,228	\$ -

* If not reallocating funds, please submit a zeroed Table 3

APPENDIX A
TABLE 4 (DRAFT)
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	William Rossi, MBA	Master Lecturer	Non-Ten	Fall 2014	9	0.75	0.08	0.06	9	0.75	0.08	0.06
A	Linda Clarke, Ph.D.	Lecturer	Non-Ten	Fall 2014	9	0.75	0.08	0.06	9	0.75	0.08	0.06
A	Steve Stolberg, CPA	Adj Lecturer	Non-Ten	Fall 2014	12	1.00	0.08	0.08	12	1.00	0.08	0.08
A	Steve Labarbera, MBA	Lecturer	Non-Ten	Fall 2014	12	1.00	0.08	0.08	12	1.00	0.08	0.08
A	Chip Vara, MBA	Adj Lecturer	Non-Ten	Fall 2014	12	1.00	0.08	0.08	12	1.00	0.08	0.08
A	Michael Morris, Ph.D.	Clinical Prof	Non-Ten	Fall 2014	9	0.75	0.16	0.12	9	0.75	0.16	0.12
A	Aner Sela, Ph.D.	Asst Prof	Ten	Fall 2014	9	0.75	0.08	0.06	9	0.75	0.08	0.06
A	Jane Douglas, Ph.D.	Aso Prof	Ten	Fall 2014	9	0.75	0.04	0.03	9	0.75	0.04	0.03
A	Sean Limon, Ph.D.	Lecturer	Non-Ten	Fall 2014	12	1.00	0.04	0.04	12	1.00	0.04	0.04
A	Jim Parrino, Ph.D.	Lecturer	Non-Ten	Fall 2014	9	0.75	0.08	0.06	9	0.75	0.08	0.06
A	John Kraft, Ph.D.	Dean & Prof.	Ten	Fall 2014	9	0.75	0.08	0.06	9	0.75	0.08	0.06
A	John Banko, Ph.D.	Lecturer	Non-Ten	Fall 2014	9	0.75	0.08	0.06	9	0.75	0.08	0.06
A	Paul Madsen, Ph.D.	Asst. Prof	Ten	Fall 2014	9	0.75	0.08	0.06	9	0.75	0.08	0.06
A	Chien-Chi Tseng, Ph.D.	Post Doc	Non-Ten	Fall 2014	12	1.00	0.08	0.08	12	1.00	0.08	0.08
A	Yongseok Jang, Ph.D.	Post Doc	Non-Ten	Fall 2014	12	1.00	0.08	0.08	12	1.00	0.08	0.08
A	Ted Astleford, MBA	Asst In	Non-Ten	Fall 2014	12	1.00	0.08	0.08	12	1.00	0.08	0.08
A	Jamie Kraft, MBA	Aso In	Non-Ten	Fall 2014	12	1.00	0.16	0.16	12	1.00	0.16	0.16
Total Person-Years (PY)								1.25				1.25

Faculty Code	Source of Funding	FY Workload by Budget Classification	
		Year 1	Year 5
A	Existing faculty on a regular line	1.25	1.25
B	New faculty to be hired on a vacant line	0.00	0.00
C	New faculty to be hired on a new line	0.00	0.00
D	Existing faculty hired on contracts/grants	0.00	0.00
E	New faculty to be hired on contracts/grants	0.00	0.00

Overall Totals for Year 1 1.25 Year 5 1.25

APPENDIX B

[Translate](#) | [Text Only](#) | [USF](#) | [myUSF](#) | [Directory](#) | [OASIS](#)

Search



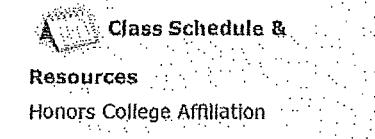
CENTER FOR
ENTREPRENEURSHIP



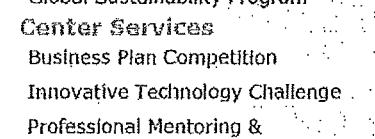
[View other National Rankings](#)



[Center Overview](#)
[Faculty & Staff](#)
[Advisory Board](#)
[Contact Us](#)
[Academic Programs](#)
[Master of Science in Entrepreneurship in Applied Technologies](#)
[Graduate Certificate](#)
[Undergraduate Minor](#)



[Honors College Affiliation](#)
[Global Sustainability Program](#)
[Center Services](#)
[Business Plan Competition](#)
[Innovative Technology Challenge](#)
[Professional Mentoring & Development Program](#)
[Student Field Projects](#)
[USF Entrepreneurial Internship](#)



[Alumni & Student Organizations](#)
[Alumni & Student Comments](#)
[Research](#)
[Institute of Excellence](#)

Master of Science in Entrepreneurship in Applied Technologies



The Master of Science in Entrepreneurship in Applied Technologies integrates the principles for successful opportunity recognition,

technology and market assessment, product commercialization, new venture formation, and new venture financing into a single interdisciplinary curriculum.

The degree may be pursued alongside (dual-degree) the MBA or the biomedical engineering, biotechnology, global sustainability and other degree programs. A maximum of two graduate degrees may be pursued concurrently.

This program is **teaching** me how to **create** and **grow** new ventures. It is providing me with the **business acumen** and contacts to take an idea and **launch** it into a fully functioning **business**.

 Eve Spengler, current student

MS in Entrepreneurship Program Change as of Fall 2013

Admission Requirements

- Bachelor's Degree or equivalent from regionally accredited institution
- "B" (3.0 on a 4.0 scale) average in all upper division work.
- A graduate level test might be required on an individual basis. GMAT (score of 500 or higher) GRE, LCAT or MCAT may be substituted with an appropriate score.
- 2 Letters of Recommendation

Admission Deadlines

Domestic Students:

Fall semester:	July 1
Spring semester:	Nov 1

International Students:

Fall semester:	May 1
Spring semester:	Sept 15

Erenguc,S. Selcuk

From: Chari, Kaushal <kchari@usf.edu>
Sent: Monday, September 09, 2013 11:38 AM
To: Erenguc,S. Selcuk
Cc: Kraft,Jamie J; Limayem, Moez
Subject: RE: Program in Entrepreneurship

Dear Selcuk,

We were told by USF provost office that Dr. Glover should send a formal request to USF provost, Dr. Wilcox, along with the proposal, which I believe is the standard protocol.

Best,

Kaushal

From: Erenguc,S. Selcuk [<mailto:selcuk.ereneguc@warrington.ufl.edu>]
Sent: Wednesday, September 04, 2013 9:40 AM
To: Chari, Kaushal
Cc: Kraft,Jamie J; Limayem, Moez
Subject: RE: Program in Entrepreneurship

Dear Kaushal,

Thank you.

Selcuk

S. Selcuk Erenguc

Senior Associate Dean and Director
HOUGH GRADUATE SCHOOL of BUSINESS
Warrington College of Business Administration, University of Florida
100 Hough Hall, PO Box 117150, Gainesville, FL 32611
352-392-8436, Fax 352-392-2581
www.cba.ufl.edu/academics

From: Chari, Kaushal [<mailto:kchari@usf.edu>]
Sent: Tuesday, September 03, 2013 12:23 PM
To: Erenguc,S. Selcuk
Cc: Kraft,Jamie J; Limayem, Moez
Subject: RE: Program in Entrepreneurship

Dear Selcuk,

My dean is working on this, and you should hear from us in a few days.

Best,

Kaushal

Kaushal Chari
Associate Dean for Research and Professional Programs, College of Business
Professor of Information Systems & Decision Sciences
University of South Florida
Tampa, FL 33620-7800

(813)-974-6768

From: Erenguc,S. Selcuk [<mailto:selcuk.erenguc@warrington.ufl.edu>]

Sent: Thursday, August 29, 2013 5:11 PM

To: Chari, Kaushal

Cc: Kraft,Jamie J

Subject: Program in Entrepreneurship

Dear Kaushal,

As I indicated in our telephone conversation, the University of Florida's Hough Graduate School of Business is going to submit a new M.S. in Entrepreneurship degree proposal to the UF's Provost Office. We have been offering the Entrepreneurship major under the business administration umbrella and it has been well received. Essentially what we are trying to do is to change the CIP code and call the program Master of Science in Entrepreneurship rather than Master of Science with a major in Entrepreneurship. Ultimate reality, on the ground nothing changes. We will continue to offer what we have been offering. I also want to mention that unlike your program, which is focused on Applied Technologies, ours is a rather general entrepreneurship offering.

Currently, USF is the only other university in the state offering a similar degree with the same CIP code, thus wanted to ask for your collegial support for this endeavor.

I look forward to your response .

Warm regards,

Selcuk

S. Selcuk Erenguc

Senior Associate Dean and Director

HOUGH GRADUATE SCHOOL of BUSINESS

Warrington College of Business Administration, University of Florida

100 Hough Hall, PO Box 117150, Gainesville, FL 32611

352-392-8436, Fax 352-392-2581

www.cba.ufl.edu/academics

Kraft, Jamie J

From: Kraft, Jamie J
Sent: Monday, August 26, 2013 11:49 AM
To: fountain@usf.edu
Cc: Erenguc, S. Selcuk
Subject: RE: Your collegial support of our new MS Entrepreneurship Degree

Importance: High

Hi Michael,

Just wanted to follow up on this request once more. As we look to submit our document to the Board of Governors in the near future, we'll want to include a letter of support or concern from USF. I've outlined the differentiation of the two programs and included information on the MSE in Applied Technologies. At this point we'll just need an indication from your college or provost regarding thoughts. Thanks!

Mr. Jamie Jonathan Kraft, MBA

Director

CENTER FOR ENTREPRENEURSHIP AND INNOVATION
Warrington College of Business Administration, University of Florida
267 Stuzin Hall, PO Box 117168, Gainesville, FL 32611
352-273-0330, Fax 352-846-2170
Follow us on: [The Web](#) | [Facebook](#) | [Twitter](#) | #UFCEI

"Whatever you can do or dream you can, begin it. Boldness has genius, power, and magic in it." - Goethe

CONFIDENTIALITY NOTICE: The information contained in this electronic message is confidential and intended only for the use of the individual or entity named above. If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this email or any of its components is strictly prohibited. If you have received this email in error, please "reply" to the sender.

 Before printing, think about ENVIRONMENTAL responsibility!

From: Kraft, Jamie J
Sent: Saturday, July 13, 2013 6:57 AM
To: fountain@usf.edu
Cc: Erenguc, S. Selcuk
Subject: RE: Your collegial support of our new MS Entrepreneurship Degree

Hi Michael,

Greetings from South Africa! Just wanted to follow up with you on this one.

JK

From: Kraft, Jamie J
Sent: Monday, June 24, 2013 11:46 AM
To: fountain@usf.edu

Cc: Erenguc,S. Selcuk

Subject: Your collegial support of our new MS Entrepreneurship Degree

Hi Michael,

I hope all is well in Tampa and that you guys are staying busy this summer!

I wanted to shoot you an e-mail to let you know that our department is going to submit a new MS in Entrepreneurship degree proposal to the University of Florida's Provost Office next week. Essentially, we are changing the CIP code on our degree. We found that your program is the only one in the State University System offering a degree with the same CIP code, thus wanted to ask for your collegial support in this endeavor. Ultimate reality, on the ground nothing changes. Thanks Michael!

Sincerely,

Mr. Jamie Jonathan Kraft, MBA

Director

CENTER FOR ENTREPRENEURSHIP AND INNOVATION

Warrington College of Business Administration, University of Florida

267 Stuzin Hall, PO Box 117168, Gainesville, FL 32611

352-273-0330, Fax 352-846-2170

Follow us on: [The Web](#) | [Facebook](#) | [Twitter](#) | #UFCEI

"Whatever you can do or dream you can, begin it. Boldness has genius, power, and magic in it." - Goethe

CONFIDENTIALITY NOTICE: The information contained in this electronic message is confidential and intended only for the use of the individual or entity named above. If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this email or any of its components is strictly prohibited. If you have received this email in error, please "reply" to the sender.

 Before printing, think about ENVIRONMENTAL responsibility!

Kraft, Jamie J

From: Erenguc,S. Selcuk
Sent: Monday, August 26, 2013 3:29 PM
To: Kraft,Jamie J
Subject: FW: Your collegial support of our new MS Entrepreneurship Degree

S. Selcuk Erenguc

Senior Associate Dean and Director
HOUGH GRADUATE SCHOOL of BUSINESS
Warrington College of Business Administration, University of Florida
100 Hough Hall, PO Box 117150, Gainesville, FL 32611
352-392-8436, Fax 352-392-2581
www.cba.ufl.edu/academics

From: Erenguc,S. Selcuk
Sent: Thursday, July 11, 2013 8:52 AM
To: fountain@usf.edu
Subject: FW: Your collegial support of our new MS Entrepreneurship Degree

Hello Dr. Fountain,

I was hoping to hear from you. Is there any additional information we can provide? Thanks,

S. Selcuk Erenguc

Senior Associate Dean and Director
HOUGH GRADUATE SCHOOL of BUSINESS
Warrington College of Business Administration, University of Florida
100 Hough Hall, PO Box 117150, Gainesville, FL 32611
352-392-8436, Fax 352-392-2581
www.cba.ufl.edu/academics

From: Erenguc,S. Selcuk
Sent: Wednesday, July 03, 2013 1:52 PM
To: ['fountain@usf.edu'](mailto:fountain@usf.edu)
Subject: FW: Your collegial support of our new MS Entrepreneurship Degree

Hi Dr. Fountain,

Below is Jamie Kraft's email we talked about. I will appreciate if you can send me a quick email after you talk to your dean. The reason I am following this up is that Jamie is out of the country and he will not be back for several weeks. Thanks.

Sincerely,

S. Selcuk Erenguc

Senior Associate Dean and Director
HOUGH GRADUATE SCHOOL of BUSINESS

Warrington College of Business Administration, University of Florida
100 Hough Hall, PO Box 117150, Gainesville, FL 32611
352-392-8436, Fax 352-392-2581
www.cba.ufl.edu/academics

From: Kraft, Jamie J
Sent: Monday, June 24, 2013 11:47 AM
To: fountain@usf.edu
Cc: Erenguc, S. Selcuk
Subject: Your collegial support of our new MS Entrepreneurship Degree

Hi Michael,

I hope all is well in Tampa and that you guys are staying busy this summer!

I wanted to shoot you an e-mail to let you know that our department is going to submit a new MS in Entrepreneurship degree proposal to the University of Florida's Provost Office next week. Essentially, we are changing the CIP code on our degree. We found that your program is the only one in the State University System offering a degree with the same CIP code, thus wanted to ask for your collegial support in this endeavor. Ultimate reality, on the ground nothing changes. Thanks Michael!

Sincerely,

Mr. Jamie Jonathan Kraft, MBA

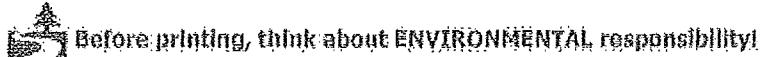
Director

CENTER FOR ENTREPRENEURSHIP AND INNOVATION
Warrington College of Business Administration, University of Florida
267 Stuzin Hall, PO Box 117168, Gainesville, FL 32611
352-273-0330, Fax 352-846-2170

Follow us on: [The Web](#) | [Facebook](#) | [Twitter](#) | #UFCEI

"Whatever you can do or dream you can, begin it. Boldness has genius, power, and magic in it." - Goethe

CONFIDENTIALITY NOTICE: The information contained in this electronic message is confidential and intended only for the use of the individual or entity named above. If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this email or any of its components is strictly prohibited. If you have received this email in error, please "reply" to the sender.



Approved on 3/20/14
by Faculty Senate

Florida Board of Governors

Request to Offer a New Degree Program

University of Florida
University Submitting Proposal

July 1, 2014
Proposed Implementation Date

Agricultural and Life Sciences
Name of College or School

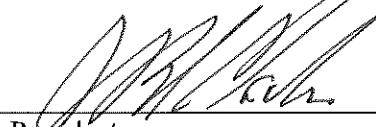
Food Science and Human Nutrition
Name of Department(s)

Dietetics
Academic Specialty or Field

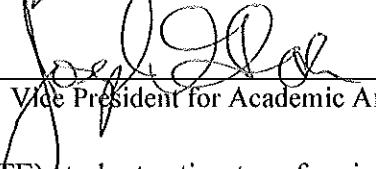
B.S. in Dietetics, CIP 51.3101
Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

 3-24-14
President Date

Signature of Chair, Board of Trustees Date

 3/22/14
Vice President for Academic Affairs Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation
Timeframe

Projected Student
Enrollment (From Table 1)

	HC	FTE
Year 1	90	67.5
Year 2	90	67.5
Year 3	90	67.5
Year 4	90	67.5
Year 5	90	67.5

Projected Program Costs
(From Table 2)

Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
\$344,345	\$0	\$5101
\$354,675	\$0	\$5254

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

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The purpose of this application is to elevate a successful specialization (Dietetics) of our existing Food Science and Human Nutrition (FSHN) degree program to a stand-alone major. The Dietetics specialization is accredited as a Didactic Program in Dietetics by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, completion of which is the first step to becoming a Registered Dietitian. There are typically around 100 majors enrolled in the program. Elevating the specialization to a major will be consistent with expectations of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for assessing degree programs, enhance its visibility and improve the academic advising of students in our college. Once this proposal and that for elevating the other specialization (Nutritional Sciences) in FSHN have been approved, the FSHN major will be renamed Food Science and retained with the current Food Science curriculum.

The proposed program provides an accredited Didactic Program in Dietetics that prepares students to apply to dietetic internships, take the national registration examination and become Registered Dietitians. Dietitians are in high demand in acute, long-term care and rehabilitation facilities, the Women, Infants and Children program, school nutrition, extension nutrition education, foodservice management, public health settings and private businesses that focus on food, nutrition and health promotion.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

The degree program in Dietetics supports all four SUS Strategic Planning Goals. The program provides access to a Bachelor's degree program not offered at any other campus in the central part of the state. It addresses statewide professional and workforce needs in dietetics and healthcare. Some graduates will continue their education and contribute to the research capacity in this field. Finally, students who become practitioners address health issues in local communities.

Dietetics is a science- and evidence-based profession that serves the public by promoting healthful lifestyles and helping to prevent and manage chronic diseases that affect large numbers of people in Florida and the nation. As a state with a larger percentage of elders than other states, the services of dietitians are in strong demand in Florida. This aligns with the University of Florida's mission to explore the physical and biological universes and nurture generations of young people from diverse backgrounds to address the needs of the world's societies.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need:** Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Based on data for the Dietetics specialization of the exiting program, the majority of Dietetics graduates will become Registered Dietitians in health care facilities and a variety of public health, school and foodservice settings. According to the Bureau of Labor Statistics, employment of dietitians is expected to increase by about 20% between 2010 and 2020, faster than the average for all occupations. Although the Florida Department of Economic Opportunity Labor Market Statistics Center does not collect information on the demand for dietitians in the state of Florida, Occupation Projection Data for 2012-2020 from this agency indicates that the demand for Health Educators is expected to grow by 3.07% annually. In addition, among the industries with the strongest projected growth in Florida over this period are ambulatory health care (2.9% annual growth), nursing and residential care facilities (2.3% annual growth) and foodservice operations (1.8% annual growth). Registered Dietitians are employed in all of these settings.

- B. Demand:** Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Over the past decade, enrollment in the Dietetics specialization of FSHN has consistently been maintained at 90 to 100 students, a level of enrollment that is expected to continue. Because the UF Dietetics specialization is the only accredited Didactic Program in Dietetics serving the central part of the state, the program plays a critical role in providing access to a dietetics career for students in the Tampa and Orlando areas north to Lake City. For the past ten years, the program has received more applications from transfer students than can be accommodated, so no difficulty in maintaining enrollment is anticipated.

- C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

The University of North Florida, Florida State University and Florida International University also offer accredited Didactic Programs in Dietetics (DPD). The Accreditation Council for Education in Nutrition and Dietetics has placed a moratorium on new DPDs so the DPD at the University of Florida is the only state institution offering access to a DPD in the central area of the state. The DPD at FSU is a limited access program. The UF DPD program is the only program in the state that requires students to complete the pre-medical level sequences in biology, chemistry and organic chemistry, giving the program a more comprehensive science base. The faculty at the DPDs at UNF, FSU and FIU has been contacted and are in support of this proposal.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Enrollment projections in Table 1A are based on enrollment trends in the program over the last five years. Typically, about 40% of Dietetics students enter the program as transfer students from a Florida public community college, 3-4% enter from a four-year institution and the remainder enter UF as freshmen. About half of the current students who entered UF as freshmen started their academic career in another major before changing to Dietetics. Many of these students started in Nutritional Sciences, Applied Physiology and Kinesiology, Health Education and Behavior and other pre-health majors.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.

Current enrollment in Dietetics is 70% white and 30% under-represented minorities. The current students are 93% female and 7% male. The department and college recruit students at a variety of events, including the Outstanding High School Scholars Program.

Darla J. Zinsel
Equal Opportunity Officer

1/7/2014
Date

III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

Dietetics is an existing specialization in the current B.S. program in Food Science and Human Nutrition and so is currently part of departmental Education & General funds. This proposal seeks to split the current major into three separate majors, but all will still be housed in the same department, so there will be no overall change in E&G funds. However, faculty teaching efforts and academic advising and support functions can be delineated by program. Funds associated specifically with teaching and advising for Dietetics are reflected in Tables 2 and 3.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

By separating the existing degree program into three separate degree programs, allocation of faculty effort to each of these programs will be clearer and is reflected in the reallocation of E&G funds. Several faculty have undergraduate teaching responsibilities that contribute to all three majors, while others will support just one of the majors. Because the three specializations have been functioning well currently, no negative impacts are expected. Clarity of roles of faculty and academic support staff will be enhanced with the separation into distinct majors.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

No specific impacts are anticipated since the program has been active for many years.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

FSHN awards roughly \$6,500 each year to support scholarships for undergraduates, and additional scholarship funds are periodically available through the college or university. Although outside funding is not available specifically for this undergraduate program, other funds received by FSHN, primarily to support its research program, provide significant leverage opportunities for the undergraduate program. FSHN faculty typically are awarded \$2.0 to \$2.5 million annually, primarily in support of their research programs; these funds significantly bolster the undergraduate teaching effort by providing “hands on” research experiences to complement their in-class education.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The program has been successfully producing graduates for decades and will continue to do so. The majority of graduates attend dietetic internship programs in the state of Florida and once they graduate from these programs they assume jobs in a variety of settings that employ dietitians. Many graduates begin their careers as clinical dietitians in health care facilities in the state while others work in public health settings such as the Women, Infants and Children program, school lunch programs and public health departments. Some graduates direct foodservice operations. Graduates improve the nutritional health of Florida residents resulting in a healthier and more productive population.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)**

The program does not exceed 120 credits hours for the degree.

- B.** List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

The program prerequisites are currently listed in the Common Prerequisite Manual as a track for Food Science and Human Nutrition (CIP 01.1001, track 2). The program prerequisites are listed below (using UF course numbers); equivalent courses from SUS and Florida College System institutions are accepted.

BSC 2010/2010L	Integrated Principles of Biology 1 with lab	4 credits
BSC 2011/2011L	Integrated Principles of Biology 2 with lab	4 credits
CHM 2045/2045L	General Chemistry 1 with lab	4 credits
CHM 2046/2046L	General Chemistry 2 with lab	4 credits
MCB 2000/2000L	Microbiology with lab	4 credits
MAC 1147	Precalculus	4 credits
STA 2023	Introduction to Statistics 1	3 credits
ECO 2023	Principles of Microeconomics	3 credits
PSY 2012	General Psychology	3 credits

- C.** If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

The university does not intend to seek Limited Access status.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

The program is not an AS-to-BS capstone.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

Part of the Mission of the University of Florida is to serve "...the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce." The Dietetics program contributes to this mission in ways that impact two of the goals in the UF Strategic Work Plan: Goal 12: Increase cultural, ethnic, racial, gender and socioeconomic diversity of the student body to achieve the broad student diversity needed to achieve the university's educational mission and Goal 44: Assist the state in addressing critical shortages of health care professionals. As 30% of Dietetics students are from underrepresented minority groups, the program contributes to diversifying the student body at UF. Because the majority of graduates pursue careers as dietitians, the program also contributes to addressing the shortage of health care professionals in the state.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The university has extensive strength in the life sciences with the presence of Colleges of Medicine, Dentistry, Pharmacy, Veterinary Medicine and Public Health and Health Professions and majors in the biological sciences. Students in Dietetics are able to take advantage of the health care institutions affiliated with the University of Florida and regularly participate in volunteer opportunities at UF Health Shands Hospital, the VA Medical Center, the University Athletic Association and Student Health Center that enhance their knowledge and skills. Students are also able to participate in research studies that faculty in the Food Science and Human Nutrition and other departments conduct, enhancing their understanding of the research process and contributing to the scholarship mission of the university.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Development of this proposal began after an initial discussion between the Provost's Office and College of Agricultural and Life Sciences Dean's Office regarding academic assessment plans for the major. When these plans were reviewed at the university level, it was noted that the three existing specializations within the Food Science and Human Nutrition degree were very distinct, with little overlap of student learning outcomes and curricular requirements. The Provost's Office recommended that the specializations be separated into distinct degree programs. Following this, and after discussion between the Dean's Office and departmental leadership, the faculty of the Food Science and Human Nutrition Department voted to develop proposals that would separate the three specializations into three degree programs.

Date	Participants	Activity
Aug 8, 2012	Bernard Mair, Associate Provost Elaine Turner, Associate Dean, CALS	Discussion of FSHN undergraduate programs; options for separating specializations
Sep 6, 2012	Elaine Turner, Associate Dean, CALS Susan Percival, Interim Chair, FSHN Anne Kendall, Undergraduate Coordinator, FSHN	Discussion of Provost's Office findings and recommendation
Sep 26, 2012	FSHN Undergraduate Committee	Voted to recommend to the faculty to move forward with proposals to separate the specializations
Nov 28, 2012	FSHN Faculty	Decision to move forward with proposals to separate the specializations
Dec 2012-	Anne Kendall, Undergraduate Coordinator, FSHN	Proposal development
Jan 22, 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN	Discussion of proposal development
Feb 16, 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN	Submission of pre-proposal to Angel Kwolek-Folland, Associate Provost
Feb 27, 2013	Angel Kwolek-Folland, Associate Provost	Feedback on pre-proposal sent to FSHN/CALS
Mar 25, 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN	Re-submission of pre-proposal to Angel Kwolek-Folland, Associate Provost

	Coordinator, FSHN	
Mar 2013	Angel Kwolek-Folland, Associate Provost Joe Glover, Provost	Provost's approval of pre-proposal
Apr 1-5, 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Contacted relevant departments at FSU, FIU and UNF for support
Aug 2013	Angel Kwolek-Folland, Associate Provost Joe Glover, Provost	CAVP review
Aug 21, 2013	Angel Kwolek-Folland, Associate Provost	Notification to FSHN/CALS that pre-proposal was accepted and department could proceed with full new degree proposals
Aug – Oct, 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Proposal development
Nov 5, 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Consultation with UF Library staff regarding library resources
Nov 15, 2013	CALS Curriculum Committee	Approval of Nutritional Sciences new degree proposal
Nov/Dec 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN Angel Kwolek-Folland, Associate Provost Bernard Mair, Associate Provost	Provost's Office review of new degree proposal
Dec 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Final proposal submitted for Provost's Office Review
Jan 2014	Elaine Turner, Associate Dean, CALS	Submission of proposal to HR for Equal Opportunity Officer signature
Jan 2014	University Curriculum Committee	Proposal review/approval
Mar 2014	Faculty Senate	Approval
Mar 2014	Academic Affairs	Final approval
Mar 2014	Board of Trustees	Review/Approval
June 2014	Board of Governors	Notice of approval
Summer B 2014		First students enrolled

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

External Review

The most recent comprehensive external review of FSHN took place from March 22 to March 26, 2009. The review team had only one recommendation related to the Dietetics program:

Facilities: If funds were to become available, a state-of-the-art experimental foods/teaching kitchen would enhance student learning experiences in dietetics, nutrition science and food science.

Equipment for a new space for teaching experimental foods was purchased in 2010. However, state PECO funding to support renovation of the designated space ran out before the experimental foods kitchen could be built as major changes to the electrical wiring and plumbing are needed to bring the building up to code. Nevertheless, some of the equipment has been installed and is in use. It is hoped that funds will become available in the near future to complete the plumbing and wiring so that the rest of the equipment can be put to use.

Accreditation

In January 2011, a site visit was conducted by the Accreditation Council for Education in Nutrition and Dietetics to verify compliance with the Accreditation Standards for Didactic Programs in Dietetics. The site visit team identified three areas in which the program was out of compliance:

Responsibilities of the Program Director: Verification statements (1997-2007) were dated and completed; however, they did not contain an original signature. Evidence that the program will keep a signed verification statement (of program completion) on file for all program graduates must be provided such as a revised verification statement policy.

Program Information: Estimated expenses of the DPD were not listed for lab fees for specific courses, transportation cost for volunteer or shadowing experiences (that are required as part of the curriculum) and ServSafe in the DPD Handbook or on the website.

Program Information: Entrance requirements for transfer students to enter the dietetics program are not entirely consistent between the DPD Handbook and Dietetics Curriculum planning sheet.

An updated policy and procedure for maintenance of verification statements was developed and the required program information was added to the website, Handbook and Dietetics Curriculum planning sheet. At its June 2011 meeting, the Commission accepted the program response and granted full accreditation for a ten year term.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The student learning outcomes for the program include acquisition of knowledge and skills important for dietetics practice. The critical-thinking and discipline-specific learning outcomes were adopted from the knowledge requirements for dietitians required by the program's accrediting agency, ACEND. The Academic Learning Compact is available at:
<https://catalog.ufl.edu/ugrad/current/agriculture/alc/food-science-and-human-nutrition-dietetics.aspx>

- B. Describe the admission standards and graduation requirements for the program.**

Students who enter as freshmen meet the admission standards of the university. Florida College System and university transfer applicants must meet the admission standards of the university, and complete the prerequisite courses with a GPA of 2.5 or greater. Graduation requires completion of the 120-credit hour curriculum as outlined below along with maintaining an overall and upper-division GPA of 2.0 or greater.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

<u>Core science and math requirements</u>		39 credits
BSC 2010/2010L	Principles of Biology 1 and Laboratory	4
BSC 2011/2011L	Principles of Biology 2 and Laboratory	4
CHM 2045/2045L	General Chemistry 1 and Laboratory	4
CHM 2210	Organic Chemistry 1	3
CHM 2211/2211L	Organic Chemistry 2 and Laboratory	5
APK 2105C	Applied Human Physiology with Laboratory	4
MCB 2000/2000L	Microbiology	4
BCH 3025	Fundamentals of Biochemistry	4
MAC 1147	Precalculus	4
STA 2023	Introduction to Statistics 1	3

<u>College of Agricultural and Life Sciences requirements</u>		9-10 credits
Economics course		3-4
AEE 3033C	Research/Business Writing in Agricultural and Life Sci	3
AEE 3030C	Effective Oral Communication	3
<u>Other General Education requirements</u>		15 credits
Composition		3
Humanities		9
PSY 2012	General Psychology	3
<u>Core Dietetics requirements</u>		43 credits
HUN 2201	Fundamentals of Human Nutrition	3
HUN 3403	Nutrition Through the Life Cycle	2
HUN 4221	Nutrition and Metabolism	3
HUN 4445	Nutrition and Disease 1	2
HUN 4445	Nutrition and Disease 2	3
DIE 3310	Community Nutrition	2
DIE 4125	Food Systems Management	3
DIE 4125L	Food Systems Management Lab	3
DIE 4245C	Medical Nutrition Therapy Applications 1	3
DIE 4246C	Medical Nutrition Therapy Applications 2	3
DIE 4436	Nutrition Counseling and Communication	2
DIE 4505	Dietetics Seminar	1
FOS 3042	Introduction to Food Science	3
FOS 4311	Food Chemistry	3
FOS 4310L	Experimental Foods Lab	1
MAN 3025	Principles of Management	3
AEB 3122	Financial Planning for Agribusiness	3
<u>Unrestricted electives</u>		13-14 credits
<u>Total hours for degree</u>		120 credits

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The sequenced course of study for Dietetics is available at
<https://catalog.ufl.edu/ugrad/current/agriculture/Majors/food-science-and-human-nutrition.aspx>
and is also reproduced as Appendix A.

E. Provide a one- or two-sentence description of each required or elective course.

All course descriptions are available at

<https://catalog.ufl.edu/ugrad/current/courses/Pages/course-descriptions.aspx#gototop>.

Descriptions of all required Dietetics courses and other required upper-division courses are provided in Appendix B.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

The Dietetics program is accredited as a Didactic Program in Dietetics (DPD) by the Accreditation Council for Education in Nutrition and Dietetics. The Accreditation Standards for DPDs include knowledge and skill requirements and student learning outcomes that must be achieved. The knowledge and skill requirements and learning outcomes are derived through a comprehensive process that includes a practice audit of entry-level practitioners and solicitation of input from practitioners and employers to ensure that graduates of accredited programs attain the skills necessary to function as entry-level practitioners.

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The Dietetics program is accredited as a Didactic Program in Dietetics (DPD) by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND is the independent accrediting agency of the Academy of Nutrition and Dietetics and is itself accredited by the U.S. Department of Education as a specialized accreditor. The Academy of Nutrition and Dietetics is the professional association of Registered Dietitians, the credential which graduates of the program are eligible to seek.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

Not applicable.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

Program delivery will take place on the main University of Florida campus.

IX. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See Table 4.

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

Projected costs for the program are \$344,345 in year one, increasing to \$354,675 in year 5. All sources of funds are currently allocated Education and General funds. See Table 2.

- C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).**

Faculty Name	Theses	Dissertations	Professional Publications
George Baker	0	0	2 refereed journal articles
Peggy Borum	7	3	64 refereed journal articles
Anne Kendall Casella	0	0	11 refereed journal articles
James Collins	1	4	67 refereed journal articles
Wendy Dahl	5	1	29 refereed journal articles
Bobbi Langkamp-Henken	10	2	31 refereed journal articles
Gail Kauwell	14	1	31 refereed journal articles
Mitchell Knutson	3	5	45 refereed journal articles
Anne Mathews	2	2	8 refereed journal articles
Karla Shelnutt	3	0	15 refereed journal articles
Pamela McMahon	0	0	5 refereed journal articles
Paul Sarnoski	0	0	5 refereed journal articles

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

The Food Science and Human Nutrition Department has been productive in teaching, research and service. On average, the department generates over 21,000 student credit hours per year, graduates 200 B.S., 8 M.S., and 4 Ph.D. students per year, and attracts \$2.0 to \$2.5 million per year in external research funding.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.**

Library resources in nutrition and dietetics are sufficient for the undergraduate program. These resources are located primarily in the Marston Science Library and the College of Medicine Library. Library of Congress call numbers with relevant resources include Nutrition and Biochemistry: QP 141, & QP771-800, Dietetics/Nutrition: RM and Nutrition Education/Health Promotion and Disease Prevention: S & TX341-946. Library holdings on these topics include 17,107 print titles and 3,774 electronic titles. Primary journal titles include: *American Journal of Clinical Nutrition*, *American Journal of Epidemiology*, *American Journal of Public Health*, *Journal of the Academy of Nutrition and Dietetics*, *Journal of the American Medical Association*, *Journal of Nutrition*, *Journal of Parenteral and Enteral Nutrition*, *New England Journal of Medicine*, *Journal of Nutrition Education and Behavior*. Databases include: BioOne (bioscience research journals

online), BIOSIS (index to bioscience journals), Cambridge Scientific Abstracts (index to bioscience journals), JSTOR (historical bioscience journals online), Knovel (bioscience reference books online), Web of Knowledge (index to bioscience journals).

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

None.

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The majority of the classroom space for the program is assigned through the university registrar's office. The program has a Dietetics Laboratory that is used as a multi-purpose classroom for four of the classes. It includes six networked computer workstations and a networked printer for students, a laptop computer with Internet access and an LCD projector for teaching, Internet connections for student laptop computers, foodservice equipment for food demonstration and preparation activities, and clinical teaching equipment. Software available on the networked computers includes Microsoft Office, Food Processor nutrient analysis software and Chef-Tec, a recipe building and standardization program. The classroom is also used for the graduate MS-Dietetic Internship program and is available to other FSHN faculty when not in use by the Dietetics program. The Experimental Foods class is taught in the FSHN Pilot Plant that will eventually be renovated to include a separate Experimental Foods Laboratory space. Three dietetics faculty members have office space in a suite in McCarty D. Other faculty are housed in the FSHN building where their research labs are located.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

None.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The Dietetics program has a multipurpose Dietetics Laboratory that is used for teaching a number of courses that include hands-on learning and skills development. It includes six networked computer workstations and a networked printer for students, a laptop computer with Internet

access and an LCD projector for teaching, Internet connections for student laptop computers, foodservice equipment for food demonstration and preparation activities, and clinical teaching equipment. Software available on the networked computers includes Microsoft Office, Food Processor nutrient analysis software and Chef-Tec, a recipe building and standardization program. The foodservice equipment available in this laboratory: Hobart electric convection oven, Hobart reach-in refrigerator and freezer, Hobart 5 quart mixer, Robot Coupe food process, 2 portable induction cook tops, Garland 6 burner gas range, Hobart dishwasher, Steam-n-Hold convection steamer, demonstration table and service ware. Equipment purchased for nutrition assessment and counseling: Quick Medical digital scale, Quick Medical stadiometer, Lange skinfold calipers, glucometers, sphygmomanometers and stethoscopes, adaptive feeding equipment and food models.

A Pilot Plant in the FSHN building is used for the Experimental Foods class. Recent purchases of equipment for this lab include six stoves, a dishwasher, three-compartment sink, washer-dryer, workstations and cabinets although the funding has not been available to install all of the equipment.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

None.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

None.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

Two graduate teaching assistants support dietetics courses each semester.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

The program does not require an internship or practicum, however, four of the courses include learning activities in the community. Through a partnership with faculty, the Director of the School Meals Program and the Registered Dietitian employed by the School Board of Alachua County, the majority of these learning activities are accomplished at local schools. In addition, two courses include experiences at UF Health Shands Hospital.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

None.

Appendix A: Dietetics Specialization 2013-14 Undergraduate Catalog

Dietetics

Dietetics is a challenging profession that applies the science of food and nutrition to the health and well-being of individuals and groups in a variety of settings.

The Didactic Program in Dietetics (DPD) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics'. Successful program completion enables students to compete for placement in dietetic internships, a required step in becoming a Registered Dietitian (RD). Students may also pursue graduate study.

Registered dietitians are employed in health care facilities, government and public health agencies, food companies, schools and universities, private practice, and a variety of other settings. Opportunities are also increasing for RDs in wellness and fitness programs and in sales and marketing for business and industry. Students interested in dietetic internships should obtain volunteer or work experience with an RD, and participate in leadership opportunities with the FSHN Club or other clubs on campus.

Critical Tracking

To graduate with this major, students must complete all university, college and major requirements.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

Semester 1

- 2.0 UF GPA required for semesters 1-4
- 2.5 GPA on all critical-tracking coursework for semesters 1-4
- Complete CHM 2045/2045L

Semester 2

- Complete CHM 2045/2045L and MAC 1147

Semester 3

- Complete CHM 2046/2046L and BSC 2010/2010L

Semester 4

- Complete BSC 2011/2011L

Recommended Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. Students are required to complete HUM 2305 The Good Life (GE-H) in semester 1 or 2.

Semester 1	Credits
CHM 2045 and 2045L General Chemistry 1 (3) and General Chemistry 1 Laboratory (1) (GE-P)	4

MAC 1147 Precalculus: Algebra and Trigonometry (GE-M)	4
Composition (GE-C, WR)	3
Humanities (GE-H)	3
	Total 14
Semester 2	Credits
AEB 2014 Economic Issues, Food and You (3) or AEB 3103 Principles of Food and Resource Economics (4) or ECO 2013 Principles of Macroeconomics (4) or ECO 2023 Principles of Microeconomics (4) (GE-S)	3-4
CHM 2046 and 2046L General Chemistry 2 (3) and General Chemistry 2 Laboratory (1) (GE-P)	4
HUM 2305 What is the Good Life (GE-H)	3
Elective	1
Social and Behavioral Sciences (GE-S)	3
	Total 14-15
Semester 3	Credits
BSC 2010 and 2010L Integrated Principles of Biology 1 (3) and Biology 1 Laboratory (1) (GE-B)	4
PSY 2012 General Psychology	3
STA 2023 Introduction to Statistics 1 (GE-M)	3
Elective	3
Humanities (GE-H) or Social and Behavioral Sciences (GE-S)	3
	Total 16
Semester 4	Credits
BSC 2011 and 2011L Integrated Principles of Biology 2 (3) and Biology 2 Laboratory (1) (GE-B)	4
HUN 2201 Fundamentals of Human Nutrition	3
MCB 2000 and 2000L Microbiology (3) and Microbiology Laboratory (1) (GE-B)	4
Elective	3
	Total 14
Semester 5	Credits
AEC 3030C Effective Oral Communication	3
AEC 3033C Research and Business Writing in Agricultural and Life Sciences (WR)	3
CHM 2210 Organic Chemistry 1 *	3
FOS 3042 Introductory Food Science	3
MAN 3025 Principles of Management	4
	Total 16

Semester 6	Credits
AEB 3122 Financial Planning for Agribusiness	3
APK 2105C Applied Human Physiology with Laboratory	4
CHM 2211 and 2211L Organic Chemistry 2 (3) and Organic Chemistry 2 Laboratory (2)	5
DIE 3310 Community Nutrition	2
HUN 3403 Nutrition through the Life Cycle	2
Total	16
Semester 7	Credits
BCH 3025 Fundamentals of Biochemistry	4
DIE 4125 and 4125L Food Systems Management (3) and Food Systems Laboratory (2)	5
DIE 4245 Medical Nutrition Therapy Applications, Part 1	3
DIE 4505 Dietetics Seminar	1
HUN 4445 Nutrition and Disease, Part 1	2
Total	15
Semester 8	Credits
DIE 4246 Medical Nutrition Therapy Applications, Part 2	3
DIE 4436 Nutrition Counseling and Communication	2
FOS 4311 and 4310L Food Chemistry (3) and Experimental Foods Laboratory (1)	4
HUN 4221 Nutrition and Metabolism	3
HUN 4446 Nutrition and Disease, Part 2	3

	Total	15
--	-------	----

* Achieve a minimum grade of C within two attempts, including withdrawals, in CHM 2210.

Note: Take electives to complete the 120 hours necessary for graduation.

Appendix B. Course Descriptions for Required Courses, semesters 5-8.

AEB 3122 Financial Planning for Agribusiness

Credits: 3.

Introduction to basic financial and managerial decision-making for small agribusinesses.

AEC 3030C Effective Oral Communication

Credits: 3.

Strategies and techniques for effective presentations in the food, agricultural and natural resource professions. Emphasis on oral and visual techniques for formal and informal situations including leadership and group settings.

AEC 3033C Research and Business Writing in Agricultural and Life Sciences

Credits: 3; Prereq: Junior or senior standing.

This course establishes the importance of effective communication to success in both the educational and professional environments; emphasizes writing as a primary form of communication; examines the elements of effective written communication in organizational and scholarly areas; and explores the causes of ineffective writing and ways to correct them. (WR)

APK 2105C Applied Human Physiology With Laboratory

Credits: 4.

Introduction to body functions at the cellular, tissue, organ and systems level with emphasis on the mechanisms of operation. Designed for students interested in pursuing study in the health professions. (B)

BCH 3025 Fundamentals of Biochemistry

Credits: 4; Prereq: CHM 2200 and CHM 2200L (or preferably CHM 2210, CHM 2211 and CHM 2211L) with minimum grades of C.

An introduction to biochemistry with emphasis on intermediary metabolism.

CHM 2210 Organic Chemistry 1

Credits: 3; Prereq: CHM 2046 and CHM 2046L, or the equivalent.

The first half of the CHM 2210/2211 sequence intended for majors and preprofessional students. A study of the structures, syntheses and reactions of organic compounds.

CHM 2211 Organic Chemistry 2

Credits: 3; Prereq: CHM 2210 with a minimum grade of C; Coreq: CHM 2211L.

The second half of the CHM 2210/2211 sequence intended for majors and preprofessional students. A study of the structures, syntheses and reactions of organic compounds.

CHM 2211L Organic Chemistry Laboratory

Credits: 2; Coreq: CHM 2211 or CHM 3218.

Organic laboratory experiments designed to accompany CHM 2210/2211 or CHM 3217/3218.

DIE 3310 Community Nutrition

Credits: 2; Prereq: HUN 2201; DIE major or instructor permission.

The role of nutrition in promoting, maintaining and improving health in the community. Investigation of traditional aspects of the emerging health delivery systems, as well as entrepreneurial ventures in wellness. Students will study the financial, legislative, political, sociological, and scientific aspects of public and community health.

DIE 4125 Food Systems Management

Credits: 3; Prereq: FOS 3042.

The management of human resources, food, equipment and facilities to provide a quality product and service to customers in a food service operation.

DIE 4125L Food Systems Management Laboratory

Credits: 2; Coreq: DIE 4125; DIE majors only.

The application of principles of food systems management, including purchasing, production, service, sanitation and safety.

DIE 4245C Medical Nutrition Therapy Applications - Part 1

Credits: 3; Prereq: HUN 2201; Coreq: HUN 4445, and APK 2105C or PCB 4723C, and BCH 3025 or BCH 4024; DIE majors only.

Part one of a 2-semester sequence focusing on application of the nutrition care planning process. Includes development of nutrition assessment skills and formulation of nutrition care plans for simulated patients, including those requiring enteral and parenteral nutrition.

DIE 4246C Medical Nutrition Therapy Applications - Part 2

Credits: 3; Prereq: HUN 4445, DIE 4245C, and APK 2105C or PCB 4723C; Coreq: HUN 4446.

Part two of a 2-semester sequence that focuses on attainment of knowledge to make nutrition diagnoses, to develop and implement effective nutrition intervention strategies and to identify appropriate monitoring and evaluation plans for patients with common chronic diseases and disorders.

DIE 4436 Nutrition Counseling and Communication

Credits: 2; Prereq: HUN 2201 and HUN 3403; DIE majors only.

The application of principles of group dynamics and group and interpersonal counseling skills in dietetics practice settings. Provides hands-on experiences in counseling and in oral and written communication.

DIE 4505 Dietetics Seminar

Credits: 1; Prereq: 4AG - DIE majors.

Capstone course for dietetic majors; focuses on professional issues, including ethics, legislative issues, advocating and marketing the profession.

FOS 3042 Introductory Food Science

Credits: 3.

Commodities selected for human consumption and the methods used by food technologists to prolong shelf life, retard spoilage and ensure quality. Principles upon which the various processing methodologies are based. (B)

FOS 4310L Experimental Foods Laboratory

Credits: 1; Coreq: FOS 4311.

Demonstrations and illustrations of the chemical and physical properties of foods. Shows the effects of processing, ingredients and storage on food quality and nutrient retention.

FOS 4311 Food Chemistry

Credits: 3; Prereq: CHM 2200 or the CHM 2210/2211 sequence; Coreq: FOS 4310L or FOS 4311L; biochemistry recommended but not required.

Relationship of composition to the properties of foods and the changes which occur during processing, storage and utilization.

HUN 3403 Nutrition through the Life Cycle

Credits: 2; Prereq: HUN 2201.

Nutritional needs and concerns throughout stages of the life cycle including pregnancy and lactation, infancy, adolescence, adulthood, and aging; socioeconomic, cultural and psychological influences on food and nutrition behavior.

HUN 4221 Nutrition and Metabolism

Credits: 3; Prereq: BCH 3025 or BCH 4024; PCB 4723C or APK 2105C; HUN 3403 and HUN 4445.

Metabolic relationships of nutrients with emphasis upon their functions in biochemical and physiological processes as well as variations in requirements in response to stress. Meets requirements of the American Dietetic Association.

HUN 4445 Nutrition and Disease - Part 1

Credits: 2; Prereq: HUN 2201 and CHM 2211; Coreq: HUN 4445, APK 2105C or PCB 4723C, BCH 3025 or BCH 4024; DIE majors only.

Part one of a two-semester sequence that focuses on the biochemical and pathophysiological bases of

disease/conditions that require specialized nutrition support/medical nutrition therapy.

HUN 4446 Nutrition and Disease - Part 2

Credits: 3; Prereq: HUN 4445; BCH 3025 or BCH 4024, PCB 4723C or APK 2105C.

Part two of the sequence that focuses on the biochemical and pathophysiological bases of disease/conditions that require specialized nutrition support/medical nutrition therapy

MAN 3025 Principles of Management

Credits: 4; Prereq: ECO 2013, ECO 2023 or AEB 2014, and sophomore standing.

Fundamentals of management underlying the solution of problems of organization and operation of business enterprises. (S)

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1				Year 5			
	Funding Source	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Funding Source
Faculty Salaries and Benefits	298898	0	0	0	0	0	\$298,898	307865
A & P Salaries and Benefits	39,008	0	0	0	0	0	\$39,008	40178
USPS Salaries and Benefits	6,439	0	0	0	0	0	\$6,439	6,632
Other Personal Services	0	0	0	0	0	0	\$0	0
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0
Library	0	0	0	0	0	0	\$0	0
Expenses	0	0	0	0	0	0	\$0	0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0
Special Categories	0	0	0	0	0	0	\$0	0
Total Costs	\$344,345	\$0	\$0	\$0	\$0	\$0	\$354,675	\$0

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

	Year 1	Year 5	Year 1	Year 5
Total Positions	2.68	2.68	\$344,345	\$354,675
Faculty (person-years)				
A & P (FTE)	0.63	0.63	67.5	67.5
USPS (FTE)	0.15	0.15	\$5,101	\$5,254

Approved on 3/20/14
by Faculty Senate

Florida Board of Governors

Request to Offer a New Degree Program

University of Florida
University Submitting Proposal

July 1, 2014
Proposed Implementation Date

Agricultural and Life Sciences
Name of College or School

Food Science and Human Nutrition
Name of Department(s)

Nutritional Sciences
Academic Specialty or Field

B.S. in Nutritional Sciences, CIP 30.1901
Complete Name of Degree
(Include Proposed CIP Code)

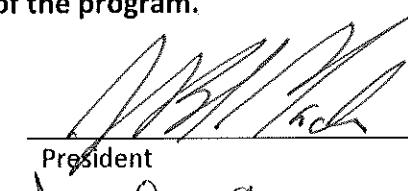
The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

 President

3-24-14 Date

Signature of Chair, Board of Trustees

 Date

3/22/14 Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe

Projected Student Enrollment (From Table 1)

Projected Program Costs (From Table 2)

	HC	FTE
Year 1	461	345.75
Year 2	461	345.75
Year 3	461	345.75
Year 4	461	345.75
Year 5	461	345.75

Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
\$418,168	\$0	\$1209
\$430,713	\$0	\$1246

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

Introduction

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The purpose of this application is to elevate a successful specialization (Nutritional Sciences) of our existing Food Science and Human Nutrition (FSHN) degree program to a stand-alone major. There are typically around 500 majors enrolled in the Nutritional Sciences program, the great majority of whom are pre-professional students planning to attend medical, dental, pharmacy and physician's assistant programs. Elevating the specialization to a major will be consistent with expectations of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for assessing degree programs, enhance the program's visibility and improve the academic advising of students in our college. Once this proposal and that for elevating the other specialization (Dietetics) in FSHN have been approved, the FSHN major will be renamed Food Science and retained with the current Food Science curriculum.

The proposed program provides a rigorous science-based curriculum in the nutritional sciences that prepares students for professional school and graduate school in nutrition. It requires all of the prerequisite sciences needed to attend medical, dental, pharmacy, physical therapy and physician's assistant programs while educating students about nutritional requirements of humans across the life cycle and the role that nutrition plays in promoting health and preventing and treating of disease. Other career opportunities for graduates include extension nutrition education, nutrition policy development, employment in government agencies and pharmaceutical sales.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

The degree program in Nutritional Sciences supports all four SUS Strategic Planning Goals. The program provides access to a Bachelor's degree program not offered at any other

campus in the SUS. It addresses statewide professional and workforce needs in the natural sciences and medical sciences. Some graduates will continue their education and contribute to the research capacity in this field. Finally, students who become health care practitioners address health issues in local communities.

Nutritional Science is a science-based program that prepares graduates with the prerequisites for a variety of careers in the biological sciences. The specialization requires five chemistry courses, three biology courses, two physics courses, physiology, genetics and a course on metabolism and is, thus, one of the STEM disciplines of the university. This program aligns with the University of Florida's mission to explore the physical and biological universes and nurture generations of young people from diverse backgrounds to address the needs of the world's societies and the emphasis by the state of Florida to increase the number of graduates of the state university system in the STEM disciplines.

Institutional and State Level Accountability

II. Need and Demand

- A. **Need:** Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Based on data for the Nutritional Sciences specialization of the existing degree program, the majority of Nutritional Sciences graduates will attend professional schools in medicine, dentistry, pharmacy, physician's assistant and physical therapy. According to the Bureau of Labor Statistics, employment in the health professions is expected to increase by about 21-30% between 2010 and 2020, faster than the national average for all occupations. Data from the Florida Department of Economic Opportunity Labor Market Statistics Center Occupation Projection Data for 2012-2020 indicates that demand in these professions is robust: Projected annual increases for Physician's Assistants is 2.75%, for Physical Therapists is 2.59%, for Internists is 2.45%, for Family Practice Physicians 2.19%, for Pharmacists is 1.92% and for Dentists is 1.88%. In addition, among the industries with the strongest projected growth in Florida over this period are ambulatory health care (2.9% annual growth) and nursing and residential care facilities (2.3% annual growth), settings in which these professionals are employed.

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Over the past decade, enrollment in the current Nutritional Sciences specialization has remained strong with approximately 500 students choosing the specialization as a means to complete the prerequisite sciences needed to enter professional school. We expect to maintain that level of enrollment in the degree program. Each semester more students apply to transfer to the program from Florida community colleges than are accepted and an average of 5-10 students/week transfer into the program from other majors at UF as the program provides a human focus to the biological sciences and thus, is very relevant to any of the health-related professions that students are pursuing.

- C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

Only Florida State University also offers a program of study in nutrition separate from Dietetics. The Food and Nutrition Science major at FSU is a blend of food science and nutritional science rather than focusing solely on nutrition. While the FSU and UF majors require similar numbers of credits of nutrition courses, the FSU major only has 6 credits at the upper-division and none at the 4000 level. The Nutritional Sciences program at UF requires 10 credits of upper-division nutrition courses, 8 of which are at the 4000 level. In addition the UF program requires a broader array of upper-division supporting science courses. A discussion of UF plans to move Nutritional Sciences to major status was held with Dr. Bahram Arjmandi, the Chair of the Department of Nutrition, Food and Exercise Sciences at FSU, and he stated he supported this proposal.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Enrollment projections in Table 1A are based on enrollment trends in the program over the last five years. Typically, about 10% of Nutritional Sciences students enter the program as transfer students from a Florida public community college, 3-4% enter from a four-year institution and the remainder enter UF as freshmen. About two-thirds of the current students who entered UF as freshmen started their academic career in another major before changing to Nutritional Sciences. Many of these students started in Biology, Microbiology, Biochemistry and Engineering.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.

Nutritional Sciences has traditionally had a very diverse student population. Current enrollment is 47% white and 53% under-represented minorities. The current students are 70% female and 30% male. The department and college recruit students at a variety of events, including the Outstanding High School Scholars Program.

Faunia J. Dusseel

Equal Opportunity Officer

11/7/2018

Date

III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

Nutritional Sciences is an existing specialization in the current B.S. program in Food Science and Human Nutrition and so is currently part of departmental Education & General funds. This proposal seeks to split the current major into three separate majors, but all will still be housed in the same department, so there will be no overall change in E&G funds. However, faculty teaching efforts and academic advising and support functions can be delineated by program and this is reflected in Tables 2 and 3. Funds associated specifically with teaching and advising for Nutritional Sciences are reflected in Tables 2 and 3.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

By separating the existing degree program into three separate degree programs, allocation of faculty effort to each of these programs will be clearer and is reflected in the reallocation of E&G funds. Several faculty have undergraduate teaching responsibilities that contribute to all three majors, while others will support just one of the majors. Because the three specializations have been functioning well currently, no negative impacts are expected. Clarity of roles of faculty and academic support staff will be enhanced with the separation into distinct majors.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

No specific impacts are anticipated since the program has been active for many years.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

FSHN awards roughly \$6,500 each year to support scholarships for undergraduates, and additional scholarship funds are periodically available through the college or university. Although outside funding is not available specifically for this undergraduate program, other funds received by FSHN, primarily to support its research program, provide significant leverage opportunities for the undergraduate program. FSHN faculty typically are awarded \$2.0 to \$2.5 million annually, primarily in support of their research programs; these funds significantly bolster the undergraduate teaching effort by providing "hands on" research experiences to complement their in-class education.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The program has been successfully producing graduates for decades and will continue to do so. The majority of graduates move on to a variety of health-related careers. About one-third of graduates immediately matriculate in medical, dental, pharmacy and PA school with smaller numbers going to optical, podiatry, nursing and physical therapy programs. Some graduates go to graduate school in Nutritional Sciences, Public Health, Health Administration or other health-related graduate programs. Approximately one-third of students take jobs while they prepare to take the entrance exams for professional schools and apply after graduation. A few students enter the military and the balance seeks jobs. Graduates serve the people of the state of Florida by improving the health of the population.

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)

The program does not exceed 120 credits hours for the degree.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

The program prerequisites are currently listed in the Common Prerequisite Manual as a track for Food Science and Human Nutrition (CIP 01.1001, track 3). The program prerequisites are listed below (using UF course numbers); equivalent courses from SUS and Florida College System institutions are accepted.

BSC 2010/2010L	Integrated Principles of Biology 1 with lab	4 credits
BSC 2011/2011L	Integrated Principles of Biology 2 with lab	4 credits
CHM 2045/2045L	General Chemistry 1 with lab	4 credits
CHM 2046/2046L	General Chemistry 2 with lab (or alternative physical science course)	4 credits
MAC 2311	Analytic Geometry and Calculus 1	4 credits
STA 2023	Introduction to Statistics 1	3 credits
ECO 2023	Principles of Microeconomics	3 credits

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

The university does not intend to seek Limited Access status.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

The program is not an AS-to-BS capstone.

Institutional Readiness

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

Part of the Mission of the University of Florida is to serve "...the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce." The Nutritional Sciences program contributes to this mission in ways that directly impact two of the goals in the UF Strategic Work Plan: Goal 12: Increase cultural, ethnic, racial, gender and socioeconomic diversity of the student body to achieve the broad student diversity needed to achieve the university's educational mission and Goal 44: Assist the state in addressing critical shortages of health care professionals. As 53% of Nutritional Sciences students are from underrepresented minority groups, the program makes a major contribution to diversifying the student body at UF. Because the majority of graduates pursue careers in the health professions, the program also contributes to addressing the shortage of health care professionals in the state.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The university has extensive strength in the life sciences with the presence of Colleges of Medicine, Dentistry, Pharmacy, Veterinary Medicine and Public Health and Health Professions and majors in the biological sciences. Students in Nutritional Sciences are able to take advantage of the health care institutions affiliated with the University of Florida and regularly participate in volunteer opportunities at UF Health Shands Hospital, the VA Medical Center and the College of Dentistry that enhance their knowledge and skills. Students are also able to participate in research studies that faculty in the Food Science and Human Nutrition and other departments conduct, enhancing their understanding of the research process and contributing to the scholarship mission of the university.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Development of this proposal began after an initial discussion between the Provost's Office and College of Agricultural and Life Sciences Dean's Office regarding academic assessment plans for the major. When these plans were reviewed at the university level, it was noted that the three existing specializations within the Food Science and Human Nutrition degree were very distinct, with little overlap of student learning outcomes and curricular requirements. The Provost's Office recommended that the specializations be separated into distinct degree programs.

Following this, and after discussion between the Dean's Office and departmental leadership, the faculty of the Food Science and Human Nutrition Department voted to develop proposals that would separate the three specializations into three degree programs.

Date	Participants	Activity
Aug 8, 2012	Bernard Mair, Associate Provost Elaine Turner, Associate Dean, CALS	Discussion of FSHN undergraduate programs; options for separating specializations
Sep 6, 2012	Elaine Turner, Associate Dean, CALS Susan Percival, Interim Chair, FSHN Anne Kendall, Undergraduate Coordinator, FSHN	Discussion of Provost's Office findings and recommendation
Sep 26, 2012	FSHN Undergraduate Committee	Voted to recommend to the faculty to move forward with proposals to separate the specializations
Nov 28, 2012	FSHN Faculty	Decision to move forward with proposals to separate the specializations
Dec 2012 –	Anne Kendall, Undergraduate Coordinator, FSHN	Proposal development
Jan 22, 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN	Discussion of proposal development
Feb 16, 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN	Submission of pre-proposal to Angel Kwolek-Folland, Associate Provost
Feb 27, 2013	Angel Kwolek-Folland, Associate Provost	Feedback on pre-proposal sent to FSHN/CALS

Mar 25, 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN	Re-submission of pre-proposal to Angel Kwolek-Folland, Associate Provost
Mar 2013	Angel Kwolek-Folland, Associate Provost Joe Glover, Provost	Provost's approval of pre-proposal
Apr 1-5, 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Contacted relevant departments at FSU, FIU and UNF for support
Aug 2013	Angel Kwolek-Folland, Associate Provost Joe Glover, Provost	CAVP review
Aug 21, 2013	Angel Kwolek-Folland, Associate Provost	Notification to FSHN/CALS that pre-proposal was accepted and department could proceed with full new degree proposals
Aug – Oct, 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Proposal development
Nov 5, 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Consultation with UF Library staff regarding library resources
Nov 15, 2013	CALS Curriculum Committee	Approval of Nutritional Sciences new degree proposal
Nov/Dec 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN Angel Kwolek-Folland, Associate Provost Bernard Mair, Associate Provost	Provost's Office review of new degree proposal
Dec 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Final proposal submitted for Provost's Office Review
Jan 2014	Elaine Turner, Associate Dean, CALS	Submission of proposal to HR for Equal Opportunity Officer signature
Jan 2014	University Curriculum Committee	Proposal review/approval
Mar 2014	Faculty Senate	Approval
Mar 2014	Academic Affairs	Final approval
Mar 2014	Board of Trustees	Review/Approval
June 2014	Board of Governors	Notice of approval
Summer B 2014		First students enrolled

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

External Review

The most recent comprehensive external review of FSHN took place from March 22 to March 26, 2009. Primary recommendations related to the Nutritional Sciences program included:

Develop additional methods for evaluating the success of the program and student learning

Improve the method of communicating who faculty advisors are to students

Develop a way to recognize faculty who mentor undergraduates in conducting research.

Since the external review the Nutritional Sciences program has developed additional goals and gathered data to assess achievement of those goals. Information on time to degree is gathered as an indicator of the quality of advising and the 2012 data indicate that 96% of graduates who entered as freshman graduated in four years. Among transfer students, 57% graduated in 2 years and 100% had graduated in three years. Data on student satisfaction with advising, the quality of instruction in the major and agreement with a statement regarding development of critical-thinking, problem-solving and scientific inquiry skills are also gathered. In 2012, 80% of graduates agreed that advising was good or very good, 89% were satisfied with the quality of instruction in their major and 97% agreed or strongly agreed that their major developed critical-thinking, problem-solving and scientific inquiry skills. Data regarding student outcomes are gathered as well and in 2012, of 152 graduates, 41% matriculated at a professional school, 15% were in the process of applying to professional school, 6% went to graduate school, 3% were employed and no data were available for 25% of students.

Faculty believes that these data have been helpful in identifying issues that deserve attention in the department. Because the results on advising received the lowest satisfaction scores, the Undergraduate Coordinator will be conducting training with new faculty to ensure that they are knowledgeable about college and university policies and best practices in providing advising to undergraduates.

To address the recommendation regarding student knowledge of their faculty advisor, students receive a welcome back email each semester and are informed at that time how to find information about their faculty advisor. In addition, at every advising appointment with academic advising staff this information is emphasized.

No formal method of recognizing faculty who mentor undergraduates in conducting research has been developed, but faculty who are active in this area have been nominated for the CALS Undergraduate Teaching Award and one has been recognized with the award. In addition,

faculty receives credit for their efforts in their tenure and promotion packets and in conferring of raises.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The student learning outcomes for the program include integrating knowledge of biochemistry and physiology to understand changes in nutrient requirements for individuals across the lifespan and with various diseases and conditions related to nutrition, acquiring the skill to analyze and interpret data relevant to the nutritional sciences and to communicate effectively both orally and in writing. The Academic Learning Compact is available at:

<https://catalog.ufl.edu/ugrad/current/agriculture/alc/food-science-and-human-nutrition-nutritional-science.aspx>

- B. Describe the admission standards and graduation requirements for the program.**

Students who enter as freshmen meet the admission standards of the university. Florida College System and university transfer applicants must meet the admission standards of the university, and complete the prerequisite courses with a GPA of 2.5 or greater. Graduation requires completion of the 120-credit hour curriculum as outlined below along with maintaining an overall and upper-division GPA of 2.0 or greater.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

<u>Core science and math requirements</u>		<u>56-60 credits</u>
BSC 2010/2010L	Integrated Principles of Biology 1 and Laboratory	4
BSC 2011/2011L	Integrated Principles of Biology 2 and Laboratory	4
CHM 2045/2045L	General Chemistry 1 and Laboratory	4
CHM 2210	Organic Chemistry 1	3
CHM 2211/2211L	Organic Chemistry 2 and Laboratory	5
APK 2105C	Applied Human Physiology with Laboratory	4
PHY 2053/2053L	Physics 1 and Laboratory	5
PHY 2054/2054L	Physics 2 and Laboratory	5
MCB 3020/3020L	Biology of Microorganisms and Laboratory	4
Genetics Course		3-4
Biochemistry course		4
Upper Level Science Class with Laboratory		4-7
MAC 2311	Analytic Geometry and Calculus 1	4
STA 2023	Introduction to Statistics 1	3
<u>College of Agricultural and Life Sciences requirements</u>		<u>9-10 credits</u>
Economics course		3-4
AEE 3033C	Research/Business Writing in Agricultural and Life Sci	3
AEE 3030C	Effective Oral Communication	3
<u>Other General Education requirements</u>		<u>15 credits</u>
Composition		3
Humanities		6
Social and Behavioral Sciences		3
Humanities or Social and Behavioral Sciences		3
<u>Core Nutritional Sciences requirements</u>		<u>16 credits</u>
HUN 2201	Fundamentals of Human Nutrition	3
FOS 3042	Introduction to Food Science	3
HUN 3403	Nutrition Through the Life Cycle	2
HUN 4221	Nutrition and Metabolism	3
HUN 4445	Nutrition and Disease 1	2
HUN 4445	Nutrition and Disease 2	3
<u>Unrestricted electives</u>		<u>19-24 credits</u>
<u>Total hours for degree</u>		<u>120 credits</u>

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The sequenced course of study is available at
<https://catalog.ufl.edu/ugrad/current/agriculture/Majors/food-science-and-human-nutrition.aspx> and is also reproduced as Appendix A.

- E. Provide a one- or two-sentence description of each required or elective course.

All course descriptions are available at
<https://catalog.ufl.edu/ugrad/current/courses/descriptions/food-science-and-human-nutrition.aspx>. Descriptions of all required Nutritional Sciences courses and other required upper-division courses are provided in Appendix B.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

The professional societies that most closely influence the Nutritional Sciences curriculum and its Student Learning Outcomes are the American Society of Nutrition, the organization to which nutrition researchers and many academics in Nutritional Sciences belong, the Academy of Nutrition and Dietetics, the society of nutrition practitioners whose independent specialized accreditor accredits dietetics education programs and the Society of Nutrition Education and Behavior, the society to which nutrition and extension educators and academics who conduct research on this aspect of nutrition belong. The Accreditation Council for Education in Nutrition and Dietetics has developed knowledge requirements and competencies for dietetics education programs that are the foundation of the curriculum for the FSHN Dietetics program, but that also informed the content of the Nutritional Sciences curriculum. The focus of the discipline-specific courses in the Nutritional Sciences curriculum arose out of the professional expertise of the FSHN nutrition faculty which spans the breadth of the field from molecular nutrition, biochemistry, clinical nutrition to nutrition education in the community.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The societies that are concerned with the Nutritional Sciences curriculum include the American Society of Nutrition, the Academy of Nutrition and Dietetics and the Society of Nutrition Education and Behavior. The members and focus of interest of these societies was described

above in F. Only the Academy of Nutrition and Dietetics has an accrediting organization, the Accreditation Council for Education in Nutrition and Dietetics to accredit programs that provide the undergraduate curriculum that is the first step to eligibility for the Registered Dietitian curriculum. The Dietetics program of FSHN is accredited by this Council, providing access to the profession for UF students. There is no organization that accredits education programs in Nutritional Sciences.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

Not applicable.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

Program delivery will take place on the main University of Florida campus.

IX. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

See Table 4.

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Projected costs for the program are \$418,168 in year one, increasing to \$430,713 in year 5. All sources of funds are currently allocated Education and General funds. See Table 2.

- C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses	Dissertations	Professional Publications
George Baker	0	0	2 refereed journal articles
Peggy Borum	7	3	64 refereed journal articles
Anne Kendall Casella	0	0	11 refereed journal articles
James Collins	1	4	67 refereed journal articles
Wendy Dahl	5	1	29 refereed journal articles
Bobbi Langkamp-Henken	10	2	31 refereed journal articles
Gail Kauwell	14	1	31 refereed journal articles
Mitchell Knutson	3	5	45 refereed journal articles
Anne Mathews	2	2	8 refereed journal articles
Karla Shelnutt	3	0	15 refereed journal articles

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

The Food Science and Human Nutrition Department has been productive in teaching, research and service. On average, the department generates over 21,000 student credit hours per year, grants 200 B.S., 8 M.S., and 4 Ph.D. per year, and attracts \$2.0 to \$2.5 million per year in external research funding.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Library resources in nutritional sciences are sufficient for undergraduate programs. These resources are located primarily in the Marston Science Library with additional resources in the College of Medicine Library. Library of Congress call numbers with relevant resources include Nutrition and Biochemistry: QP 141, & QP771-800, Dietetics/Nutrition: RM and Nutrition Education/Health Promotion and Disease Prevention: S & TX341-946. Library holdings on these topics include 17,107 print titles and 3,774 electronic titles. Primary journal titles include: *American Journal of Clinical Nutrition*, *American Journal of Epidemiology*, *Journal of the Academy of Nutrition and Dietetics*, *Journal of the American Medical Association*, *Journal of Nutrition*, *Journal of Nutrition Education and Behavior*, *New England Journal of Medicine*. Databases include: BioOne (bioscience research journals online), BIOSIS (index to bioscience journals), Cambridge Scientific Abstracts (index to bioscience journals), JSTOR (historical bioscience journals online), Knovel (bioscience reference books online), Web of Knowledge (index to bioscience journals).

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

None.

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

FSHN is administratively managed from its main campus building on Newell Drive. Eight of the ten faculty who teach in Nutritional Sciences have office and laboratory space in this building. The other two faculty have office space in McCarty D. Classroom space is scheduled by the university registrar. All classrooms used by the program have computers, LCD projectors and other technology necessary for teaching.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

None.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

None.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.

None.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.

None.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

Most years, two graduate teaching assistants support teaching in the Nutritional Sciences program.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Internships and practicums are not required by the program. Students are encouraged to seek out work and volunteer experiences appropriate to their career goals. A number of students participate in research with faculty in the department and complete an honor's thesis.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

None.

Appendix A: Food Science and Human Nutrition, Nutritional Sciences Specialization 2013-2014 Undergraduate Catalog

Nutritional Sciences

Nutrition is an integrative science that encompasses all aspects of the consumption and utilization of food and its constituents and how these affect health and disease of individuals and populations. Nutrition science draws heavily on related science areas such as biochemistry and physiology.

The nutritional sciences curriculum develops a strong, broad background in the biological sciences, and provides an excellent foundation for graduate study/research in nutrition, health and many other life sciences. Its requirements also closely match the prerequisites for most professional schools. As a result, graduates from this curriculum have entered medical, dental, pharmacy, osteopathic, podiatry, optometry, chiropractic, physician assistant, veterinary and other professional programs. Other career opportunities include pharmaceutical sales, extension nutrition education, nutrition policy development and employment with government agencies.

The nutritional sciences curriculum is designed for preprofessional students who plan to enter medical, dental, pharmacy, optometry or other health-related professional schools or graduate school. Nutritional sciences is one of the majors available to students accepted into the Junior Honors Medical Program or the Honors Combined BS/DMD Program.

Critical Tracking

To graduate with this major, students must complete all university, college and major requirements.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

Semester 1

- 2.0 UF GPA required for semesters 1-4
- 2.5 GPA for all critical-tracking coursework for semesters 1-4
- Complete CHM 2045/2045L

Semester 2

- Complete CHM 2045/2045L and MAC 2311

Semester 3

- Complete CHM 2046/2046L and BSC 2010/2010L

Semester 4

- Complete BSC 2011/2011L

Recommended Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. Students are required to complete HUM 2305 The Good Life (GE-H) in semester 1 or 2.

Semester 1	Credits
CHM 2045 and 2045L General Chemistry 1 (3) and General Chemistry Laboratory (1) (GE-P)	4
MAC 1147 Precalculus: Algebra and Trigonometry (GE-M)	4
Composition (GE-C, WR)	3
Elective	1
Humanities (GE-H)	3
Total	15
Semester 2	Credits
AEB 2014 Economic Issues, Food and You (3) or AEB 3103 Principles of Food and Resource Economics (4) or ECO 2013 Principles of Macroeconomics (4) or ECO 2023 Principles of Microeconomics (4) (GE-S)	3-4
CHM 2046 and 2046L General Chemistry 2 (3) and General Chemistry 2 Laboratory (1) (GE-P)	4
HUM 2305 What is the Good Life (GE-H)	3
MAC 2311 Analytic Geometry and Calculus 1 (GE-M)	4
Total	14-15
Semester 3	Credits
BSC 2010 and 2010L Integrated Principles of Biology 1 (3) and Biology 1 Laboratory (1) (GE-B)	4
CHM 2210 Organic Chemistry 1 *	3
STA 2023 Introduction to Statistics 1 (GE-M)	3
Humanities (GE-H) or Social and Behavioral Sciences (GE-S)	3
Social and Behavioral Sciences (GE-S)	3

		Total	16
Semester 4		Credits	
BSC 2011 and 2011L Integrated Principles of Biology 2 (3) Biology 2 Laboratory (1) (GE-B)		4	
CHM 2211 and 2211L Organic Chemistry 2 (3) and Organic Chemistry 2 Laboratory (2)		5	
HUN 2201 Fundamentals of Human Nutrition		3	
Elective		3	
		Total	15
Semester 5		Credits	
AEC 3030C Effective Oral Communication		3	
BCH 3025 Fundamentals of Biochemistry or BCH 4024 Introduction to Biochemistry and Molecular Biology		4	
FOS 3042 Introductory Food Science		3	
PHY 2053 and 2053L Physics 1 (4) and Physics 1 Laboratory (1)		5	
		Total	15
Semester 6		Credits	
HUN 3403 Nutrition Through the Life Cycle		2	
PCB 3063 Genetics (4) or AGR 3303 Genetics (3) or MCB 4304 Genetics of Microorganisms (3) or PCB 4522 Molecular Genetics (3)		3-4	
PHY 2054 and 2054L Physics 2 (4) and Physics 2 Laboratory (1)		5	
Electives		5	
		Total	15-16

Semester 7	Credits
HUN 4445 Nutrition and Disease, Part 1	2
PCB 4723C Physiology and Molecular Biology of Animals (5) or APK 2105C Human Physiology (4)	4-5
Approved science course **	3-4
Approved science laboratory **	1-2
Elective	4
Total	14-17
Semester 8	Credits
AEC 3033C Research and Business Writing in Agricultural and Life Sciences (WR)	3
HUN 4221 Nutrition and Metabolism	3
HUN 4446 Nutrition and Disease, Part 2	3
MCB 3020 and 3020L Basic Biology of Microorganisms (3) and Basic Biology of Microorganisms Laboratory (1)	4
Elective	3
Total	16

* Achieve a minimum grade of C within two attempts, including withdrawals, in CHM 2210.

** See department adviser for list of approved science courses and labs.

Note: Take electives to complete the 120 hours necessary for graduation.

Appendix B. Course Descriptions for Required Courses, semesters 5-8.

AEC 3030C Effective Oral Communication

Credits: 3.

Strategies and techniques for effective presentations in the food, agricultural and natural resource professions. Emphasis on oral and visual techniques for formal and informal situations including leadership and group settings.

AEC 3033C Research and Business Writing in Agricultural and Life Sciences

Credits: 3; Prereq: Junior or senior standing.

This course establishes the importance of effective communication to success in both the educational and professional environments; emphasizes writing as a primary form of communication; examines the elements of effective written communication in organizational and scholarly areas; and explores the causes of ineffective writing and ways to correct them. (WR)

AGR 3303 Genetics

Credits: 3; Prereq: basic course in biology, botany or zoology.

The science and physical basis of inheritance, genes as units of heredity and development, and the qualitative and quantitative aspects of genetic variation. (B)

APK 2105C Applied Human Physiology With Laboratory

Credits: 4.

Introduction to body functions at the cellular, tissue, organ and systems level with emphasis on the mechanisms of operation. Designed for students interested in pursuing study in the health professions. (B)

BCH 3025 Fundamentals of Biochemistry

Credits: 4; Prereq: CHM 2200 and CHM 2200L (or preferably CHM 2210, CHM 2211 and CHM 2211L) with minimum grades of C.

An introduction to biochemistry with emphasis on intermediary metabolism.

BCH 4024 Introduction to Biochemistry and Molecular Biology

Credits: 4; Prereq: CHM 2211 or CHM 3217, or instructor permission.

An introduction to physical biochemistry, intermediary metabolism and molecular biology. Topics include a survey of structure, chemistry and function of proteins and nucleic acids, enzyme kinetics and mechanisms of catalysis; a survey of the pathways of carbohydrate, lipid and nitrogen metabolism and their metabolic control; regulation of gene expression at the level of DNA, RNA and protein synthesis.

FOS 3042 Introductory Food Science

Credits: 3.

Commodities selected for human consumption and the methods used by food technologists to prolong shelf life, retard spoilage and ensure quality. Principles upon which the various processing methodologies are based. (B)

HUN 3403 Nutrition through the Life Cycle

Credits: 2; Prereq: HUN 2201.

Nutritional needs and concerns throughout stages of the life cycle including pregnancy and lactation, infancy, adolescence, adulthood, and aging; socioeconomic, cultural and psychological influences on food and nutrition behavior.

HUN 4221 Nutrition and Metabolism

Credits: 3; Prereq: BCH 3025 or BCH 4024; PCB 4723C or APK 2105C; HUN 3403 and HUN 4445.

Metabolic relationships of nutrients with emphasis upon their functions in biochemical and physiological processes as well as variations in requirements in response to stress. Meets requirements of the American Dietetic Association.

HUN 4445 Nutrition and Disease - Part 1

Credits: 2; Prereq: HUN 2201 and CHM 2211; Coreq: HUN 4445, APK 2105C or PCB 4723C, BCH 3025 or BCH 4024; DIE majors only.

Part one of a two-semester sequence that focuses on the biochemical and pathophysiological bases of disease/conditions that require specialized nutrition support/medical nutrition therapy.

HUN 4446 Nutrition and Disease - Part 2

Credits: 3; Prereq: HUN 4445; BCH 3025 or BCH 4024, PCB 4723C or APK 2105C.

Part two of the sequence that focuses on the biochemical and pathophysiological bases of disease/conditions that require specialized nutrition support/medical nutrition therapy

MCB 3020 Basic Biology of Microorganisms

Credits: 3; Prereq: BSC 2010 and BSC 2010L, or equivalent, with minimum grades of C; BSC 2011 and BSC 2011L, or equivalent, or AGR 3303; CHM 2210 or CHM 2200; non-microbiology majors only.

Introduction to the principles and techniques of microbiology, genetics, taxonomy, biochemistry and ecology and microorganisms. Students will also study virology, immunology and the pathogenicity of microorganisms. (B)

MCB 3020L Laboratory for Basic Biology of Microorganisms

Credits: 1; Coreq: MCB 3020; non-microbiology majors only.

Laboratory exercises on the structure, nutrition and growth of prokaryotic and eukaryotic cells. Includes isolation and classification of representative microorganisms.

MCB 4304 Genetics of Microorganisms

Credits: 3; Prereq: MCB 3020 or MCB 3023, and MCB 3020L or MCB 3023L with minimum grades of C; BCH 4024 should be taken before MCB 4403.

Molecular biology of bacterial gene expression, including DNA replication, mutation, genetic mapping using plasmids and phages, and recombinant DNA mechanisms.

PCB 3063 Genetics

Credits: 4; Prereq: BSC 2011 and BSC 2011L, or equivalent, with minimum grades of C and general chemistry.

The fundamental properties of inheritance in eukaryotic organisms emphasizing examples in man. Basic concepts are developed for the nature, organization, transmission, expression, recombination and function of genetic materials and principles are derived for genetically characterizing populations.

PCB 4522 Molecular Genetics

Credits: 3; Prereq: MCB 3020 or MCB 3023 with minimum grade of C.

Molecular biology of prokaryotes and eukaryotes covering the fundamentals of genome organization and gene structure, regulation of transcription, DNA replication and repair, and RNA processing. Also includes discussion of strategies, vectors and applications of genetic engineering in higher plants and animals.

PCB 4723C Physiology and Molecular Biology of Animals

Credits: 5; Prereq: BSC 2011 and (CHM 2046 or CHM 2047) and (PHY 2048 or PHY 2053 or PHY 2060), all with minimum grades of C; PCB 3063 and PCB 4674 are also recommended.

Discussion of the processes and mechanisms of maintenance, activity and integration in animals with emphasis on vertebrates. Laboratory experience in quantitative methods and techniques of physiological investigation.

PHY 2053 Physics 1

Credits: 4; Prereq: high school algebra and trigonometry, or the equivalent.

First semester of introductory physics de-emphasizing calculus. Structure and properties of matter; kinematics, dynamics and statics; momentum and energy; rotation, elasticity; vibration; fluids; temperature and expansion, heat transfer, thermal behavior of gases; wave motion and sound. (P)

PHY 2053L Laboratory for Physics 1

Credits: 1; Coreq: PHY 2053 or the equivalent.

Laboratory experience for PHY 2053 illustrating the practical applications of the structure and properties of matter; kinematics, dynamics and statics; momentum and energy; rotation, elasticity; vibration; fluids; temperature and expansion, heat transfer, thermal behavior of gases; wave motion and sound. (P)

PHY 2054 Physics 2

Credits: 4; Prereq: PHY 2053 or the equivalent.

Second semester of introductory physics de-emphasizing calculus. Electric charge, fields and circuits; electromagnetism, applied electricity; geometrical optics, wave optics, applied optics; electrons and photons; atoms and nuclei. (P)

PHY 2054L Laboratory for Physics 2

Credits: 1; Coreq: PHY 2054 or the equivalent.

Laboratory experience for PHY 2054 illustrating the practical applications of electric charge, fields and circuits; electromagnetism, applied electricity; geometrical optics, wave optics, applied optics; electrons and photons; atoms and nuclei. (P)

APPENDIX A

TABLE 4 (DRAFT)
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	George Baker, PhD Food Science	Asst. Prof.	Tenure	Fall 2010	12	1.00	0.35	0.35	12	1.00	0.35	0.35
A	Peggy Borum Biochemistry	Professor	Tenure	Fall 2001	12	1.00	0.25	0.25	12	1.00	0.25	0.25
A	Anne Kendall Casella, PhD Dietetics	Sr. Lecturer	Non	Fall 2000	12	0.80	0.20	0.16	12	0.80	0.20	0.16
A	James Collins, PhD FSHN	Assoc Prof Professor	Tenure	Spring 2009	12	1.00	0.35	0.35	12	1.00	0.35	0.35
A	Wendy Dahl, PhD Nutrition Science	Asst. Prof.	Tenure	Fall 2008	12	1.00	0.35	0.35	12	1.00	0.35	0.35
A	Gail Kauwell, PhD Epigenetics and Nutrition	Professor	Tenure	Fall 1993	12	1.00	0.15	0.15	12	1.00	0.15	0.15
A	Mitchell Knutson, PhD Iron metabolism	Assoc Prof Professor	Tenure	Spring 2012	12	1.00	0.15	0.15	12	1.00	0.15	0.15
A	Bobbi Langkamp-Henken, PhD Nutritional immunology	Professor	Tenure	Fall 1994	12	1.00	0.30	0.30	12	1.00	0.30	0.30
A	Anne Mathews, PhD Nutrition and chronic disease	Asst. Prof.	Tenure	Spring 2009	12	1.00	0.35	0.35	12	1.00	0.35	0.35
A	Karla Shelton, PhD Health promotion	Asst. Prof.	Tenure	Summer 2006	12	1.00	0.25	0.25	12	1.00	0.25	0.25
Total Person-Years (PY)									266			266
Faculty Code		PY Workload by Budget Classification										
		Source of Funding										
		Year 1										
		Year 5										
A		Current Education & General Revenue										
B		Current Education & General Revenue										
C		New Education & General Revenue										
D		Contracts/Grants										
E		Contracts/Grants										
Overall Totals for		Year 1										
		Year 5										

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of Florida

University Submitting Proposal

College of Fine Arts

Name of College(s) or School(s)

Arts in Medicine

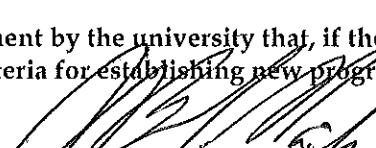
Academic Specialty or Field

50.0799

Proposed CIP Code

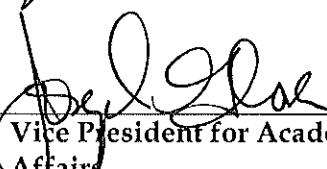
The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

 President

2-28-14 Date

Signature of Chair, Board of Trustees

 Date

2-25-14 Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	12	7.2
Year 2	15	9
Year 3	20	12
Year 4	30	18
Year 5	30	18

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
0	0	44,862	141,593	186,455
0	0	25,853	336,043	361,896

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

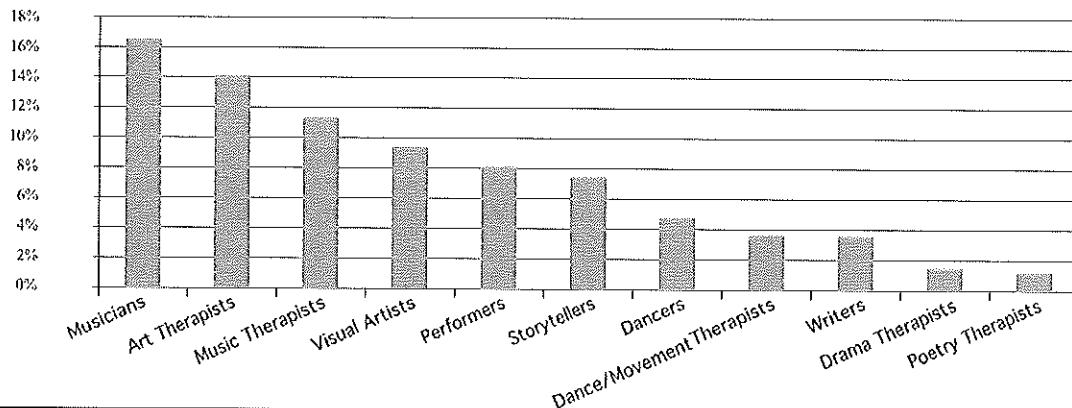
The online Master of Arts with a major in Arts in Medicine is designed to prepare pre-professionals and professionals in the fields of the arts and health for careers that use the arts to enhance individual and community health, and to effectively develop and manage arts programs in healthcare or community settings. The program provides a solid theoretical foundation, in-depth practical experience, and professional skillsets that will prepare artists to safely and effectively navigate healthcare settings and to prepare health professionals to use the arts to enhance clinical or public health practices.

The degree will be offered by the College of Fine Arts, and managed by the Center for Arts in Medicine. The Center has been in existence since 1996, and has offered an online graduate certificate in arts in medicine since 2012. The proposed non-thesis Master of Arts (with a major in Arts in Medicine) will require 35 credit hours of graduate study, including 15 credits of core curriculum, 8 credits of practicum work at an approved work site, and 12 elective credits. An official Graduate Record Examination (GRE) score is required for admission, and all Graduate Council policies governing master's degree programs will be satisfied.

Arts in medicine, also referred to as arts in healthcare or arts & health, is a rapidly growing field that integrates the arts into healthcare practices and settings¹. Arts in medicine is distinct from the arts therapies. Training and practice in the disciplines of arts in medicine and the arts therapies require education and training specific to the different disciplines. Arts therapists are mental health professionals trained to use the arts to address clinical goals, while arts in medicine professionals are trained to use the arts at a professional level to enhance general health and quality of life in healthcare and community settings without engaging in therapy or mental health counseling. The two disciplines and their scope of practice are distinct, but also work in partnership to bring a full spectrum of arts-based services to the healthcare system and its service populations.

Those who can benefit from an arts in medicine degree include artists - encompassing all of the visual, performing, and literary arts, from painters and dancers to poets and musicians – as well as health professionals and administrators. Analysis of the types of professionals providing arts services in hospitals shows that there are more artists than therapists working in each arts discipline¹.

Arts in Medicine Practitioners 2007



¹ State of the Field Committee. (2009). *State of the Field Report: Arts in Healthcare 2009*. Washington, DC: Society for the Arts in Healthcare.

Source: State of the Field Report: Arts in Healthcare 2009

According to surveys conducted by the Joint Commission (the national accreditation organization for healthcare institutions), there are arts in medicine programs at approximately half of hospitals and long-term care facilities in the United States². Healthcare providers are setting high standards for arts professionals regarding patient safety and professionalism, and an international professional association, The Global Alliance for Arts & Health, exists to guide the development of the field, including licensing standards. Exam-based national certification for professional artists who work in healthcare will be in place in 2014. The UF Center for Arts in Medicine's director serves on the National Arts in Healthcare Certification Commission board and exam writing committee.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

The Master of Arts program will provide students with access to a high-quality graduate education from the faculty of the College of Fine Arts and faculty of the UF Center for Arts in Medicine, who have been international leaders in the field for two decades. The Center for Arts in Medicine itself is recognized worldwide as the leading educational program in the field³.

The proposed program will enhance the university's research and service goals, as both students and faculty conduct research and undertake service-learning and service work in our local, national, and global communities. In so doing, graduate students in the Arts in Medicine program will develop professional and vocational skills unique to the field, preparing them for the workforce. Because the program is fully online, it has the capacity to reach an international audience and meets the demand within the field for excellence in online education. Additionally, the online platform offers access to working professionals who are seeking to complete their graduate level education in the field of arts in healthcare.

Through required practicum work, students will engage in community service at locations throughout the state and nation. The program encourages innovation and the development of novel interdisciplinary program-based approaches to improving individual and population health. Through excellence and leadership in teaching, scholarship, research, and service, the program will enhance the reputation of UF's College of Fine Arts within the community, state, and region.

- C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
 - Education
 - Health Professions
 - Security and Emergency Services
2. Economic Development:

² Sonke, J., Rollins, J., Brandman, R. & Graham-Pole, J. (2009). The state of the arts in healthcare in the United States, *Arts & Health*, 1:2,107-135.

³ Moss, H. and O'Neill, D. (2009). 'What training do artists need to work in healthcare settings?' *Medical Humanities* 35(2), 101-105.

- Globalization
 - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

N/A

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The program will be offered online.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. **Need:** Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Bachelor's degrees conferred in the Arts have shown an increase every year in the United States.

<i>Bachelor's Degrees Conferred U.S.</i>				
Degree	2007	2008	2009	2010
Art Studies	13,040	12,973	12,939	12,788
Fine/Studio Arts	8,782	9,251	9,231	9,430
Music	7,326	7,343	7,527	7,576
Drama	8,763	8,773	8,916	9,118
Total	37,911	38,340	38,613	38,912

Source: National Center for Education Statistics

The U.S. Department of Labor reports that there will be steady growth in occupations in the Arts over the next decade.

<i>U.S. Occupational Outlook</i>			
Occupation	2010	2020	Growth
Musicians and Singers	176,200	194,100	10%
Craft and Fine Artists	56,900	59,900	5%
Dancers	12,400	13,700	10%
Choreographers	13,200	16,400	24%
Writers and Authors	145,900	155,400	7%

Source: U.S. Department of Labor

Americans for the Arts (the nation's leading nonprofit organization for advancing the arts and arts education) reported in its 2013 National Arts Index⁴ that, despite the impact of the recent recession, arts employment has remained strong over the past decade. According to the report,

⁴ Americans for the Arts. (2013). *2013 National Arts Index*. Available at <http://www.artsindexusa.org/national-arts-index>. Retrieved on October 19, 2013.

"A variety of labor market indicators show relatively steady levels of employment, especially when compared to labor market difficulties facing all sectors of the economy.

- *There was an increase of eight percent in the number of working artists from 1996 to 2011 (1.99 to 2.15 million). Artists have remained a steady 1.5 percent of the total civilian workforce.*
- *The self-employed "artist-entrepreneur" – active as poet, painter, musician, dancer, actor, and in many other artistic disciplines – is alive and well, with total numbers growing 10 out of the 11 years between 2000 and 2011 (509,000 to 730,000).*
- *Arts workers have diverse occupations and skills, ranging from designers and crafts artists to performance professionals and artistic technicians. Across the range of arts occupations, earnings kept pace with inflation, increasing in current dollars to about \$52,000."*

As more healthcare institutions establish arts programs, employment opportunities for both artists and arts administrators increase. As previously noted, national certification for professional artists who work in healthcare will be in place by early 2014, driving an already strong demand for education for professionals in the field. Since the Center for Arts in Medicine posted on its website the intent to propose an online Master of Arts (with a major in Arts in Medicine), over 100 people have made serious inquiries and asked to be added to the program's waiting list.

There are currently not enough graduate level training programs in place to satisfy the demand for skilled practitioners and the interest among students and professionals. There is currently only one graduate level training program in the United States specifically focused on arts in medicine, and this program is solely for administrators and offered on site (The University of Oregon's Master of Arts with a major in Arts Administration with a Concentration in Arts in Healthcare Management). In the United Kingdom, four arts and health graduate degree programs are offered in residential programs, and in Australia one on-site graduate certificate is offered. The College of Fine Arts (CFA) believes there is an opportunity to fill this gap through the proposed online program.

Numerous articles published in field journals have articulated a need for advanced education and training for arts in medicine professionals^{3,5, 6, 7, 8}. In a review of literature related to arts in medicine education, Moss & O'Neal¹ cite the UF Center for Arts in Medicine as the first of five best practice programs worldwide in training in the field, and the only best practice program in the United States. The article also notes that education in the field, particularly at the graduate level, is needed and has arisen from a prevalence of arts programs in healthcare worldwide.

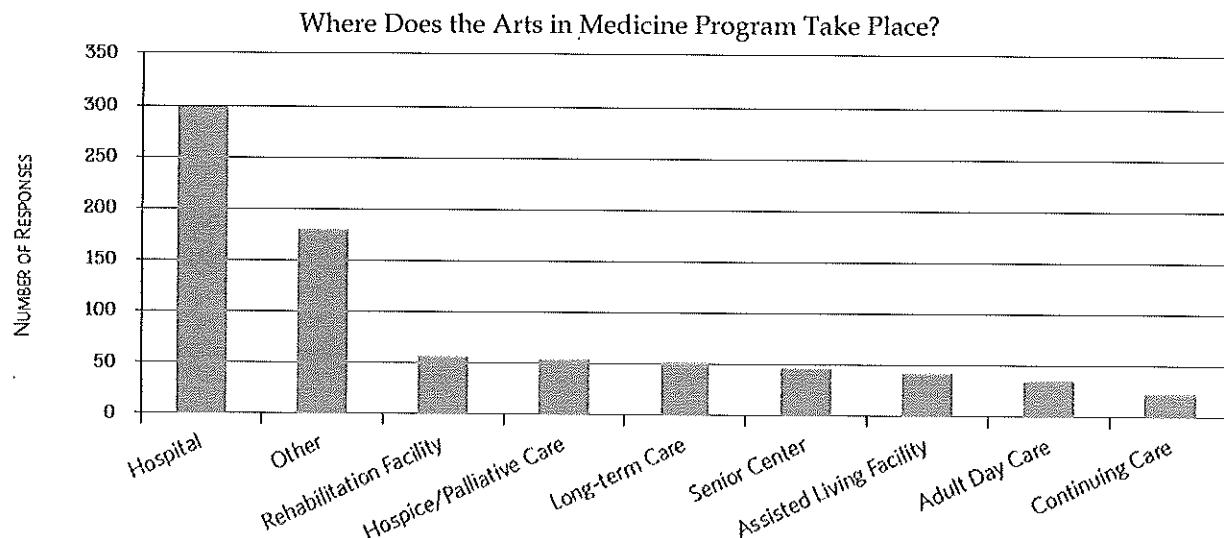
The graph below, from 2007 survey data from the Joint Commission and published by the Society for Arts in Healthcare in 2009, shows that most arts in medicine activities take place in hospitals, but also branch out to a variety of healthcare institutions.

5 Clift, S., M. Camic, P., Chapman, B., Clayton, G., Daykin, N., Eades, G., ... & White, M. (2009). The state of arts and health in England. *Arts & Health*, 1(1), 6-35

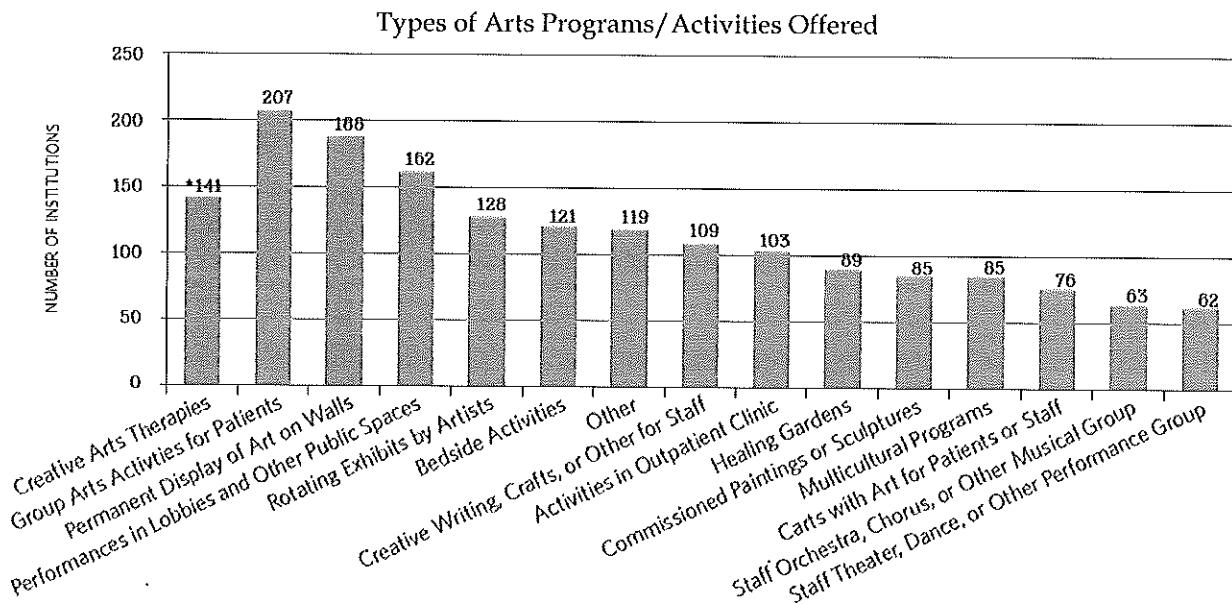
6 Pratt, R. (2003). *The Arts in Healthcare in the United States in the Twenty-First Century*. Keynote Address Presented to the VIII Music Medicine Symposium of The International Society for Music in Medicine. June 26, 2003. Hamburg, Germany.

7 Dileo, C., & Bradt, J. (2009). On creating the discipline, profession, and evidence in the field of arts and healthcare. *Arts & Health*, 1(2), 168-182.

8 Sadler, B. L., Ridenour, A., & Berwick, D. M. (2009). *Transforming the healthcare experience through the arts*. San Diego: Aesthetics.

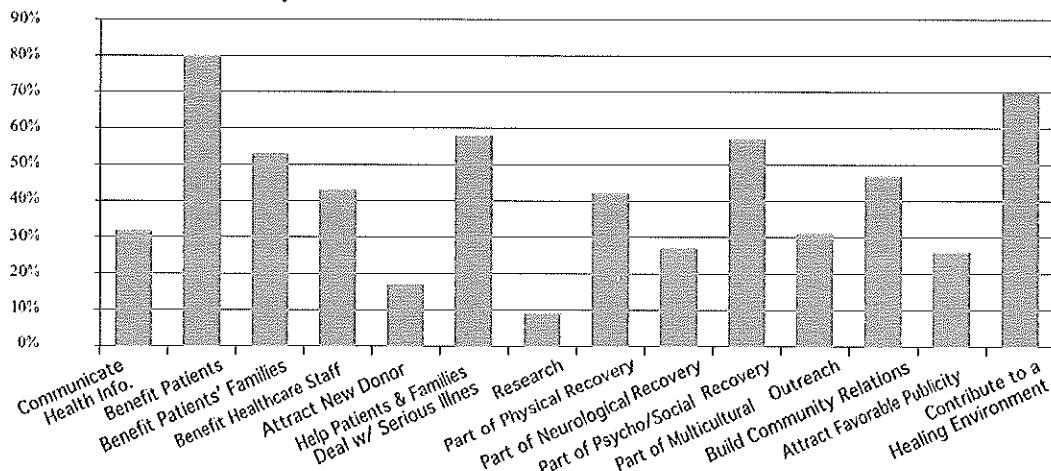


The graph below shows that arts programs and activities in healthcare settings are diverse and span artistic disciplines.



According to Joint Commission surveys conducted in both 2004 and 2007, benefits to patients and contributions to a healing environment were the top reasons cited by healthcare institutions for investing the arts and artists.

Why Healthcare Institutions Invest in the Arts



Source: State of the Field Report: Arts in Healthcare 2009

The proposed Master of Arts would fill a crucial gap in education and credentialing in the field of Arts in Medicine, and also assist the field in expanding the already rapidly growing body of research that is necessary to ensure further expansion and professionalism in the field.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

There is immense interest in education and training in the field, as has been evidenced by the Center for Arts in Medicine's current curriculum, training, and certificate programs, which operate at capacity and have grown steadily over the past 17 years. The Center has offered an online Graduate Certificate in Arts in Medicine since Fall 2012. The program enrolled seven students in its first year, and will enroll ten more students in 2013-14 and per year thereafter. Interest in the degree program has also been evidenced by the level of inquiry the Center has received since posting plans for development of the Master of Arts on its website in May of 2012. Since this time, 108 potential students have conferred with the graduate program advisor, and declared their interest in applying to the program once it is approved. As previously noted, the UF Distance Learning program conducted a formal market analysis and found a definite market and opportunity for graduate education in this field.

In October of 2013, the Center for Arts in Medicine conducted surveys of potential students and of current employers to further document interest in and need for graduate education in the field. The Center's waiting list of 103 individuals were asked five questions related to their educational and professional backgrounds and their interest in graduate education in arts in medicine.

The survey data showed that 57% of potential student respondents have education in the arts and 30% have education in health or public health. Twenty-three percent reported having professional experience in arts or health administration, 23% have professional experience in health or public health, and 29% have professional experience in the arts. Many reported overlapping education and professional education and professional experience in both healthcare and the arts.

Eighty-eight percent of the potential students reported the desire to earn the full Master of Arts (with a major in Arts in Medicine) degree, in addition to or as opposed to the Graduate Certificate in Arts in Medicine. When asked what they plan to do with a degree in arts in medicine, potential students expressed the following intentions (most frequently noted intentions, in descending order):

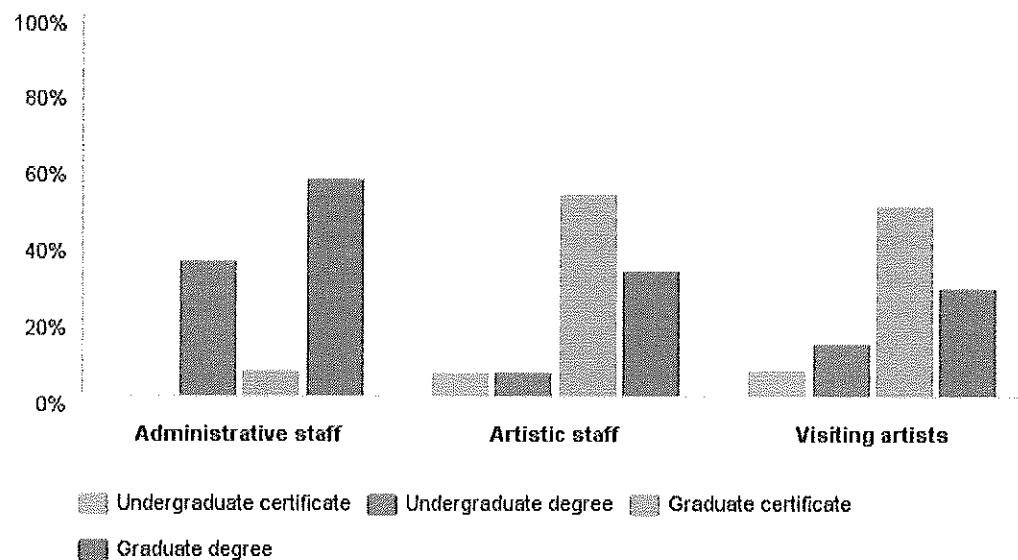
1. To continue, advance, or gain employment in the field of arts in medicine *as a program administrator*

2. To continue, advance, or gain employment in the field of arts in medicine *as an artist*
3. To work in or advance the field of *Public Health*
4. To teach or develop an *academic career* in the field
5. To develop a career in *research* in the field

In the survey of 25 employers in the field, 100% of respondents reported having paid staff in their arts in medicine program. The programs employed an average of 2.14 full-time and 2.4 part-time administrative staff members, an average of 1.0 full-time and 4.0 part-time staff artists (with benefits), an average of 15 contracted artists (without benefits), and an average of 11 paid visiting artists.

Ninety-four percent of employers reported a need to expand their administrative staffs, while 88% reported the need to expand their salaried or contracted artistic staffs. More are seeking salaried artistic staff members than contracted artists.

Eighty-nine percent of employers reported that they would be more inclined to hire administrative or artistic applicants who have an academic degree in arts in medicine. Preferences for academic credentials in arts in medicine were expressed as follows:



Current pay scales in the field are consistent with or higher than other allied professions in healthcare, suggesting a viable level of compensation for artists and administrators who enter the field. A 2010 survey conducted by a Society for the Arts in Healthcare consultant of 220 Arts in medicine professionals showed a desire for higher pay scales and a need for graduate-level education and certification. The survey showed that while some artists are paid as much as \$120/hour, the median hourly pay rate was \$31-40/hour. Arts in medicine administrators were similarly compensated, at an average hourly rate of \$21-\$30.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

Florida State University offers MS and PhD programs in art therapy. Center for Arts in Medicine faculty have made presentations at symposia presented by these programs, and students and faculty of both universities have had the benefit of participating in reciprocal programs, such as symposia, workshops and internships. We have an excellent working relationship with the FSU Art Therapy program. Its

director, Marcia Rosal, has participated in our training programs and partners with us in our rural community initiatives in the Florida panhandle. Dr. Rosal has expressed support for the proposed Master of Arts (with a major in Arts in Medicine) and is interested in collaborative opportunities for students and faculty of both programs. We have discussed practicum opportunities for students as well as opportunities for faculty to collaborate in research and provide teaching and lectures. Dr. Rosal understands the distinction between arts in medicine and the arts therapies, and is not concerned with any potential negative impact on enrollments in the FSU art therapy program. Additionally, she is interested in the opportunity for her students to earn the online Certificate in Arts in Medicine and to undertake practicum work within our onsite program at UF.

Our current collaboration in fieldwork within our Arts in Healthcare for Rural Communities program is likely to lead to further research opportunities for both students and faculty as the Master of Arts program is implemented and our faculty grows. We also currently partner with the FSU medical faculty at the FSU/Collier Health Services on research at our Immokalee site.

The University of Tampa (UT) has proposed a new low-residency Master of Arts in Expressive Arts in Health. Program planners anticipate that the program may be launched in 2015. This program is distinct from the proposed Master of Arts at UF in that it provides education and training in expressive arts, a field that is – like the arts therapies - related yet distinct from arts in medicine. We maintain an excellent collegial relationship with UT faculty, and are working to be sure that the programs are complimentary in building the overall arts and health field and providing educational opportunities for students developing careers in each discipline of the broader arena. Proposed curricula for both programs have been discussed at face-to-face meetings with the program planners, and possible collaborations that could provide practicum opportunities are being developed.

D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

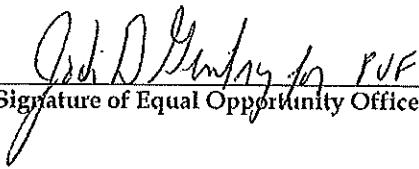
Our headcount and FTE projections are based on field demographics (from annual membership reports published by the Global Alliance for Arts & Health), enrollment in our Graduate Certificate in Arts in Medicine, and our current waiting list of 103 potential students. We anticipate that the majority of students who enroll in the program initially will be professionals in the field who have been waiting for the opportunity to earn a degree specific to their work. We also anticipate that, while working professionals from throughout the U.S. will likely represent the majority of our students over time, that the percentage of students moving directly from undergraduate degrees in related fields, particularly at Florida schools, will grow significantly over time. We do not expect students from within UF to change majors to enroll in this program.

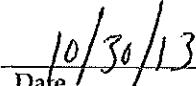
E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

The program will be marketed to a broad array of potential students, primarily through online media and communication with faculty and advisors at related undergraduate arts and health programs worldwide. As an online offering, the program will be accessible to students who cannot relocate to Florida due to economic or other restrictions. Based on historic enrollment in our training programs, we anticipate a

relatively high enrollment by people with physical and other disabilities and limitations. Many people who have themselves been challenged by illness and disability and have found the arts useful to their health or wellbeing are drawn to education and career development in this field. Our administrative and teaching staffs have invested in training and education related to accessibility and diversity, and the Arts in Medicine Programs at UF (the UF Center for Arts in Medicine and the Shands Arts in Medicine program) currently employ several artistic and administrative staff members with disabilities.

We will make every effort to attract quality minority students, and will utilize existing programs and partnerships, including our Arts in Healthcare for Rural Communities Initiative and partnership with IFAS and the Florida Office of Rural Health, to promote the program. We have a history of attracting racially diverse student groups, including people from other countries. We plan to implement marketing targeted to undergraduate students at many universities, and will work to develop direct relationships with advisors at schools with particularly diverse student bodies, including FAMU and FIU in Florida. This program does not duplicate any programs offered at those universities, and no minority groups will be unfavorably impacted by this program.


Signature of Equal Opportunity Officer


Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

As a self-funded program, the Master of Arts (with a major in Arts in Medicine) will be revenue generating and self-sustaining. We have received seed funding for the program from a private donor in the amount of \$27,000 for year one and \$22,000 for year two. This support will allow us to develop the student base at a modest pace, which will help us to ensure the highest level of quality as we learn from our experiences and student evaluations. Current resources that will be applied to the program include support from the College of Medicine Department of Pediatrics for one of our faculty members, who teaches at .25 FTE per semester (represented under contracts & grants in the budget table) and the Center director's salary, which is provided by the College of Fine Arts and by Shands Hospital. Additional and ongoing faculty and staff support for the program will be funded through program revenues.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Two existing faculty members from schools in the College of Fine Arts will provide periodic teaching for

the proposed program. Dr. Michelle Tillander from the School of Art & Art History will teach an elective course, *Teaching Art to Special Populations*. This course is expected to be offered either once annually or bi-annually, and will serve students of the proposed Master of Arts (with a major in Arts in Medicine) as well as students in the online Master of Arts (with a major in Art Education) program. The new course will enhance both programs and will provide cross-disciplinary interaction for students and faculty. The Center for Arts in Medicine will support Dr. Tillander's time for this teaching, which will not adversely affect the Art Education program or the School of Art & Art History. Dr. Brenda Smith, from the School of Music will offer seats in her current Vocal Pedagogy class to Master of Arts (with a major in Arts in Medicine) students. No reallocation of Dr. Smith's time is necessary, as she is already teaching this course; however, the disciplinary broadening of the student base in the course will positively impact the course, and Dr. Smith's role within the Center for Arts in Medicine will support her ongoing research in singing for aging populations. Dr. Smith already allocates .05 FTE to work with the Center for Arts in Medicine. Jill Sonke, Director of the Center for Arts in Medicine, is already dedicated to teaching and management of arts in medicine education programs in the Center.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

We have selected several elective courses from other departments on campus. Each of these departments has confirmed that they can accommodate our students at our proposed estimated enrollment levels. These departments are pleased to welcome additional students and are also pleased with the opportunity for more diversity in disciplinary backgrounds among students in the courses. Twelve of the 15 core curriculum credit requirements for the Master of Arts are also requirements of the Graduate Certificate in Arts in Medicine, and six are requirements of the Graduate Certificate in Arts in Public Health. This overlap will allow a high level of efficiency in our course offerings and also help all sections to run at or close to capacity levels.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

We will utilize strong relationships with several national and international field associations and academic partners for marketing of the proposal program. The field associations, including the Global Alliance for Arts & Health, provide the primary means of communication (monthly e-news, online program listings and resources, and conference advertising) with professionals and students. The primary communication streams, including monthly e-news and online listings, are free and well utilized. These resources will make it possible for us to market the program effectively with a very modest marketing budget. We will also continue to market our programs, including the new Master of Arts, through presentations, exhibits, and advertising at national and international field conferences. We are fortunate to have strong relationships with major state and national arts associations, including the State of Florida Division of Cultural Affairs, National Endowment for the Arts, and Americans for the Arts, who also have free regular news and marketing structures that will be effective in marketing the program.

As previously noted, we have garnered private donor support for implementation of the program over the first two years. Center for Arts in Medicine faculty members are already garnering significant external funds for research. Since 1994, the Center's director has brought over \$2 million in external funding to UF and Shands Hospital for arts in medicine research and projects. Center faculty members will be expected to dedicate .25 FTE of their effort to research, and to bring in external funds to support the research. Major funders, including the National Institutes of Health, National Endowment for the Arts, US Departments of Commerce, Defense, and Health and Human Services, and foundations such as MetLife, Kresge, and Johnson & Johnson are supporting research in this field. All of our faculty will continue to write grants for external funding to support research and service activities.

Students in the program will have access to financial aid, just as campus-based students do; and we have

established a scholarship fund and list of potential donors to approach for initial and annual contributions to the fund.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

As more healthcare institutions have established arts programs over the past two decades, employment opportunities for both artists and administrators are growing at an increasing pace. As previously noted, national certification for professional artists who work in healthcare will be in place in 2014, driving an already strong demand for education for professionals in the field. The proposed Master of Arts would fill a crucial gap in education and credentialing in the field. As a significant number of students from Florida are expected to complete the program, we anticipate that increased professionalism and program development will result and drive an increase in employment opportunities in the state. Through enhanced leadership in arts in medicine education and programming, UF and Florida will gain recognition nationally and internationally.

Potential benefits of the proposed Master of Arts include increased direct revenues, leadership, visibility, and external research funding for the Center for Arts in Medicine, the College of Fine Arts, and UF. We also anticipate benefits to our campus, local and state communities related to service.

Direct Revenue (quantitative): The proposed program is online and self-funded. We have set modest targets for enrollment for the first three years, with enrollment reaching and stabilizing at 30 students by year five. Based on our current waiting list, we are confident that we will achieve these enrollment goals. We will implement the program with \$49,000 in seed funding from a private donor (confirmed), and without the need for any start-up funds to be provided by UF. We anticipate that the program will be entirely self-sustaining and generate revenues that will support outstanding faculty, research, and service, and that will generate administrative revenues to UF and the College of Fine Arts through the RCM structure.

Leadership and Visibility (qualitative): The UF Center for Arts in Medicine is recognized as a leading educational program in this field worldwide. As the field continues to grow and becomes established as an Allied Health Profession, UF will become more widely recognized as the leading educator in the discipline. To date, the Center has provided consulting and education/training services to many other institutions as they developed arts in medicine programs, including Duke University, Tulane University, the University of Michigan, Harvard University, the University of Miami, the University of Kentucky, the University at Buffalo, and the University of Oregon.

Arts in medicine is garnering significant media attention. The *New York Times* features articles on an almost weekly basis that focus on the health benefits of the arts, or the benefits of the arts in medical education and the practice of medicine. The UF Center for Arts in Medicine has been featured in major media pieces, including in recent articles in *Parade Magazine* and the *North Central Florida Business Report*. We were also the subject of an hour-long piece on NPR's nationally syndicated Studio 360, and two PBS documentary films (*Healing Words* and *Color My World*). As graduate education, and thus research, expands in arts in medicine at UF, we anticipate even greater media attention, which would enhance UF's national reputation.

Previous enrollments in Center for Arts in Medicine training and education programs, a formal market analysis, inquiries from prospective students, and survey data from prospective students indicate a clear demand for graduate education in arts in medicine. Based on this data, we are confident that the program will operate at target enrollment levels and earn revenues that will not only support program expenses, but will also provide an infrastructure for research and service to our local and state communities.

External Research Funding (quantitative): As noted above, Center for Arts in Medicine faculty members garner external funds for research and service projects.

Service and Collaboration (qualitative): As the Master of Arts program is implemented, we anticipate increased collaboration with other universities and health service programs. We have current and past collaborations with several SUS universities, including FSU (College of Medicine and Art Therapy), the University of Tampa, the University of South Florida, and the University of West Florida. We also actively partner with the UF IFAS program on a statewide service and research initiative in rural communities, which also involved partnership with the Florida Office of Rural and the State of Florida Division of Cultural Affairs. These partnerships provide practicum and internship opportunities for students, and research and service opportunities for faculty.

The proposed Master of Arts program requires seven credits of practicum work. We have created a list of approved practicum sites in Florida, where students will be able to provide service work to satisfy these requirements. This will expand arts in medicine services at hospitals statewide. The work of our faculty members will also expand services to our local community through work they undertake with the Shands Arts in Medicine program and at community sites, including the Alachua Regional Detention Center, Alz Place (day center for people with Alzheimer's disease), the VA Medical Center, and the ARC (residential center for adults with disabilities).

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)

N/A.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A.

- C. If the university intends to seek formal Limited Access status for the proposed program,

provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

N/A.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The Master of Arts (with a major in Art in Medicine) endeavors to meet the growing international demand for excellence in education in the field. It will serve the mission contained in the SUS Strategic Plan and the University Strategic Plan by: 1) fulfilling the University of Florida's stated mission to emphasize teaching, practice and research, and service in a manner that aligns with the aim "to strengthen the human condition and improve quality of life"; 2) supporting its faculty and students in conducting research and implementing practice at the highest level of competence and expertise; 3) building a highly-skilled workforce to address the critical need for improved health outcomes and patient and employee safety in medicine and public health; and 4) undertaking service work in our local, national, and global communities.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The Master of Arts builds upon the University of Florida's existing institutional strengths by cultivating and sustaining active, interdisciplinary partnerships with the following academic programs: College of Medicine, Clinical and Translational Sciences Institute (CTSI), College of Public Health, Center for Movement Disorders and Neurorestoration, Digital Worlds Institute, Institute on Aging, UF Health/Shands Hospital, and the VA Medical Center. These partnerships represent dynamic collaborations, which inform and influence the culture and practice of each, advancing the mission and enhancing the program goals and outcomes in service to all involved. Teaching, research and service efforts between the UF Center for Arts in Medicine and each of these units yield mutual values, learning and exchange on local, national and global levels.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Planning Process

Date	Participants	Planning Activity
------	--------------	-------------------

March 21, 2012	Jill Sonke, Jenny Lee, Rusti Brandman	Strategic planning session identified exploration of an MA in Arts in Medicine as a strategic priority, based on increased inquiries from potential students
March 28, 2012	Jill Sonke, Jenny Lee, Rusti Brandman, Amy Bucciarelli	CAM Faculty curriculum retreat identified the graduate certificate and MA as appropriate goals, and identified learning objectives and primary courses
April 2, 2012	Dean Edward Schaefer, Jill Sonke	Meeting to discuss possible graduate certificate and MA programs
April 23, 2012	Jill Sonke, Jenny Lee	Course proposals and syllabi for grad certificate and proposed MA courses submitted to CFA curriculum committee
May 3-5, 2012	Jill Sonke, Jenny Lee, Dylan Klempner	CAM exhibit at the Society for the Arts in Healthcare conference; initial list of interested potential students
May – July 2012	Jill Sonke, Distance Education staff and consultants	Conducted market analysis
June 29, 2012	Jill Sonke, Dean Ed Schaefer	Graduate Certificate in Arts in Medicine fully approved at all curriculum levels
August 2012	Jill Sonke, Jenny Lee, Dylan Klempner	Graduate Certificate program launched
Feb 2, 2013	Jill Sonke, Ed Schaefer, Angel Kwolek-Folland	Meeting to discuss MA pre-proposal
Feb-March, 2013	Jill Sonke, Dean Ed Schaefer	All MA courses fully approved and assigned course numbers
Feb 19, 2013	Jill Sonke, Dr. Gerhardt, Dean Schaefer	Meeting with Dr. Gerhardt to discuss MA, received support
March, 2013	Ed Schaefer, NASAD representatives	Reviewed MA proposal and curriculum to determine if the program would fall under NASAD accreditation (it will not)
April 2013	Jill Sonke, all CFA schools and faculty	Presentations/discussion of MA proposal at each CFA school faculty meeting
June 26-29, 2013	Jill Sonke, Jenny Lee	CAM exhibit (Graduate programs marketing) and presentations at the Arts, Health & Wellbeing Conference, UK
October 10, 2013	Jill Sonke, CAM Advisory Board	Reviewed program plan with CAM Advisory Board
October 11, 2013	Jill Sonke, UF Distance Education staff	Submission of Self-funded program proposal
October 20-23, 2013	Jill Sonke, Marcia Rosal	Dialogue with FSU Art Therapy program director regarding current partnership and MA proposal support / collaboration
October 21, 2013	Dylan Klempner, Natalie Morrison	MA marketing meeting
October 21, 2013	Dylan Klempner, Michelle Tennant, Ann Lindell, Nina Stoyan-Rosenzweig	Meeting with UF Library staff to identify resources
October 22, 2013	Ed Schaefer, Andy McCollough, Jill Sonke	Meeting to review Self-funded program proposal

Events Leading to Implementation

Date	Implementation Activity
November 2013	Meet with Henry Frierson in the Graduate School
November 1, 2013	Completion of MA full proposal, submit to Angel Kwolek-Folland for review
November 10, 2013	Submit final MA proposal to all CFA faculty and CFA curriculum committee

November 30, 2013	Finalization of marketing plan
December, 2013	Approval by CFA curriculum committee
January 2014	Submit elective course proposals to CFA curriculum committee
January 2014	Approval of Self-funded proposal
Feb-March 2014	Approval by Graduate Council
Spring 2014	Plan search for new faculty member
May 2014	Approval by Faculty Senate
May 2014	Complete faculty search
May 2014	Meet with CITT staff to plan new course development
June 2014	Anticipated program approval by UF Board of Trustees
June-July 2014	Begin new faculty search
June-August 2014	Increase marketing and advisement
July 1, 2014	Announce MA program launch and begin accepting applications
August 1-20, 2014	Application review and selection
September 2014	Program launch with existing faculty and 10-15 students
October 2014	New faculty hire

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The Center for Arts in Medicine's undergraduate Dance in Healthcare Certificate is included in the program reviews conducted by the National Association for Schools of Dance (NASD). In two reviews since the program's implementation, the certificate program has been viewed as a significant asset to the School of Theatre and Dance. The Center's two undergraduate certificates (Certificate in Arts in Healthcare and Certificate in Dance in Healthcare) and Graduate Certificate in Arts in Medicine undergo annual Student Learning Outcomes (SLO) assessments, per Office of Institutional Assessment requirements.

In 2013, the Office of Institutional Assessment highlighted the Center for Arts in Medicine's overall program review and planning processes as an outstanding model in its SACSCOC Comprehensive Standard 3.3.1.5, Institutional Effectiveness: Community/Public Service report.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Student Learning Outcomes:

- Students know the theoretical foundations that inform the field and practice of Arts in Medicine.
- Students identify the roles of the arts in promoting health education, health literacy and disease prevention in community settings.
- Students analyze and identify skills necessary to navigate care environments and to ensure patient safety.
- Students analyze and identify professional-level practical skills in using the arts to address health in healthcare and community settings.
- Students identify the administrative structures that support Arts in Medicine programs.
- Students analyze core issues, contemporary trends and critical debates central to the Arts in Medicine.

- Students identify core competencies including ethical frameworks, program development and assessment, grant writing, and cultural competency.

B. Describe the admission standards and graduation requirements for the program.

Admission to the Master of Arts (with a major in Arts in Medicine) program requires a bachelor's degree in an arts, health, or related field of study from a regionally accredited institution or the equivalent, and completion of the Introduction to the Arts in Healthcare course at UF, or completion of an Arts in Healthcare Summer Intensive, or a minimum of one year of professional experience as an artist or administrator in the field of Arts in Medicine. In alignment with UF Graduate School requirements, an official Graduate Record Examination (GRE) score is required for admission. Requirements of the degree include completion of 35 credits of required and elective coursework with a 3.0 or higher GPA. All Graduate Council policies governing master's degree programs will be satisfied.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The online Master of Arts (with a major in Arts in Medicine) will require 35 credit hours of graduate study, including 15 credits of core curriculum, 8 credits of practicum work at an approved work site, and 12 elective credits as listed in the table below. A thesis will not be required.

	CREDITS
CORE CURRICULUM	15
HUM5357: Creativity and Health: Foundations of the Arts in Medicine	3
HUM5595: Arts in Medicine in Practice	3
HUM6353: Arts in Medicine Professional Seminar	3
HUM6354: Arts in Medicine Advanced Professional Seminar	3
PHC 6104: Evidence-Based Management of Public Health Programs	3
PRACTICUM	8
HUM6942: Arts in Medicine Graduate Practicum	3
HUM6358: Arts in Medicine Capstone Proposal	1
HUM6359: Arts in Medicine Capstone	3*
ELECTIVES	12
HUM6930: Special Topics (The Arts and Human Development)	3
HUM6930: Special Topics (Introduction to Arts Therapies)	3
HUM6930: Special Topics (Art and Compassion)	3
ANG6930: Special Topics in Anthropology (Anthropology & Global Health)	3
ANG 6930: Special Topics in Anthropology (Critical Medical Anthropology)	3
PHC6410: Psychological, Behavioral, & Social Issues in Public Health	3
HUMXXXX: Arts in Public Health Practicum (approved at GCC level 3)	3
HUMXXXX: Arts in Public Health Professional Seminar (approved at GCC level 3)	3
THE6905: Individual Study (Arts Administration)	3
MVV 6651: Vocal Pedagogy	3
HSA 6114: Introduction to the US Health Care System	3
HUM6930: Special Topics (Teaching Art with Special Populations)	3
GMS 6822: Measuring and Analyzing Health Outcomes II	3
TOTAL CREDITS	35

* A request to increase in the current 3 credit Capstone course credit to the 4 credits needed for the

curriculum plan is already in process. The change request has been approved by the College of Fine Arts and is pending with the Graduate Council (as of 1/9/14).

The Master of Arts is designed to help pre-professionals and professionals develop careers that engage the arts to enhance individual and community health.

The core curriculum address the theoretical and practical frameworks that provide the foundation for the course of study, including: 1) Creativity & Health: Foundations of Arts in Medicine (historical and theoretical foundations); 2) Arts in Medicine in Practice (scope of practice, best practices, professional competencies); 3) Arts in Medicine Professional Seminar and Arts in Medicine Advanced Professional Seminar (development of advanced professional skillsets); and 4) Research and Evaluation. With the exception of Resaerch and Evaluation, all of the these courses have been fully approved and assigned course numbers.

Students may choose from a variety of electives designed to broaden and deepen exposure to specific practices within related disciplines and to develop interdisciplinary knowledge and skills. Elective courses have been selected from the Center for Arts in Medicine, the College of Public Health and Health Professions, the College of Medicine, Anthropology, and schools within the College of Fine Arts. There are no thesis or dissertation requirements.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

MA in Arts in Medicine Recommended Course Sequence					
YEAR ONE					
Fall A	Fall B	Spring A	Spring B	Summer A	Summer B
Foundations (3)	Practice (3)	Practicum (3)	Practicum (continued) Professional Seminar (3)	Elective #1 (3)	Elective #2 (3)
YEAR TWO					
Fall A	Fall B	Spring A	Spring B	Summer A	Summer B
Elective #3 (3)	Advanced Prof. Seminar (3)	Research and Evaluation (3)	Arts in Medicine Capstone (4)	Elective #4 (3)	
		Capstone Proposal (1)			

E. Provide a one- or two-sentence description of each required or elective course.

Creativity and Health: Foundations of Arts in Medicine: This 8-week online course explores the theoretical foundations that facilitate an understanding of the relationship of creativity to health and inform the field and practice of the arts in medicine.

Arts in Medicine in Practice: This 8-week online course explores the practice of the arts in medicine in the fields of health and human services. The course provides a dynamic, interdisciplinary overview of diverse practices and methodologies in the field of arts in medicine in community and healthcare settings.

Arts in Medicine Professional Seminar: This 8-week online course provides a practical orientation to professional competencies, practice, and ethics for the field of arts in medicine. The professional seminar will focus on core issues, trends, and critical debates central to current practice within the discipline and within its historical and contemporary applications. This course is designed to help students prepare for practice in the field of arts in medicine.

Arts in Medicine Advanced Professional Seminar: This course provides a practical orientation to professional competencies, practice, and ethics for the field of arts in medicine. The professional seminar will focus on core issues, trends, and critical debates central to current practice within the discipline and

its historical and contemporary applications. This course is designed to synthesize and integrate student learning in preparation for practice in the field of arts in medicine.

Evidence-Based Management of Public Health Programs: This course provides practical guidance on how to monitor achievement of a program's objectives, gather information and evidence of the program's effectiveness, and determine a program's impact in public health settings. The student will undertake review of the structure and functions of the public health system, followed by the rationale and application of an evaluation framework that leads to evidence-based decision-making in public health.

Arts in Medicine Graduate Practicum: This 16-week online course will engage the student in professional-level practice in an established arts in medicine or community-based arts for health program. The student will undertake 130 hours of practical work within the 16-week course, including arts practice and administration, in an approved healthcare or community program setting, with the goal of preparing for professional arts in medicine practice.

Arts in Medicine Capstone Proposal: This course will engage the student in research, planning, and submission/approval of a capstone project plan as a part of the Master of Arts. The student will undertake extensive literature review and other research to support the development of a plan for undertaking an arts project that addresses health in a healthcare or community setting.

Arts in Medicine Capstone: This course will engage the student in advanced practice of the arts in medicine in a healthcare or community environment. The student will implement and evaluate a defined arts project in the healthcare or community setting, with the goal of developing professional level arts in medicine practice.

The Arts and Human Development: This course explores the arts, human development, and the practice of creative process across the lifespan. The course provides a dynamic, interdisciplinary overview of the major theories of human development and artistic development across the lifespan in social and cultural contexts.

Introduction to Arts Therapies: This survey course will overview the professions and scope of practice associated with art therapy, music therapy, dance therapy and drama therapy. The course will compare and contrast the arts therapies with arts in medicine.

Music and Healing in Africa: This course will explore the historical role of music in healing traditions across the African continent. We will explore the depth of extant ritual healing practices in contemporary Africa, including those based around dance, religion, ritual, and modern health care methodologies.

Art and Compassion: This course will explore art's potential to both represent and embody compassion. We will scan the history of cultures across the globe for literature and artwork that can inform our definition of this important idea and character trait. We will also look at recent scientific research to help us better understand the biology of compassion.

Psychological, Behavioral, and Social Issues in Public Health: Health behavior from an ecological perspective; includes primary, secondary and tertiary prevention across a variety of settings; incorporates behavioral science theory and methods.

Arts in Public Health Graduate Practicum: This course will engage the student in focused professional-level practice using arts strategies for promoting public health. The student will undertake 130 hours of work over 16 weeks, including project planning, implementation, and evaluation, in an approved healthcare or community program setting.

Arts in Public Health Professional Seminar: This course will help students prepare for professional-level practice in using arts strategies for promoting public health. The seminar will orient students to the professional competencies, trends in practice, and ethical frameworks that are part of the practical professional toolkit of arts and public health practitioners, as well as core issues, trends, and critical debates that have emerged at the intersection of the arts - particularly theatre and public art - and public

health.

Arts Administration: This course will introduce students to the practical skills required for the successful management of arts organizations. Areas covered will include budgeting, marketing/publicity, fundraising, audience development, contracts, board governance, and issues associated with the founding of a nonprofit organization.

Vocal Pedagogy: This course provides a foundation for the development of teaching techniques to achieve healthy singing skills. The content of the course includes an historical overview of vocal pedagogy, a survey of anatomy/physiology and current developments in voice science.

Introduction to the US Healthcare System: Definitions and distribution of health and illness, historical context for development of the US health care system, current organization of the health care system, ability of the system to meet population needs, policy environment that influences access to care, and trends that could impact the system in the future.

Teaching Art to Special Populations: This course explores theory and practice, including content knowledge, applications, and inclusive designs for teaching art to people with exceptionailities. This includes current legal, educational, and therapeutic issues, and the examination of artistic, emotional, and physical development as they relate to teaching art to special populations in various institutional or community settings.

Measuring and Analyzing Health Outcomes: This course is offered through the Department of Health Outcomes & Policy in the College of Medicine and covers cross-cultural translation, data-analysis issues, and outcome measures for special populations.

E. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

N/A.

F. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

In March of 2013, we reviewed the certificate program with the National Association of Schools of Art and Design (NASAD), and they confirmed that the program does not fit within their area of concern. There are no other specialized accreditation agencies under whose purview this program would fall at this time. Currently, the National Arts in Healthcare Certification Commission is developing certification criteria and a national exam for individuals, but no work is yet taking place at the national level for accreditation of academic or training programs. When this occurs, we will seek accreditation and are confident that we will meet whatever guidelines are developed.

G. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

N/A.

H. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in

Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The proposed MA in Arts in Medicine will be a distance learning program. Since there are no other online graduate programs in arts in medicine, we do not anticipate being able to deliver any course content through collaboration. However, we have begun dialogues with Columbia College, FSU, and the University of Tampa about possible future collaborations of this nature. These discussions have identified immediate potential for placing students in practicum sites in the respective regions.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).
- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

The Center for Arts in Medicine currently has three faculty members who teach in the Graduate Certificate in Arts in Medicine program and will teach in the MA program. Jenny Lee is supported by grant and certificate revenues, Jill Sonke is supported by funding from Shands Hospital and the College of Fine Arts. Amy Bucciarelli is supported by funding provided by the College of Medicine. These funding sources will remain constant, and increased teaching loads will be supported by program revenues. In year two of the program, we plan to hire one additional faculty member, again supported by program revenues. Additionally, two faculty members from the College of Fine Arts (Schools of Music and Art & Art History) will teach elective courses, with time supported by program revenues.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The faculty members of the College of Fine Art are highly productive in teaching, research and service. The record of 67 tenured faculty members from a total of 81 tenure-track members speaks to their productivity. In addition, the programs in Art + Art History, Music, Theatre, and Dance each have professional accreditation and have maintained continuous professional accreditation since it was first awarded. Center for Arts in Medicine faculty have garnered significant external grant funding (see above), contributed significantly to the major texts and publications in the field, and serve as primary consultants to major organizations starting arts in medicine programs nationally and internationally.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in

this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

The Libraries of the University of Florida form the largest information resource system in the state of Florida. The libraries hold over 5,800,000 print volumes, 8,100,000 microfilms, 630,000 e-books, 108,797 full-text electronic journals, 874 electronic databases, 1,300,000 documents and 766,000 maps and images.

Due to the interdisciplinary nature of Arts in Medicine, several UF Library collections (and associated staff) directly support undergraduate and graduate certificate programs and researchers in this discipline. These collections will support the proposed degree program as well: the Health Sciences Center Library, the Architecture & Fine Arts Library (visual arts and music) and Library West (theatre and dance).

Access to relevant databases with online full-text included or linked journal content includes (but not limited to) *PubMed*, *International Index to the Performing Arts (IIPA)*, *International Index to Music Periodicals (IIMP)* and *Art Full Text*. This is by no means a comprehensive list. The UF libraries expend over \$5 Million yearly on electronic resources.

Online access to the following core Arts in Medicine periodical titles are available either as direct subscriptions or through aggregated journal database package subscriptions: *International Journal of the Creative Arts in Interdisciplinary Practice*, *Creativity Research Journal*, and *Journal of Creative Behavior*.

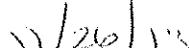
B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

Library holdings currently lack subscriptions to only two core journals identified by Arts in Medicine faculty as essential to the program:

1. *Arts & Health: An International Journal for Research, Policy, and Practice*
2. *Journal of Applied Arts & Health*

Cost associated with acquiring online subscriptions to both journals is estimated at \$500.00/year.


Signature of Library Director


Date
11/26/13

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

As this is a fully online program, the only campus space that is necessary is faculty offices that exist currently.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

N/A.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

No special equipment will be required. Technical support for faculty teaching online courses is provided by the ICTT and by the College of Fine Arts webmaster and IT specialist, as well as by UF central IT personnel.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

N/A

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No special resources will be needed.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

No fellowships, scholarships or graduate assistantships will be allocated initially. Since the program is online and students are not residing locally, we do not plan to offer graduate assistantships or fellowships. We do, however, plan to build a scholarship fund through private donations. We have already established a fund in the UF Foundation and have developed a list of potential donors, a naming plan for the fund, and a strategy for approaching these donors.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

As previously noted, approximately half of US healthcare organizations have arts programs. These and many other institutions would provide viable internship and practicum experiences for our students. Since this is a distance program, students collaborate with the graduate programs advisor and faculty to find suitable sites in their home community. The advisor and faculty provide criteria for site selection based on the degree program's learning objectives. They facilitate introductions by providing form letters and guide students through the initial stages of forming relationships with site administration and staff. The Center is currently communicating with potential sites in Florida and is developing a list of pre-approved sites. We anticipate completion of this list in December of 2013, and will then begin to create a list of national sites.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures will be required. All faculty involved in the program already have office space, as does the Center for Arts in Medicine's graduate programs advisor. This advisor position was established in 2012 and is expected to increase from .4 FTE to .75 in year two. This increase in FTE will be supported by program revenues.

APPENDIX A

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
 (Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE (6 credits = full time)	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	6	3.6	7	4.2	8	4.8	10	6	10	6
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	1	0.6	2	1.2	3	1.8	5	3	5	3
Individuals who graduated from preceding degree programs at other Florida public universities	1	0.6	1	0.6	2	1.2	5	3	5	3
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	2	1.2	2	1.2	2	1.2	3	1.8	3	1.8
Additional out-of-state residents***	2	1.2	2	1.2	3	1.8	4	2.4	4	2.4
Additional foreign residents***	0	0	1	0.6	2	1.2	3	1.8	3	1.8
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	12	7.2	15	9	20	12	30	18	30	18

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1					Year 5						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Grants (C&G) & Donor Support	Auxiliary Funds (Tuition)	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds
Faculty Salaries and Benefits	0	0	0	0	44,862	57,105	\$101,967	0	0	0	25,853	133,245
A & P Salaries and Benefits	0	0	0	0	0	20,517	\$20,517	0	0	0	0	55,310
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	13,500	\$13,500	0	0	0	0	44,000
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	\$0
Library	0	0	0	0	0	500	\$500	0	0	0	0	\$500
Expenses	0	0	0	0	0	12,500	\$12,500	0	0	0	0	14,000
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	37,471	\$37,471	0	0	0	0	\$8,988
Total Costs	\$0	\$0	\$0	\$0	\$44,862	\$142,593	\$186,455	\$0	\$0	\$25,853	\$336,043	\$361,896

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring

Faculty and Staff Summary		Calculated Cost per Student FTE
Total Positions	Year 5	Year 1
Faculty (person-years)	\$0	\$0
A & P (FTE)	7.2	18
USPS (FTE)	\$0	\$0

Total E&G Funding	Year 1	Year 5
Annual Student FTE	\$0	\$0
E&G Cost per FTE	\$0	\$0

APPENDIX A

TABLE 3 (DRAFT)
ANTICIPATED RELOCATION OF EDUCATION & GENERAL FUNDS*

* If not reallocating funds, please submit a zeroed Table 3

APPENDIX A

TABLE 4 (DRAFT)
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
D	Jennifer Lee, MA, DMT-R Therapy	Lecturer		Fall 2014	9	0.75	0.75	0.56	12	1.00	0.75	0.75
A	Jill Sonke, MA Medicine/Dance/Human Medicine	Dir./Asst In		Fall 2014	9	0.75	0.50	0.38	12	1.00	0.75	0.75
C	New Hire, MFA or MA Arts in Medicine	Lecturer		Spring 2015	9	0.75	0.75	0.56	12	1.00	0.75	0.75
D	Amy Bucciarelli, MS ATR-BC Arts in Medicine/Art Therapy	Lecturer		Fall 2014	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Branda Smith Vocal Music	Assoc Professor		Spring 2015	9	0.75	0.10	0.08	9	0.75	0.20	0.15
A	Michelle Tillander Art Education	Asst Professor		Summer 2015	9	0.75	0.00	0.00	9	0.75	0.20	0.15
Total Person-Years (PY)								1.76				2.74
Faculty Code	Source of Funding		PY Workload by Budget Classification									
A	Existing faculty on a regular line		Year 1									
B	New faculty to be hired on a vacant line		Year 5									
C	New faculty to be hired on a new line		1.80									
D	Existing faculty hired on contracts/grants		0.00									
E	New faculty to be hired on contracts/grants		0.75									
Overall Totals for		Year 1	0.25									
		Year 5	0.00									
		Year 5	2.80									

FLORIDA STATE
UNIVERSITY



The COLLEGE of VISUAL ARTS, THEATRE & DANCE
Department of Art Education

Ms. Jill Sonke
Director, University of Florida Center for Arts in Medicine
Assistant Director, Shands Arts in Medicine
PO Box 115900
Gainesville, FL 32611

Dear Ms. Sonke:

This letter is in support of the proposed MA Arts in Medicine Program at the University of Florida (UF). The program will be a self-funded and distance learning program and will be housed in the College of Art. The proposed program complements the nationally acclaimed and the distinguished reputation of the Arts in Medicine program at Shands, the UF teaching hospital. The program at Shands is regarded as a model for other hospital and rehabilitation center arts in medicine programs.

This is a unique degree program. Although Arts in Medicine is an emerging profession, numerous hospitals and rehabilitation centers either employ or would like to employ qualified professionals who have the skills to develop and supervise these programs. There is a paucity of educational and training opportunities for Arts in Medicine professionals. The only other university-based, arts-in-medicine program in the US is at the University of Oregon and this program is an arts administration-based program. The authors of this proposed program have conducted market research and found it to be highly viable. This will be a sought after degree program.

The MA program will not only fill a gap in the education of skilled professionals, it will be taught by some of the most highly regarded arts in medicine practitioners in the US. The faculty members are experts and are abundantly talented and regarded in the field; the faculty identified in the proposal is certainly capable to teach the required curriculum.

A review of the curriculum reveals a thorough program of studies. The on-line nature of the program will be attractive to the busy professional who is already working in the field. There is ample evidence that the program has a prospective student base. There is little doubt that this will be a successful and welcomed addition to the degree program in the College of Art.

I applaud the proposal for this degree program and am excited that this program will be housed at a state university in Florida. This program will complement the MS Art Therapy Program at FSU, which is therapy and clinically-based program. Please let me know if you have any further questions or concerns. I can be reached at 850-644-2926 or via e-mail at mrosal@fsu.edu.

Sincerely,

Marcia L. Rosal

Marcia L. Rosal, PhD, ATR-BC, HLM
Professor and Director
FSU Art Therapy Program

BRENDA SMITH

CURRICULUM VITAE

5807 NW 54th Way
Gainesville, FL 32653-3267
Home: (352) 374-4855
Office: (352) 273-3174
FAX: (352) 374-1894
gesang@ufl.edu
bsmith@arts.ufl.edu

EDUCATION

- 1993 **Doctor of Musical Arts**
 Vocal Pedagogy and Performance
 University of Maryland, College Park, MD
 Dissertation: *The Performing Teacher: The Role of Applied Music in Liberal Arts Education.* 1993, University Microfilm, Inc. Ann Arbor, MI
 private study with Professor Louise McClelland Urban
- 1980 **Master of Music**
 Voice Performance
 Westminster Choir College, Princeton, NJ
 earned with distinction
 private study with Professors Daniel Pratt and Martin Katz
- 1973 - 77 **Study in Voice, Choral Conducting, Piano, Organ, Musicology**
 Hochschule für darstellende Kunst - Hamburg, Germany
 Westfälische Landeskirchenmusikschule - Herford, Germany
 private study with Drs. Wilhelm Ehmann and Frauke Haasemann
- 1973 **Bachelor of Music**
 Voice Performance
 University of Evansville, Evansville, IN

TEACHING EXPERIENCE

- 2001 - **Associate Professor of Music (Voice)**
Studio Voice, Singer's Diction and Vocal Pedagogy
Sacred Music Faculty and Center for Arts in Medicine Faculty
School of Music/College of Fine Arts
University of Florida
- 1996 - 2001 **Associate Professor and Director of Vocal Studies**
Department of Music
Manatee Community College, Bradenton, FL
- 1993 - 96 **Assistant Professor of Music (Voice)**
Interim Voice Area Head
Department of Music
Rowan University, Glassboro, NJ
- 1990 - 96 **Lecturer in Voice Building for Choirs**
Summer Session and Saturday Seminar Series
Westminster Choir College, Princeton NJ
- 1988 - 89 **Instructor in Class Voice**
Voice Division
University of Maryland, College Park, MD
- 1985 - 98 **Director of Musical Activities**
Founder and Director: "German for Singers" Program
The German School
Middlebury College, Middlebury, VT (Summer Program)
- 1983 - 93 **Senior Artist Faculty in Voice**
Department of Music
Faculty Advisor, Freshman Seminar and Nisbet Scholar Programs
Dickinson College, Carlisle, PA
- 1980 - 83 **Lecturer in Voice**
Voice Department
Westminster Choir College, Princeton, NJ

Related Academic Activities/University of Florida

- 2011- **Member, Steering Committee/Common Humanities Course**
- 2010- **Team Instructor, IDS 2935/HUM 2305 "What is the Good Life?"**
- 2009- **Member, Humanities Task Force/Common Humanities Course**

2007 - **Member, General Education Committee**
Faculty Senate Representative

2004 - **Preview Faculty Advisor**
College of Liberal Arts & Sciences

Current Research Activities

2011- "Sing for Life", research in singing as strategy for well-being in Parkinson's patients and their caregivers, UF Center for Arts in Medicine

2005 - Research in Aging Voice, Oak Hammock Singers at the University of Florida

PUBLICATIONS

"Singing for a Lifetime: Perpetuating Intergenerational Choirs", Brenda Smith and Robert T. Sataloff, *Choral Journal: Community Choir Focus Issue*, May 2013, Vol. 53. No. 10; 16-25.

Choral Pedagogy, Brenda Smith and Robert T. Sataloff, 3rd ed.
(San Diego CA: Plural Publishing, 2013).

Choral Pedagogy and the Older Singer, Brenda Smith and Robert T. Sataloff,
San Diego, CA: Plural Publishing; March 2012

"Speaking and Singing in One Voice" in *The Church Music Quarterly*, Royal College of Church Music, March 2007

Choral Pedagogy, Brenda Smith and Robert T. Sataloff, 2nd and expanded edition,
(San Diego, CA: Plural Publishing, January 2006)

Cantare et Sonare: A Handbook of Choral Performance Practice, Brenda Smith
(Chapel Hill, NC: Hinshaw Music, Inc, 2005)

"Choral Pedagogy and Vocal Health," Brenda Smith and Robert T. Sataloff in *Journal of Singing*, Vol. 59, No. 3, National Association of Teachers of Singing, January/February 2003.

"Choral Pedagogy," Brenda Smith in *Professional Voice*, 3rd Edition, (San Diego, CA: Singular Publishing Group, 2003).

"Lifelong Singing: The Child's Voice," Brenda Smith in *Special Interest Division Newsletter for Voice and Voice Disorders*, American Speech and Hearing

Association; March 1, 2002

Managing Vocal Health, Chris Sapienza, Bari Hoffman, Brenda Smith and Margaret Baroody, ed. Robert Caldwell (Redmond WA: Caldwell Publishing Co., September 2001)

Choral Pedagogy, Brenda Smith and Robert T. Sataloff, (San Diego CA: Singular Publishing Group, Inc., June 1, 1999)

"Choral Pedagogy," Brenda Smith and Robert T. Sataloff, *Vocal Health and Pedagogy*, (San Diego: CA Singular Publishing Group, Inc, 1998.)

Also in, *Professional Voice: The Science and Art of Clinical Care*, Second Edition. (San Diego CA: Singular Publishing Group, Inc., 1997)

"Voice Building for Choirs", Brenda Smith, *The American Organist*, Spring 1996

"Performance Practice of the *cantus firmus* 'O Lamm Gottes' in Bach's *St. Matthew Passion*," Wilhelm Ehmann, trans. B. Smith; "Bach Jubilee Edition," *The Choral Journal*, Summer 1985.

Voice Building for Choirs, by Wilhelm Ehmann and Frauke Haasemann, trans. B. Smith, (Chapel Hill, NC: Hinshaw Music, Inc., 1980)

CLINICS/WORKSHOPS: *Vocal Health, Choral Pedagogy and Aging*

2011-2012

Eastern Division, American Choral Directors Association, Providence, RI
First Congregational Church, Sarasota, FL
Sacred Music Workshop, University of Florida
Summer Music Institute, Central Connecticut State University
Voice Foundation, Philadelphia, PA

2010-2011

American Choral Directors Association, National Conference, Chicago, IL
International Heinrich Schütz Festival, Kassel, Germany
International Symposium on the Care of the Professional Voice, Philadelphia, PA
Masterworks Chorale, Fort Myers, FL
Society for the Arts in Healthcare, Minneapolis, MN

2009-2010

National Association of Teachers of Singing, Salt Lake City, UT
Church Music Conference, Furman University, Greenville, SC
Pro Arte Chorale, Panama City, FL

American Guild of Organists, Fort Myers, FL; Harrisburg, PA, Sarasota FL
Project on the Aging Voice, Oak Hammock/University of Florida
Sigma Alpha Iota National Convention, Chicago, IL
Summer Music Institute, Central Connecticut State University
Choral Pedagogy Workshop, University of Florida

2008-2009

American Choral Directors Association, Oklahoma City, OK
Florida American Choral Directors Association, Lake Mary, FL
International Heinrich Schütz Society Conference, The Hague, Holland
Pro Arte Chorale, Panama City, FL
International Society of Music Educators, Bologna, Italy
Sacred Music Workshop, University of Florida
Choral Pedagogy Workshop, University of Florida
Oak Hammock Singers, Gainesville, FL

2007-2008

McIver Memorial Vocal Pedagogy Lecture, UNC-Greensboro, NC
Seminole County In-Service, Lake Mary, FL
Summer Music Institute, Central Connecticut State University
American Choral Directors Association, Louisville, KY
Oak Hammock Singers, Gainesville, FL

2006-2007

Sigma Alpha Iota National Convention, Orlando, FL
Virginia Music Educators/American Choral Directors Conference
Vermont Music Educators Conference, Randolph, VT
American Orff-Schulwerk Association, Birmingham, AL
Arts for a Complete Education, Leadership Conference, Orlando, FL
Florida Bandmasters Association, Orlando, FL
Oak Hammock Singers, Gainesville, FL

Selected Activities/1991-2006

American Choral Directors Association, Eastern and Northwestern Divisions
Oak Hammock Singers, Gainesville, FL
American Orff-Schulwerk Association, Louisville, KY
Gainesville Children's Choir Festival
Gainesville Youth Chorus
Gainesville Civic Chorus, Guest Conductor
Hochschule für Kirchenmusik in Westfalen, Herford, Germany
Dortmunder Kantorei, Dortmund, Germany
Lutherkirchenchor, Dormund-Hörde, Germany
All-Clay County Honors Festival, Orange Park, FL
Women's Glee Club, Florida State University, Tallahassee, FL
Honors Chorale, Choral Festival, Stetson University, DeLand, FL
The Cathedral Singers, Epiphany Cathedral, Venice, FL

Tampa Bay Children's Chorus, Tampa, FL
International Symposia: "The Care of the Professional Voice"
Florida State American Choral Directors Association Workshop
The Dessoff Choirs, New York, NY
Mendelssohn Club of Philadelphia, Philadelphia, PA
Choirs of the National Cathedral, Washington, D.C.
University of Miami, Coral Gables, FL
Montview Conservatory of Music, Denver, CO
Mt. Olive Professional Development Conference, Flanders, NJ
New Jersey Music Educators Association
Parish Community Choir, St. Ignatius Loyola, New York City, NY
Central City Chorus, New York City, NY
Ursinus College, Collegeville, PA
University of Florida Choirs, Gainesville, FL
Florida Vocal Association, Pre-School Convention, Orlando, FL
St. Matthew's Lutheran Church, Fort Worth, TX
Old Dominion University, Norfolk, VA
Virginia Choral Society, Opus 2, Portsmouth, VA
St. Lawrence University, Canton, NY
Crane Chorus, Crane School of Music, Potsdam, NY
Westminster Choir College, Princeton, NJ
New Jersey American Guild of Organists
Montgomery Community Chorus, Blue Bell, PA
Bethlehem Bach Choir, Bethlehem, PA
Princeton High School Choir, European Tour

PROFESSIONAL ACTIVITIES

- 2011- Editorial Board, *The Journal of Voice*, The Voice Foundation
- 2011 - Consulting Editor for Singing Voice Issues, Plural Publishing Co.
- 2009 - Music Education Outreach Grant Director, Sigma Alpha Iota
- 2001-2009 Province Officer, Lambda B Province, College and Alumnae Chapters
North Florida Region, Sigma Alpha Iota, National Music Fraternity
- 2001 -2005 Chair, Repertoire and Standards, Youth and Student Activities,
Florida Chapter, American Choral Directors Association
- 1999 -2001 Chair, Repertoire and Standards, Two-Year College Choirs,
Southern Division, American Choral Directors Association
- 1994 - 99 Chair, Repertoire and Standards, Two-Year College Choirs,
Florida American Choral Directors Association

PROFESSIONAL MEMBERSHIPS

American Association of University Women

American Choral Directors Association

Chorus America

Florida Vocal Association/Music Educators National Conference

International Heinrich Schütz Society

National Association of Teachers of Singing

Sigma Alpha Iota

Society for the Arts in Healthcare

The Voice Foundation

HONORS AND AWARDS

University Scholar Mentor, University of Florida

Anderson Scholar Mentor, University of Florida (3x)

Who's Who Among America's Teachers, 2002, 2005

The Van Lawrence Award, 2000

Faculty Prize, Phi Theta Kappa, Manatee Community College

"Most Inspirational Teacher," Wheel and Chain Society of Dickinson College

Pi Kappa Lambda, National Music Honor Society

Mortar Board

Outstanding Young Women of America 1974

LANGUAGES

German, French, Italian, Dutch, Latin

AMY BUCCIARELLI, MS ATR-BC

Curriculum Vitae

2000 SW 16th St. Apt 4, Gainesville, FL 32608 • (352) 339-3695
abucciarelli@ufl.edu

SUMMARY OF SKILLS

- Application and research of art therapy assessments
- Use of mandalas with patient-care and practitioner self-care
- Art therapy in medical settings, addictions & eating disorders, psychiatric care, and behavioral health
- Art therapy with children and teenagers
- Pediatric palliative care
- Art therapy and Technology
- Art therapy and Hand Papermaking
- Mental health counseling
- Spirituality and mental health
- Leadership training
- Administration of non-profit programs/ management of volunteers and para-professionals
- Grant writing and non-profit fundraising
- Visual design

PROFESSIONAL BACKGROUND

EDUCATION/ CREDENTIALS

Degrees:

Masters of Science, Florida State University 2007, Art Therapy

*Bachelors of Art, Stetson University 2003, Religious Studies with specialization in Ethics,
Minors: Art & Information Technology*

Other Credentials:

Board Certified Art Therapist, ATR-BC

Licensed Mental Health Counselor, LMHC

Academic Achievements:

Faculty and Lecturer, University of Florida Innovation Academy

Faculty and Lecturer, Center for Arts in Medicine at the University of Florida

Council of Florida Graduate Deans Outstanding Graduate Student in Research

Claudia Baker Steele Fellowship - Awarded to graduate student in social service studies.

FSU Department of Art Education Assistantship - Awarded for excellent scholastic work and organizational abilities.

Graduated with Honors - Magna Cum Laude

Academic Affiliations:

Phi Kappa Phi – Graduate honors society

Theta Alpha Kappa – Religious Studies honor society

MASTERS THESIS

A Normative Study of the PPAT Assessment on a Sample of College Students

EXPERIENCE:

2012-current	Expressive Therapies Coordinator/Art Therapist – Shands Hospital Lecturer for the Center for Arts in Medicine – University of Florida Lecturer for the Innovation Academy – University of Florida	Gainesville, FL
2010-2012	Assistant Director of Streetlight Palliative Care Program - University of Florida	Gainesville, FL
2008-2010	Art Therapist –Snowden of Fredericksburg Behavioral Health, Medicorp	Fredericksburg, VA
2007-2008	Dual Diagnosis Addictions Counselor – Stewart-Marchman Center	Daytona Beach, FL

PEER-REVIEWED PUBLICATIONS:

"Do you Believe in Magic? The (Re)enchantment of an art museum program for at-risk teen girls", co-author with Bonnie Bernau – Art and Design for Social Justice Symposium - in press

"Arts Therapies: Approaches, goals, and integration in arts in health programmes", Oxford Textbook of Creative Arts, Health and Wellbeing: International Perspectives on Practice, Policy and Research, in press

"A Recipe for Healing," Contributing Author with Amy Richard, Hand Papermaking, 28(1), Summer 2013

"A normative study of the person picking an apple from a tree (PPAT) assessment", Art therapy: Journal of the American Art Therapy Association, 8(1), 31-36, 2011

PRESENTATIONS:

"Papermaking: A dynamic tool for creative arts therapists" – International Expressive Therapies Summit 2013

"Comparing Apples: What we can learn from the PPAT Assessment" – American Academy of Adolescent and Child Psychiatry Annual Meeting, 2013

"Art therapy Self-care for Physicians" – University of Florida Pediatric Conference, 2013

"Art Therapy In Arts in Medicine" – Center for Arts in Medicine Summer Intensive Faculty, Gainesville 2013

PROFESSIONAL BACKGROUND CONTINUED

"Art and Healing: Therapeutic Benefits of the Creative Arts and Papermaking" – Peace Paper Project Gainesville 2012
"Seeing Circles: Mandalas in the Classroom" Workshop, Gainesville, FL 2012, Creative Expressions Learning Center
"Expressive Therapies In Palliative Care", Gainesville, FL 2012, Shands Pediatric Palliative Care Committee Presenter at the American Art Therapy Association National Conference 2007, 2008, 2011
"Streetlight: Palliative care for adolescents", Gainesville, FL, 2010, Pediatric Grand Rounds
"Communicating Through Mandalas: Exploring Traditional and Online Media with Fellow Therapists", Washington, DC, 2011, American Art Therapy Association Conference
"Research Roundtable: Normative Study of the PPAT Assessment", Cleveland, OH, 2008, American Art Therapy Association Conference
"The PPAT Assessment: A normative study on a sample of college students", Albuquerque New Mexico, 2007, American Art Therapy Association Conference
"Doing time and drawing home: The emergence of house drawings in inmate artwork." Tallahassee, FL, 2006, Art & Design for Social Justice Symposium

ACADEMIC/ TEACHING EXPERIENCE:

Arts In Medicine Graduate Professional Seminar – Instructor, University of Florida, Center for Arts in Medicine
Arts In Medicine Graduate Practicum – Instructor, University of Florida, Center for Arts in Medicine
Dynamic Creativity and Strategic Innovation – Instructor and co-developer, University of Florida, Innovation Academy
Creativity In Action Practicum – Instructor & co-developer, University of Florida, Innovation Academy
Human Development and the Arts – Co-instructor, University of Florida, Center for Arts in Medicine
Introduction to Arts In Medicine – Co-instructor, University of Florida, Center for Arts in Medicine

GRANTS AWARDED:

University of Florida Medical Guild Grant to fund "Healing through Hand Papermaking Project" for \$1,000
Satchel's Community Grant to host the Peace Paper Project Gainesville for \$500
Hurlbert Foundation Grant to Streetlight for \$100,000.
Fraternal Order of the Eagles Grant to Streetlight for \$5,000.
Pepsi Refresh Project Finalist for Streetlight - eligible for \$15,000 dependent on community votes.

SPECIAL COMMUNITY ARTS PROJECTS:

LiveStrong Creative for Health, Paper-morphosis – hand papermaking workshop
PACE Center for Girls and Harn Museum Partnership – integrating museum studies into art therapy groups with at-risk teenage females
Children's Mental Health Awareness Day at UF&Shands, and Gainesville Community
Peace Paper Project – Gainesville facilitator for international project that utilizes paper-making to process trauma and facilitate the healing process through the creative arts
Pledge 5 Art Supply Drive – coordinator and liaison partnering with local non-profit to engage Gainesville community in art supply drive

SPECIAL TRAININGS:

Practical Aspects of Palliative Care (PAPC) Training – Harvard University, 2013
Motivational Interviewing – Lisa Merlo Greene, PhD, University of Florida College of Medicine, 2012
Arts In Healthcare Intensive – Center for the Arts in Medicine, University of Florida, 2012
Pediatric Medical Art Therapy – Linda Chapman, MA ATR-BC & UCSF Children's Hospital 2010
Medical Art Therapy - Tracy Councill, MA, ATR-BC, Eastern Virginia Medical School, 2010
Mastering the Meaning of Mandalas Levels I & II– Carol Thayer Cox, ATR-BC, REAT, LPAT Alysa M. Muller, PsyD, George Washington University, 2009 & 2013
Learning and the Brain - Conference using brain research on creativity and the arts to improve learning, 2009
Intensive Trauma Training – Linda Gant, PhD, ATR-BC, Florida State University, 2008

PROFESSIONAL AFFILIATIONS:

Arts Therapies Meet-Up Gainesville – Coordinator for the initiative through Florida Art Therapy Association
Palliative Care Journal Club – Sponsored by Hospice of Gainesville, includes Gainesville practitioners
Pediatric Palliative Care Treatment Team – Shands Hospital
Society for the Arts in Healthcare – Professional Member
American Art Therapy Association – Professional Member
Florida Art Therapy Association - Professional Member, Board Member

PROFESSIONAL BACKGROUND CONTINUED

WEBSITES

<http://artsinmedicine.ufandshands.org/about/whos-who/amy-bucciarelli/>
<http://www.arts.ufl.edu/cam/contact.aspx>

Curriculum Vitae

JENNY BAXLEY LEE, MA, BC-DMT
PO Box 115900, Gainesville, FL 32611-5900
jlee@arts.ufl.edu

Professional Positions and Academic Appointments

- | | |
|-------------------------------------------------------------------------------------------------------|----------------------------|
| Lecturer, HUM2305 What is the Good Life?
College of Fine Arts, University of Florida | Gainesville, FL 2012-13 |
| Lecturer
Center for Arts in Medicine, University of Florida | Gainesville, FL 2011-13 |
| Board Certified Dance/Movement Therapist
Integrative Medicine/Arts in Medicine, UF Health | Gainesville, FL 2011-13 |
| Performance Coordinator, What is the Good Life?
School of Theatre and Dance, UF | Gainesville, FL 2013-14 |
| Research Coordinator
Center for Arts in Medicine, University of Florida | Gainesville, FL 2011 |
| Guest Lecturer, Applied Dance
Speech, Theatre and Dance, University of Tampa | Tampa, FL 2010-12 |
| Guest Lecturer, Arts in Medicine
University of Rwanda, Butare | Butare, Rwanda 2011 |
| Director of Arts Services and Dance Therapist
Creative Clay Cultural Arts Center | St. Petersburg, FL 2006-11 |
| Dance/Movement Therapist and Child Life Therapist
Hematology and Oncology, All Children's Hospital | St. Petersburg, FL 2002-06 |

Professional License

BC-DMT, Board Certified Dance/Movement Therapist

Education

*Master of Arts – Dance Movement Therapy, Minor - Counseling Psychology
Drama Therapy Alternate Route Training
Antioch New England Graduate School Keene, NH*

**Bachelor of Arts – Human Development/Family Studies, Minor – Spanish
Concentration - Dance & Theater**

Samford University

Birmingham, AL 1999

Coursework

Undergraduate

Introduction to the Arts in Healthcare, UF, 2012-13

What is the Good Life, UF, 2012-13

The Arts and Human Development, UF, 2012

Arts for Health, Peace and Community Engagement in Northern Ireland, UF Summer A Study Abroad, May-June 2012; May-June 2013; July-August 2014 (pending)

Graduate

Creativity and Health: Foundations of the Arts in Medicine, 2012-13

Arts in Medicine Practice, 2012-13

Arts in Medicine Practicum, 2013

Arts in Medicine Professional Seminar, 2013

Academic and Professional Service

College of Fine Arts Research Committee, 2012-13

Committee Member, Conference Planning, Global Alliance for Arts and Health, 2013-14

Mentor, University Scholars Award, Dance and Developmental Disabilities; Dance and Medical Populations, 2013

Mentor, University Scholars Award, Dance and Juvenile Justice, 2012

Trainer, International Society for the Arts in Healthcare and Johnson & Johnson Network Training Program, 2011

Panelist, Davis Projects for Peace Awards, 2011-12

Panelist, University of Florida International Center Scholarship Awards, 2011-12

Facilitator, Spirituality and the Arts in Healthcare Special Interest Group, Society for the Arts in Healthcare, 2008-2011

Committee Member, Ethics Task Force, Society for the Arts in Healthcare, 2009-10

Committee Member, Conference Planning, Society for the Arts in Healthcare, 2010-12

Special Interest Group Leader: Spirituality and the Arts in Health, Society for the Arts in Healthcare, 2007-2011

Bring It Forward Session Leader, International Society for the Arts in Healthcare, Minneapolis, MN, May 2010; San Francisco, CA, May 2011.

Grants and Fellowships

Autism Services Grant Council 2013, State of Florida, Dance to Connect Study, \$2,500

State of Florida Division of Cultural Affairs (FL DCA) Arts in Education 2007, \$10,000, Days of Dance and Drama

FL DCA Cultural Support 2007, \$10,000, Folkfest St. Pete

FL DCA Cultural Support 2008, \$25,000, Folkfest St. Pete

FL DCA Arts in Education, 2008, \$10,00, Days of Dance, Drama and Drumming

FL DCA Culture Builds Florida, 2008, \$25,000, Artlink 2009

Community Foundation Tampa Bay 2007, \$5,000, Smart Art program

Bank Atlantic Foundation, \$2,000, Folkfest St. Pete

FL DCA Economic Stimulus, 2009, \$25,000

FL DCA Culture Builds Florida, 2009, \$25,000, Artlink Health 2010

FL DCA Culture Builds Florida, 2010, \$22,000, Folkfest St. Pete

Community Foundation Tampa Bay, 2009, \$2,500, Summer Arts Camp

Co-author, Allegany Franciscan Ministries Multi-year Funding, 2008, \$400,000, Creative Care Arts in Healthcare program

Suncoast Hospice, 2010, \$3,000 for Palliative Arts Program Planning

Local Funding Partners/Sponsors, 2010, \$5,000 for Folkfest St. Pete

Local Funding Partners/Sponsors, 2011, \$10,000 for Folkfest St. Pete

FL DCA Culture Builds Florida, 2011, \$25,000 for Creative Care

NEA/SAH ArtsHealth Consultancy, 2011, \$20,000 for Creative Care

NEA Art Works, 2011, \$40,000 for Creative Care

Publications

Invited Chapter: Under Peer Review, "Arts for Health in Community Settings: Promising practices for using the arts to enhance wellness, access to healthcare, and health literacy", Oxford Textbooks for Public Health, London

Research

Online Mindfulness-Based Stress Reduction for Improved Empathy and Skilled Communication for the Integrated Health Team, Integrative Medicine at UF Health, 2013-14.

Theatre for Comprehensive Sex Education in Rural Florida, 2011-14.

Organizational Collaboration in Sixteen Rural Communities in Florida, A Longitudinal Study, 2011-14.

Dance Therapy, Children with Autism Spectrum Disorder (ASD), and their Caregivers, 2012-13.

Dance for Life: A Dance Program for Adults with Parkinson's Disease and their Caregivers, 2012-13.

Presentations

Dancing with Care: What Healthcare Professionals Want Us to Know about Keeping Participants Safe, American Dance Therapy Association, Brooklyn, NY, October 24-27, 2013.

Moving into Community Partnership, American Dance Therapy Association, Brooklyn, NY, October 24-27, 2013.

Culture, Health and Well-being Conference Exhibitor, Bristol, England, UK, June 4-6, 2013.

Arts in Healthcare in Rural Communities, UF Prairie Project Faculty Fellows workshop, May 7, 2013.

"Authentic Movement", Across the Threshold: Creativity, Being & Healing Conference, Duke University Dance Department, March 1-2, 2013.

Arts in Healthcare for Rural Communities Training, Franklin County, FL, February 6-8, 2013.

"Connecting Through the Arts: A Developmental Perspective", Shands Pediatrics Grand

Rounds, November 8, 2012.

Dance Across the Lifespan, American Dance Therapy Association, Santa Fe, NM, October 20, 2012.

Arts in Medicine Summer Intensive, The Arts in Medicine Programs at UF, July 9-22 2012.

Arts for Healthcare in Rural Communities, International Arts and Health Conference, Belfast, Northern Ireland, May 2012.

Dance for Life: Dance for people living with Parkinson's Disease and their Caregivers, International Arts and Health Conference, Belfast, Northern Ireland, May 2012.

The Arts and Human Development, International Society for the Arts in Healthcare Preconference Artist Forum Moderator, Detroit, MI, May, 2012.

"The Arts and Human Development", Introduction to Arts in Healthcare, UF, March 2012.

Arts in Healthcare Artist Training, Saint Petersburg, FL, February, 2012.

Arts in Healthcare for Rural Communities Training, Franklin County, FL, February 2012.

"Authentic Movement", Three-Day Intensive, Gainesville Retreat Center, Gainesville, FL, December 2011.

Arts in Healthcare for Rural Communities Training Program, Immokalee, FL, December 7, 2011

Immokalee Arts & Health Initiative Community Reception, Immokalee, FL, December 6, 2011

"Dancing with the Uninvited Guest", National Dance Educators Organization Conference, Minneapolis, MN, October 2011.

"The Art of Moving Memoir", International American Dance Therapy Association Conference, Minneapolis, MN, October 2011.

"Careers in the Arts in Healthcare", UF Arts in Healthcare Summer Intensive, July 2011.

"Self Care for Compassion Fatigue Prevention", UF Arts in Healthcare Summer Intensive, July 2011.

"Arts in Healthcare in Rwanda", Children's Participatory Presentation, Imagine School, Summer Arts Camp, June 2011.

"Artist Forum: Professional Artist in Residence Training", Full Day Preconference Intensive, International SAH Conference, San Francisco, CA, May 2011.

"Arts in Healthcare", Medical School at the National University, Butare, Rwanda, May 2011.

“Creative Care: Demonstrating the Value of the Arts in Healthcare”, Annual Director’s Meeting, St. Anthony’s Hospital, St. Petersburg, FL, May 2011.

“Careers in the Arts in Healthcare”, Hillsborough Community College, Tampa, FL, Guest Lecturer, April 2011.

“Creative Care: Demonstrating the Value of the Arts in Healthcare”, Medical Grand Rounds, All Children’s Hospital, St. Petersburg, FL, March 2011.

“Careers in the Arts in Healthcare”, University of Tampa Applied Dance program, Tampa, FL, Guest Lecturer, February 2011.

“Survey of Dance/Movement Therapy”, University of Tampa Applied Dance program, Tampa, FL, Guest Lecturer, October 2010.

“Creative Care: The First Year in the Life of an Arts in Healthcare Program”, International SAH Conference, Minneapolis, MN, May 2010.

“Dancing Toward Arts’ Access” Florida Parks and Recreation Conference, Orlando, FL, Keynote, August 2010.

“The Dance of Parenting” International American Dance Therapy Association Conference, Portland, OR, October 2009.

“Using Mindfulness and Meditation in the Arts in Healthcare”, All Children’s Hospital, March, 2009.

“Making the Arts Accessible” Therapeutic Recreation Conference, Bayfront Medical Center, January 2009.

“Making the Arts Accessible for All” Expressive Arts Symposium for St. Pete College, Leepa Rattner Museum of Art’s Education and Conference Center at St. Pete College, April 2008.

Professional Affiliations

Member, *American Dance Therapy Association*, 2002 – present

Member, *National Association for Drama Therapy*, 2002 – 2005

Member and Consultant, *Global Alliance for Arts and Health*, formerly the Society for the Arts in Healthcare, 2002 – present

Curriculum Vita

Jill Sonke
PO Box 115900
Gainesville, FL 32611
jsonke@ufl.edu

Professional Positions and Academic Appointments

Director, Center for the Arts in Medicine University of Florida College of Fine Arts	1999-present
Assistant Director Artist in Residence Shands Arts in Medicine	2009-present
Affiliated Faculty (Assistant In African Studies) Center for African Studies University of Florida	2009-present
Assistant In (faculty) Dance and Arts in Medicine School of Theatre and Dance University of Florida	1994-present
Assistant Professor of Dance Arts in Medicine Coordinator Santa Fe College	1995-2001
Soloist and Regisseur Lori Belilove & Company	1988-1991
Owner and Designer Jill Sonke Flowers	1986-1991

Honors and Awards

- University Scholars Award (mentor), Dance and Autism Research, 2012-13
- University Scholars Award (mentor), Dance and Lymphedema Research, 2012-13
- The Editor's Choice, 2012 (article, *The State of the Arts in Healthcare in the United States*, selected as Editor's Choice by Routledge/Taylor & Francis)
- Distinguished Fellow, Society for the Arts in Healthcare, 2012
- University Scholars Award (mentor), 2010-11
- Nominated for Teacher of the Year, 2009

Most Outstanding Service Learning Faculty Award, University of Florida, 2008
Center for Worlds Arts Fellow, University of Florida, 2008
Internationalizing the Curriculum Award, University of Florida, 2006
Robert Wood Johnson Medical Scholars Program Visiting Lecturer, University of Michigan, 2004
National Institute for Staff and Organizational Development Excellence in Teaching Award, 2001
Florida Individual Artist Fellowship Award, 1998-99
New Forms Florida Fellowship Award, Andy Warhol Foundation, 1996-97

Education

University of Illinois, Master of Arts in Human Services, 2009
Union Institute & University, Bachelor of Arts in Interdisciplinary Liberal Arts / Arts in Healthcare, 2005
Florida State University, non-degree, Modern Dance, 1984-86
Interlochen Arts Academy, High School Diploma, Modern Dance Major, 1984

Professional Service

Founding Board Member, Arts for Health Florida, 2013 – present
Board Member, Uganda Art Consortium, 2013 - present
Founding Board Member, Arts in Healthcare Certification Commission, 2012-present
Trainer, International Society for the Arts in Healthcare and Johnson & Johnson Network Training Program, 2011
University of Florida College of Public Health and Health Professions HealthStreet Art Contest Judge, October 2011
State of Florida Division of Cultural Affairs Dance Grants Panelist, 2011
Chair, Membership Committee, Society for the Arts in Healthcare, 2011-present

National Military Summit on the Arts and Healing for Wounded Warriors Planning Committee, 2011

Development Committee, Society for the Arts in Healthcare, 2010-11

Competency Task Force, Society for the Arts in Healthcare, 2010-present

Journal Article Reviewer, Music and Arts in Action, 2010

Journal Article Reviewer, UNESCO, 2009

Chair, Executive Committee, Society for the Arts in Healthcare, 2009-2011

President, Society for the Arts in Healthcare, 2009-11

Panelist, State of Florida Division of Cultural Affairs Cultural Programs Grants, Multidisciplinary Panel, 2010

Panelist, University Scholars Program, University of Florida, 2010

Panelist, Davis Projects for Peace Awards, 2010

Panelist, Johnson & Johnson Foundation Arts in Healthcare Grant Award Program, 2009

Research Director, UF College of Fine Arts Office for Transdisciplinary Research and Innovation, 2007-2009

Vice President, Society for the Arts in Healthcare, 2006-2009

Executive Committee, Society for the Arts in Healthcare, 2006-2009

Conference Chair, 2009 Society for the Arts in Healthcare International Conference, Philadelphia, PA

Conference Chair, 2008 Society for the Arts in Healthcare International Conference, Buffalo, New York

Society for the Arts in Healthcare Journal Advisory Committee, Arts and Health: International Journal for Research, Policy and Practice, Routledge, Taylor & Francis Group, 2008

Policies and Procedures Committee, Society for the Arts in Healthcare, 2007

Panelist, Association of Performing Arts Presenters/MetLife Accessibility Awards, 2006 and 2007

Panelist, State of Florida Division of Cultural Affairs Cultural Programs Grants, Dance Panel, 2008

Panelist, State of Florida Division of Cultural Affairs Cultural Programs Grants,
Interdisciplinary Panel, 2005

Shands Arts in Medicine Executive Committee, 1996-present

Arts in Education Task Force Appointment, State of Florida Division of Cultural Affairs,
2007

Chair, Professional Development Committee, Society for the Arts in Healthcare, 2006

National Endowment for the Arts Panelist Pool, 2006 – present

Academic Service

Chair, Center for African Studies Advisory Board, 2013-present

College of Fine Arts Executive Committee, 2013 – present

School of Theatre and Dance Director Search Committee, 2011-12

Center for African Studies Advisory Council, 2011-2013

College of Fine Arts Research Committee, 2011-12

Art Competition Juror, UF HealthStreet Art for Health Contest, Oct. 11, 2012

UF Center for Leadership and Service, Davis Projects for Peace Grant Panelist, February
2011

Alternative Winter Breaks Host, January 10-14, Rowan University

College of Fine Arts Research Committee, 2010-11

College of Fine Arts Research Committee, 2010-present

Digital Worlds Institute Interdisciplinary Curriculum Committee, 2010-present

UF Center for Leadership and Service, Davis Projects for Peace Grant Panelist, February
2010

Intercultural Communications Institute, primary committee member, 2009-present

College of Fine Arts Research Committee, 2009-10

National Institutes of Health (NIH) Clinical and Translational Sciences Institute (CTSI)
Community Engagement Key Function Committee (national), 2009-present

UF Clinical and Translational Sciences Institute (CTSI) Community Engagement Committee, 2009-present

UF Clinical and Translational Sciences Institute (CTSI) T1 Training Advisory Committee, 2009-present

UF Clinical and Translational Sciences Institute (CTSI) Steering and Planning Committee, 2009-present

Member, Interdisciplinary MFA Committee, College of Fine Arts, 2009-present

Member, Health Sciences International Work Group, 2009-present

Faculty Advisor, Arts in Healthcare Certificate program, 2009-present

Faculty Advisor, International Fine Arts for Healing Student Organization, 2007-present

Faculty Advisor, American Pre-Medical Student Association Student Organization, 2007-present

Faculty Advisor, Greek Outreach Against Lymphoma Student Organization, 2007-present

College of Fine Arts All-Directors Committee, 2007-present

International Travel Appeal Committee, University of Florida, 2007

Arts in Education Task Force, University of Florida, 2006-07

Creative Campus Committee, University of Florida, 2006-07

College of Fine Arts Executive Committee, 2002-2007

University Teaching

Graduate Certificate in Arts in Medicine coursework (*Creativity and Health: Foundations of the Arts in Medicine, Arts in Medicine in Practice, Arts in Medicine Practicum*), 2012 - present

Guest Lecturer, St Lawrence University, Kampala, Uganda, October 8, 2012

Guest Lecturer, Nkumba University, Kampala, Uganda, October 8, 2012

Guest Lecturer, Makarere University, Kampala, Uganda, October 5-6, 2012

Guest Lecturer, Kigali Independent University, Gisenyi, Rwanda, September 27 – October 1, 2012

Creativity and Health: The Foundations of the Arts in Medicine, UF College of Fine Arts,
Graduate Certificate in Arts in Medicine Program, 2012

The Arts and Human Development, UF College of Fine Arts, 2012

Arts for Health, Peace, and Community Engagement in Northern Ireland, UF College of Fine
Arts, Study Abroad Summer 2012

Guest Lecturer, University of Oregon,

Arts in Healthcare Practicum I, UF College of Fine Arts, 2009-present

Arts in Healthcare Practicum II, UF College of Fine Arts, 2009-present

The Arts and Health in Europe and North Africa, Study Abroad, UF College of Fine Arts,
2008

Culture, Health, and the Arts: Sub-Saharan Africa & the U.S., UF College of Fine Arts and
Center for African Studies, 2007-present

Arts in Healthcare Summer Intensive, UF College of Fine Arts/CAHRE 2002 – present

Introduction to the Arts in Healthcare, UF College of Fine Arts, 2005-present

Dance in Medicine, University of Florida School of Theatre and Dance 1996-present

Dance in Medicine Clinical Practice, UF School of Theatre and Dance 1998-present

Modern Dance Technique – Basic through Advanced levels, Santa Fe College and UF
School of Theatre and Dance, 1994-2007

Independent Studies in the Arts in Healthcare Clinical Practice, 1994-present

Fundamentals of Dance, Santa Fe College 1998-2001

World Dance, Santa Fe College 2000-2002

Keynote Addresses

Culture, Health & Wellbeing International Conference, International Panel Presentation,
Bristol, United Kingdom, June 26, 2013

University of Florida Common Reading Unveiling, University of Florida, November 19,
2012

Grantmakers in the Arts Conference, Fort Lauderdale, FL, October 14, 2012

Arts in Healthcare Seminar, Makerere University, Kampala, Uganda, October 5-6, 2012

Arts Care International Conference: Sustaining Creativity in Healthcare, Belfast, Northern Ireland, May 17, 2012

Florida Opportunity Scholars Academy of Leadership Conference, University of Florida, January 17, 2012

Third Annual Symposium of the Student Society for Musicology, University of Florida, April 11, 2009

Hampshire College, Amherst, MA, October 18, 2007

Arts for Healing Gala, Chattanooga, TN, February 23, 2007

Society for the Arts in Healthcare: Performing Arts in Healthcare, April 28, 2006

International Society for the Performing Arts, New York, NY, UBUNTU: Arts & Health, January 18, 2006

University of Michigan: Health, Arts and the Human Condition Seminar, This is your Brain on Dance, March 10, 2004

Stetson University, Arts and Health Symposium, November 19, 2003

Conference on the Arts in Healthcare/Caring for the Caregiver, Tokyo, Japan, November 9, 2002

Presentations

University at Buffalo, Arts in Healthcare Summer Intensive, four presentations on arts in medicine, July 29-August 4, 2013

Shands Nursing Leadership Seminar, Arts in Medicine, Shands Hospital, Gainesville, FL, April 17, 2013

Arts in Healthcare Training, Tampa Bay Arts Council, Tampa, FL, April 10, 2013

Grand Rounds: *Evidence-based Practice and Research in Neuroscience and the Arts*, Tampa General Hospital, April 10, 2013

University of Florida Collage of Medicine, Voyage to Health Program: *Dance and Health*, University of Florida, April 8, 2013

Health Disparities Panel, Institute of Hispanic-Latin Studies, University of Florida, April 3, 2013

Grand Rounds, *Evidence-based Practice in Arts in Healthcare*, St. Joseph Hospital, Tampa, FL, March 22, 2013

Arts in Healthcare Training, Tampa Bay Arts Council, Tampa, FL, March 22, 2013

University of Florida Panel Series: Humans and Neighbors, Harn Museum of Art, November 27, 2012

Guest Lecture for the Good Life Class, University of Florida, September 17, 2012

University of Florida Common Reading Address, College of Fine Arts, August 20, 2012

Arts Care International Conference, Dance for Life presentation, Belfast, Northern Ireland, May 17, 2012

Society for the Arts in Healthcare International Conference, East-Central Africa Arts & Health Forum presentation, Detroit, MI, May 1, 2012

Society for the Arts in Healthcare International Conference, Arts & Human Development Pre-conference training, April 30, 2012

Florida Opportunity Scholars First Generation Conference Panelist, University of Florida, April 2, 2012

Parkinson Research Foundation Education Cruise, Cozumel, Mexico, January 12, 2012

Immokalee Arts & Health Initiative Community Reception, Immokalee, FL, December 6, 2011

Arts in Healthcare for Rural Communities Training Program, Immokalee, FL, December 7, 2011

Arts in Healthcare Network Training, New York University, New York, NY, December 9, 2011

Arts in Healthcare Network Training, New Brunswick, New Jersey, December 8, 2011

Arts in Healthcare Network Training, Texas Children's Hospital, Houston, TX, October 27, 2011

Grand Rounds Presentation: The Value of the Arts in Healthcare, All Children's Hospital, St. Petersburg, FL, March 17, 2011

Creative Care Training Program, four presentations, St. Petersburg, FL, March 17-18, 2011

American College Dance Festival Association Southeastern, Florida State University, Art in Other Places Panel Presentation, March 5, 2011

University of Florida Back to College Weekend, Presentation on UF Mission: Service, February 19, 2011

Arts in Healthcare for Rural Communities Training Program, six presentations on related topics, February 2-4, 2011

Calhoun Liberty Hospital Arts in Medicine Program Reception, Arts in Healthcare Presentation, February 1, 2011

Gator Global Initiative, Gainesville, FL, Global Health Panel Presentation, October 23, 2010

American Medical Association, Gainesville FL, CME presentation: The Arts and Health, October 5, 2010

College of Fine Arts Research Seminar Series, Positioning the Arts in the 21st Century Research University: Securing A Place at the Transdisciplinary Table, October 1, 2010

State Offices of Rural Health Conference, Arts in Healthcare for Rural Communities presentation, Williamsburg, VA, August 5, 2010

University at Buffalo, Arts in Healthcare Summer Intensive, four lectures, August 2-11, 2010

Society for the Arts in Healthcare Annual Conference, Minneapolis, MN, Arts in Healthcare for Rural Communities Paper Presentation, April 30, 2010

Society of General Internal Medicine, Poster Presentation: Digital technology use and interest in digital health interventions among persons attending public health STD clinics April 28, 2010

Society for the Arts in Healthcare Annual Conference, Minneapolis, MN, Artist in Residence Training Panel, April 28, 2010

Society for the Arts in Healthcare Annual Conference, Minneapolis, MN, Arts in Healthcare Program Development Panel, April 27, 2010

Creative Clay Artist in Residence Training Program, St Petersburg, FL, Primary Lecturer, February 15-16, 2010

Arts in Healthcare for Rural Communities Training Program, Primary Lecturer, Apalachicola, FL, February 10-12, 2010

Arts in Healthcare for Rural communities Forum, Apalachicola, FL, January 28, 2010

Invited Speaker and Commentator, Arts-based Methods in Health Research Conference, University of British Columbia, November 20-22, 2009

State of Florida Rural Economic Development Board, Tallahassee, Fl, AIM for the Panhandle, October 16, 2009

University of Florida History of Medicine Series, The Arts and Healing: an Historical Perspective, September 10, 2009

University of Florida Science for Life Program, Research in the Arts in Healthcare, September 1, 2009

University at Buffalo, Arts in Healthcare Summer Intensive, six lectures, August 10-21, 2009

Society for the Arts in Healthcare Annual Conference, Buffalo, NY, The Future of the Arts in Healthcare, April 23, 2009

Louisville, KY, "The Power of the Arts in 21st Century Healthcare", April 7, 2009

Gisenyi, Rwanda, Multiple Arts in Healthcare Presentations, March 2-15, 2009

Creative Clay Hospital Artist Training, Primary Trainer/Multiple Presentations, February 15-17, 2009

University of Florida, Presentation for Gator Non-Profit Professionals, February 12, 2009

Call to Artists Workshop, Apalachicola, FL, Primary Presenter, February 7, 2009

University of Florida, Presentation for Florida Alternative Breaks Program, January 28, 2009

Arts in Medicine Public Forum, Apalachicola, FL, Arts in Medicine Presentation, January 24, 2009

Dance in Medicine Symposium, Georgetown University, Washington DC, Keynote Presentation, October 31, 2008

Performing Arts Exchange Conference, Atlanta, GA, AIM Together: Performing Arts in Healthcare Presentation, September 25, 2008

University of Florida College of Design and Construction, Arts and Health in East Africa Presentation, September 10, 2008

University at Buffalo, Arts in Healthcare Summer Intensive training program, 12 lectures on the Arts in Healthcare Clinical Practice, August 4-15, 2008

Society for the Arts in Healthcare Annual Conference, AIM for Africa Presentation, April 17, 2008

- University of Florida, CAHRE Akonting/Banjo Symposium, Host, March 20, 2008
- University at Buffalo, three Arts in Healthcare Presentations, Feb 6-9, 2008
- National Assembly of State Arts Agencies, Arts in Healthcare Presentations for the National Endowment for the Arts, December 6 & 7, 2007
- University of Michigan, guest lecture in the Residential College, October 31-Nov 2, 2007
- Hampshire College, Amherst, MA, Public Keynote Lecture, two class presentations, October 17-20, 2007
- Center for African Studies Baraza, AIM for Africa Presentation, October 12, 2007
- Western Arts Alliance Conference, Los Angeles, CA, *AIM Together* presentation, August 20, 2007
- National Endowment for the Arts, Washington DC, Arts in Healthcare Presentation, June 27, 2007
- Society for the Arts in Healthcare Annual Conference, Nashville, TN, AIM for Africa Presentation, April 9, 2007
- Society for the Arts in Healthcare International Conference, Nashville, TN, Pre-Conference Training Session: Arts in Healthcare Toolkit, April 7, 2007
- Plaines Presenters regional Meeting, Kansas City, MO, Performing Arts in Healthcare Full-day Training Program, April 2, 2007
- UF College of Medicine Research Day, Poster Presentation: Effects of a performance-based dance company on self-worth in adolescents and young adults with sickle cell disease, March 20, 2007.
- New Jersey Performing Arts Center, Creativity Matters Conference, AIM Together: Performing Arts in Healthcare, Nov 4, 2006
- Mater Hospital, Nairobi, Kenya, Arts in Healthcare Presentation, June 8, 2006
- Society for the Arts in Healthcare International Conference, Arts in Healthcare Education, April 17, 2006
- Society for the Arts in Healthcare International Conference, Pre-Conference Training Session: Arts in Healthcare Toolkit, April 16, 2006
- International Society for the Performing Arts, New York, NY, UBUNTU: Arts & Health, January 18, 2006
- Chamber Music America, Arts and Healthcare Presentation, January 19, 2006

- Interlochen Arts Academy, Arts in Healthcare Presentation, November 25, 2005
- University of Florida School of Music, Dance in Medicine Presentation for Ethnomusicology students, October 11, 2005
- University of Florida College of Medicine Pediatrics Grand Rounds, Art in the Shelters: Healing from Katrina, October 7, 2005
- University of Florida College of Medicine, Dance in Medicine Presentation, Sept 28, 2005
- University of Florida Performing Arts Board Meeting, Arts in Healthcare Presentation, Sept 26, 2005
- Performing Arts Exchange Conference, AIM Together Presentation, Memphis, TN, Sept 22, 2005
- Artist Training for Arts Council of Central Louisiana and American Red Cross , September 15, 2005
- National Endowment for the Arts/Southern Arts Federation Accessibility Conference, Arts in Healthcare in the US Presentation, Atlanta, GA, June 2005
- Congress on Research in Dance, Florida State University, Dance in Medicine Presentation, March 5, 2005
- Society for the Arts in Healthcare International Conference, Dance in Medicine Presentation, Edmonton, Alberta, Canada, June 12, 2005
- Cummer Museum, Jacksonville, FL, Caring for Caregivers US and Japan Presentation, January 17, 2004
- Memorial Health System, Chattanooga, TN, Caring for Caregivers US and Japan Presentation, June 4, 2004
- University of Michigan, Mott Children's Hospital, Hearts and Hope: The Arts and Technology in Healthcare Presentation, October 26, 2004
- Interlochen Arts Academy, Arts in Healthcare Workshops, October 28, 2004
- Center for Healthcare Design Conference, Houston, TX, November 4, 2004
- Texas Children's Hospital, Houston, Texas, Caring for Caregivers US and Japan Presentation, November 3, 2004
- Major University Presenters Directors Conference, University of Florida, Performing Arts in Healthcare Presentation, May 5, 2004

Society for the Arts in Healthcare Annual Conference, Washington, DC, Dance for Life Presentation, April 12, 2004

Society for the Arts in Healthcare Annual Conference, Washington DC, Pre-conference Training: Arts in Healthcare Toolkit, April 10, 2004

Caring for Caregivers International Conference, Tokyo, Japan, US/Japan Forum: The Role of the Arts in Care, November 10, 2003

Arts and Health Forum, Sendai Media Theaue, Sendai, Japan, The Arts and Care, November 9, 2003

Miyagi Prefectual Cancer Center, Arts and Health Presentation, November 9, 2003

Apio Aomori Conference, Aomori, Japan, Report from the US: Caring for Caregivers, November 7, 2003

Caring for Caregivers Forum, International House, Osaka, Japan, Caring for Caregivers Presentation, November 5, 2003

Pain and the Culture of Care Forum, Otenin Temple, Osaka, Japan, Caring for Caregivers Presentation, November 5, 2003

Caring for Caregivers Forum, Miyazaki Municipal Culture Hall, Miyazaki, Japan, November 2, 2003

Hatsukaichi Forum, Kure National Hospital, Kure, Japan, November 1, 2003

Society for the Arts in Healthcare Annual Conference, San Diego, CA, Hearts and Hope: The Arts and Technology in Healthcare Presentation, April 14, 1999

Society for the Arts in Healthcare Annual Conference, Gainesville, FL, Days of Renewal Presentation, April 7, 2002

American Holistic Medical Association Annual Conference, Miami, FL, June 21, 2001

National Institute for Staff and Organizational Development, Austin TX, June 4, 2001

Florida Dance Association High School Dance Festival, Florida State University, April 12, 2001

Society for the Arts in Healthcare Annual Conference Seattle, WA, Dance in Medicine Presentation, April 14, 2001

American College Dance Festival Association Southeastern Regional Dance Festival, March 7, 2001

Santa Fe Community College Summer Dance Institute, Modern Dance Master Class, August 5, 2001

Santa Fe Community College Summer Dance Institute, Modern Dance Master Class,
August 9, 2000

American Women's Health Association Conference, University of Florida, January 21,
1999

Society for the Arts in Healthcare Annual Conference, Grand Rapids, MI, Dance for Life
Presentation, April 14, 1999

International Arts Medicine Association, Invited Speaker, Tel Aviv, Israel, June 14, 1997

Grants, Sponsored Research, and Major Gifts

2013-14

State of Florida Division of Cultural Affairs, Music in the Emergency Department Study
Award: \$15,800

State of Florida Division of Cultural Affairs, Artists in Residence Program
Award: \$25,000

2012-13

State of Florida Division of Cultural Affairs, Rural Arts in Healthcare Initiative
Award: \$15,000

State of Florida Division of Cultural Affairs, Artists in Residence Program
Award: \$25,000

Parkinson Research Foundation, Dance for Life
Award: \$30,495

Patti Shively Foundation, Shands Arts in Medicine Kids Kicking Cancer Program
Award: \$30,000

2011-12

Kresge Foundation, Community Arts Program Grant
Award: \$100,000

State of Florida Division of Cultural Affairs, Rural Arts in Healthcare Initiative
Award: \$31,669

State of Florida Division of Cultural Affairs, Artists in Residence Program
Award: \$25,000

Patti Shively Foundation, Shands Arts in Medicine Pediatrics Projects
Award: \$30,000

University of Florida Medical Guild, Theatre for Health Education Project
Award: \$1,200

UF Library Enhancement Grant in the Humanities, Medical Humanities Collection
Award: \$3,615

2010-11

Alachua County Bed Tax Grant
Award: \$4,563

Patti Shively Foundation, Shands Arts in Medicine Pediatrics Projects
Award: \$40,000

Kresge Foundation, Community Arts Program Grant
Award: \$100,000

State of Florida Division of Cultural Affairs, Specific Cultural Project Grant
Award: \$25,000

State of Florida Division of Cultural Affairs, Rural Arts in Healthcare Initiative
Award: \$33,000

Johnson & Johnson Foundation/Society for the Arts in Healthcare Grant, East-Central Africa Arts & Health Forum
Award: \$5,900

2009-10

Johnson & Johnson/Society for the Arts in Healthcare Grant, Arts in Healthcare for East Africa Forum project
Award: \$7,300

Arizona Foundation Grant, AIM for Africa Project
Award: \$10,000

State of Florida Division of Cultural Affairs, Culture Builds Florida Grant
Award: \$25,000

State of Florida Division of Cultural Affairs, AIM for the Panhandle Rural Arts in Healthcare Initiative
Award: \$35,000

University of Florida Opportunity Fund Grant, Co-Principle Investigator, *A Neuroprosthetic Training System (NETS): Using Virtual Reality to Treat Paralysis*
Award: \$63,271

University of Florida Movement Disorders Center Project Grant, *Dance for Life and Art for Life projects*
Award: \$7,500

University of Florida Support of Meetings Grant, Arts in Healthcare Summer Intensive
Award: \$3,000

2008-09

University of Florida Movement Disorders Center Project Grant, *Dance for Life*
Award: \$7,500

Support of Meetings, UF Department of Research and Graduate Programs, *Arts in Healthcare Summer Intensive*
Award: \$3,000

U.S. Department of Defense, Co-Principle Investigator, *Design of effective therapeutic interventions for mild TBI/PTSD using interactive virtual world environments*
Award: \$182,000

University of Florida Opportunity Fund Grant, Co-Principle Investigator, *Reducing alcohol and drug use in American youth through interactive digital media*
Award: \$68,800

National Endowment for the Arts, Access to Artistic Excellence Grant, AIM Together Program
Award: \$25,000

State of Florida Division of Cultural Affairs Culture Build Florida Grant, Art in the Gardens Program
Award: \$25,000

State of Florida Division of Cultural Affairs Culture Build Florida Grant, STEAM Arts Empowered Learning Network Project
Award: \$25,000

Smallwood Foundation, Co-Principle Investigator, STEAM Arts Empowered Learning Network Project
Award: \$25,000

State of Florida Division of Cultural Affairs Arts in Education Grant, Rural Arts in Healthcare Initiative Program
Award: \$25,000

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Artists in Residence Program
Award: \$6,400

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Together Program
Award: \$2,600

State of Florida Division of Cultural Affairs Cultural Programs Grant, Principle Investigator, AIM Together Program
Award: \$3,414

State of Florida Division of Cultural Affairs Arts in Education Grant, Dance for [Long] Life Program
Award: \$4,600

University of Florida Center for World Arts Fellowship, for AIM for Africa project.
Award: \$2,500

2007-08

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Artists in Residence Program
Award: \$15,800

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Together Program
Award: \$5,900

State of Florida Division of Cultural Affairs International Cultural Exchange Grant, AIM for Africa project
Award: \$14,600

National Institute on Aging, Co-Principle Investigator, for the Vital Visionary program and evaluation study.
Award: \$4,000

Keith Herring Foundation Grant, Adolescent Mural Project
Award: \$5,500

2006-07

State of Florida Division of Cultural Affairs International Cultural Exchange Grant, AIM for Africa project.
Award: \$21,400

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Artists in Residence Program.
Award: \$15,300

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Together Program.
Award: \$7,100

Southern Arts Federation, AIM for Africa Project.
Award: \$2,300

National Endowment for the Arts, Access to Artistic Excellent Grant, AIM Together Program.
Award: \$20,000

National Institute on Aging, Co-Principle Investigator, for the Vital Visionary program and evaluation study.
Award: \$10,000

University of Florida Internationalizing the Curriculum Award, for *Culture, Health and the Arts: Sub-Saharan Africa and the U.S.* course.
Award: \$3,000

University of Florida Department of Research and Graduate Programs Support of Meetings Grant, Principle Investigator, Arts in Healthcare Summer Intensive Program
Award: \$3,000

University of Florida Medical Guild Grant, AIM Together Program
Award: \$2,000

University of Florida Medical Guild Moments of Renewal Program
Award: \$1,500

2005-06

Center for Global Partnership, for a US tour of presentations of the US/Japan Caring for Caregivers Initiative and cultural exchange
Award: \$50,000 (in partnership with the Society for the Arts in Healthcare).

State of Florida Division of Cultural Affairs Challenge Grant, for AIM Together Florida.
Award: \$36,500

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$16,200

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Music Program.
Award: \$5,900

CVS Foundation Grant, Sickle Cell Movement program
Award: \$3,500

2004-05

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.

Award: \$18,500

National Cancer Institute, Hearts and Hope Project

Award: \$175,000

National Endowment for the Arts, Challenge America Grant, AIM Together Program

Award: \$10,000

Gold Foundation Grant, for a new writing course in the UF College of Medicine

Award: \$5,000

Roche Pharmaceutical, for Moments of Renewal evaluation study

Award: \$1,000

University of Florida Department of Research and Graduate Programs Support of Meetings Grant, Principle Investigator, Arts in Healthcare Summer Intensive Program

Award: \$3,000

2003-04

US Department of Commerce, Technology Opportunity Program, Hearts and Hope Project

Award: \$675,000

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.

Award: \$9,200

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Lori Belilove & Company Residency Program.

Award: \$12,000

2002-03

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.

Award: \$17,200

Japan Foundation Grant, for Caring for Caregivers USA/Japan Project,

Award: \$50,000 (in partnership with the Society for the Arts in Healthcare)

2001-02

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$13,800

2000-01

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$16,700

1999-2000

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$9,800

1998-99

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$15,400

State of Florida Division of Cultural Affairs Quarterly Assistance Grant, for Caring for Caregivers Program.
Award: \$4,500

1997-98

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$14,100

1996-97

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Artists in Residence Program
Award: \$18,200

New Forms Florida Fellowship
Award: \$1,500

Research

Co-Investigator, DANCE FOR LIFE: Assessing the Effects of Dance on Motor and Non-Motor Function in Parkinson's Disease, 2012-14

Principle Investigator, Dance/Movement Program for Female Patients Diagnosed with Lymphedema, 2012-13

Principle Investigator, Assessing organizational collaboration among organizations in sixteen rural Florida communities, 2011-14

Principle Investigator, Outpatient Indications of Flow State Experience During a Creative Art Activity, 2010-11

Principle Investigator, The Gift of Art and its Effect on the Medical-Surgical Work Environment, Shands Hospital, 2010-11

Principle Investigator, Potential Effects of a Dance and Movement Program on Quality of Life in Parkinson's Patients: a Preliminary Study, 2009-11

Principle Investigator, Sustainability of an Arts in Healthcare Program Model for Rural Communities, UF Center for the Arts in Healthcare, 2009

Principle Investigator, AIM for Africa: Rwanda, State of Florida Division of Cultural Affairs, 2008-09

Co-Principle Investigator, Design of Effective Therapeutic Interventions for Mild TBI/PTSD Using Interactive Virtual World Environments, UD Department of Defense, 2008-09

Co-Principle Investigator, STEAM Empowered Learning Environment, Smallwood Foundation, 2008-09

Co-Principle Investigator, Reducing alcohol and drug use in American youth through Interactive Digital Media, UF Opportunity Fund, 2008-09

Principle Investigator, Looking at Art in the Healthcare System: An Observational Study of Artist-Patient Interaction in a Hospital Setting, UF Center for the Arts in Healthcare, 2008

Co-Principle Investigator, Vital Visionaries, National Institutes on Aging/National Institutes of Health, UF Center for the Arts in Healthcare, 2006

Co-Principle Investigator, Days of Renewal Study, University of Florida Warrington College of Business/Center for the Arts in Healthcare, 2005-present

Principle Investigator, Moments of Renewal Study, UF Center for the Arts in Healthcare, 2004

Co-Principle Investigator, Hearts and Hope Study, US Department of Commerce/University of Florida Dept of Pediatrics, 2003-2005

Publications

- Sonke, J. (2012). Arts and Creative Engagement: Establishing Arts in Healthcare as a Field of Arts Management. *CultureWork*. 16(3).
- Sonke, J. (2011). Music and the Arts in Health: A Perspective from the United States. *Music and Arts in Action*. 3(2): 2-12.
- Sonke, J. (2011) Transforming the Healthcare Experience through the Arts: Book Review, *Healthcare Environments Research and Design Journal*. 4(3):
- Society for the Arts in Healthcare (2009). *State of the field report: Arts in healthcare 2009*. Washington, DC: Society for the Arts in Healthcare.
- Sonke, J., Rollins, J., Brandman, R., Graham-Pole, J. (2009). *State of the Arts in Healthcare in the United States*. The Arts and Health. 1(2).
- Sonke, J., Brandman, R. (2007). The California Psychologist, The Arts and Health across Cultures and Time, Nov/Dec issue.
- Sonke, J., Brandman, R., Serlin, I., & Graham-Pole, J., (2007) *The Arts and Health*. Westport: Praeger.
- Sonke, J. (2006). Caring for Caregivers. *Muse Magazine*. Gainesville: UF College of Fine Arts.
- Brandman, R. & Sonke, J. (2005). *Dance in Healthcare: A Lecture-Demonstration*. NY: Congress on Research in Dance
- Sonke, J. (1996). Healing through Art. *Women's Health Digest*. Vol. 2, no. 4.

Selected Article Features

- Muse Magazine, *With a New International Group, Fine Arts Students Organize to Share Arts and Healing Abroad*, Winter 2008
- Buffalo Rising Online, *Arts in Healthcare Reaches Buffalo*, June 6, 2008
- The Independent Florida Alligator, *UF Group Uses Art for Healing*, October 3, 2007
- Chicken Soup Magazine, *Memorial Gala Celebrates the Art of Dance and Healing*, May 2007
- Chattanooga Times Free Press, *Dancing for Healing and Hope*, February 11, 2007
- In the City Magazine, *Art for Healing*, February 2007 Issue

Chicken Soup Magazine, *Dance in Unusual Places*, February 2007

Healthscope Magazine, *Sixty Seconds to Better Health*, Winter 2007

Muse Magazine, *Caring for Caregivers*, Winter 2007

The Post, *Gifts of Healing*, December 2006

Muse Magazine, *Center for the Arts in Healthcare*, Winter 2006

Jacksonville Times Union, *Integrating the Arts with Healthcare*, November 2006

Gainesville Magazine, *Behind the Curtain*, October 2006

The Independent Florida Alligator, *Kenya Hospital will Host Revolutionary UF Program*, July 27, 2006

News and Notes, Shands Healthcare, *Changing the Hospital Stay*, July 2005

Piece by Piece: *Creating Successful Arts in Healthcare Programs*, Second Edition, 2005

The Michigan Daily, *Dancing's Healing Power*, March 11, 2004

Piece by Piece: *Creating Successful Arts in Healthcare Programs*, First Edition, 2002

Gainesville Sun, *Dancing for Joy*, May 2, 1998

The Independent Florida Alligator, *Art Students dance to heal local patients' spiritual health*, September 5, 1997

Gainesville Sun, *Dancer Puts Heart and Soul into Teaching*, May 19, 1997

Gainesville Sun, *Classics and Improvisations*, March 15, 1996

Orlando Sentinel, Florida Magazine, *Healing Art*, October 15, 1995

The Independent Florida Alligator, *The Powerful Healing Force of Art*, September 12, 1995

Short Narrative Biography

Jill Sonke is Co-Founder and Director of the Center for the Arts in Medicine at the University of Florida, is on the faculty of the School of Theatre and Dance at the University of Florida and is Assistant Director and Artist in Residence for Shands Arts in Medicine.

Ms. Sonke is active in research, curriculum and program development at UF, and is a frequent presenter and guest artist at universities, conferences, hospitals, and

festivals throughout the United States and abroad. Ms. Sonke has been a principle dancer and soloist with Lori Belilove & Company in New York City and a guest performer and choreographer with Dance Alive! and Stuart Pimsler Dance and Theatre. She is a soloist and regisseur of the historic works of Isadora Duncan as well as a recognized teacher of the Duncan and Horton techniques.

Ms. Sonke is immediate past President of the Society for the Arts in Healthcare, is the recipient of a New Forms Florida Fellowship Award, an Individual Artist Fellowship Award from the State of Florida, a 2001 Excellence in Teaching Award from the National Institute for Staff and Organizational Development (NISOD), a UF Internationalizing the Curriculum Award, the Most Outstanding Service Learning Faculty Award in 2008 from UF, and over eighty-five grant awards for her programs and research at Shands Hospital and the University of Florida.

Contact Information

Work Address:

PO Box 115900
Gainesville, FL 32611

Phone:

352.273.1488 (UF Office)
352.733.0880 (Shands Office)

E-mail:

jsonke@ufl.edu

Websites:

www.arts.ufl.edu/cahre
www.shands.org/aim

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of Florida

University Submitting Proposal

**Warrington College of Business
Administration, Hough Graduate
School of Business**

Name of College(s) or School(s)

Fall 2014

Proposed Implementation Term

Management

Name of Department(s)/ Division(s)

Business

Academic Specialty or Field

Master of International Business

Complete Name of Degree

52.1101

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

Bob Clark President

3/11/14 Date

Signature of Chair, Board of Trustees

Douglas G. Drane Date

3/10/14 Date

Vice President for Academic Affairs

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	130	97.5
Year 2	130	97.5
Year 3	130	97.5
Year 4	130	97.5
Year 5	130	97.5

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$7,769	\$757,448	\$0	\$0	\$757,448
\$8,546	\$757,448	\$0	\$0	\$833,193

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The Master of International Business (MIB) is a stand-alone, non-thesis interdisciplinary graduate business program designed to enhance a student's knowledge and understanding of global business trends and problems. The curriculum consists of 30 credit hours (14 core credits and 16 elective credits), including a mandatory global immersion experience and a non-thesis capstone project.

The Warrington College of Business Administration (WCBA) has been offering the Master of Arts, with a Major in International Business under the Business Administration umbrella. Below are a few examples of companies that have hired program graduates.

- Accounting, Banking and Finance: Ernst and Young, LLP, China Citic Bank, Citigroup, CNL Bank, BB&T, HSBC, Wells Fargo, JP Morgan, Raymond James Financial
 - Consumer Packaged Goods: Procter & Gamble
 - Hospitality: Ritz Carlton, Walt Disney Company, Universal Studios
 - Information Technology: Gartner, FIS Global, Samsung Techwin (South Korea)
 - Retail: Amazon.com, Burger King, Collective Brands, Inc., Macy's, Target
 - Other Industries: Gallup, General Electric, Harris Corporation, Hess Corporation, The Nielsen Company, Trad'nLink International LLC
- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

The proposed MIB program is consistent with the State University System's Strategic Planning Goal of "meeting statewide professional and workforce needs." The proposed program seeks to enhance students' global business competence to produce well-qualified, professional business people and future leaders. The mission of the proposed degree supports the WCBA's mission to provide "educational programs that enhance leadership and competence among business people" and the University of Florida's mission of teaching, research and scholarship, and service.

- C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
 - Education

- Health Professions
 - Security and Emergency Services
2. Economic Development:
 - Globalization
 - Regional Workforce Demand
 3. Science, Technology, Engineering, and Math (STEM)

The proposed MIB program would fit into the needs expressed for a) Economic Development: Globalization. In addition, the proposed program also meets the Key Councils' (Enterprise Florida, Inc., Workforce Florida, Inc., the Council of 100, the Florida Chamber of Commerce, and the Agency for Workforce Innovation) Areas of Interest in Business & Global Economics (financial services, professional services, hospitality). As stated above, program graduates have secured jobs in various industries, including financial services and hospitality.

According to Enterprise Florida's 2012 Florida International Business Highlights, "international business, including the value of trade in goods and services as well as foreign direct investment, accounts for about one-sixth (18 percent) of Florida's economy." The program is designed to prepare students for careers in the global business environment, but not necessarily within business. The degree is relevant to advertising, financial services, hospitality management, non-profit, government and more. By enhancing students' global business competence, the program will have a positive impact at all levels (local, state, national and international) by producing well-qualified, professional business people and future leaders.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The proposed program will be offered at the main campus.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The Board of Governors (BOG), State University System of Florida (SUS) Strategic Plan for 2005-2013, established specific goals related to meeting statewide professional and workforce needs. The Strategic Plan listed *Economic Development: Globalization* (international business) and *Economic Development: Regional Workforce Needs* (business) as BOG Areas of Programmatic Strategic Emphasis. The Key Councils in Florida, which include Enterprise Florida, Inc., Workforce Florida, Inc., the Council of 100, the Florida Chamber of Commerce, and the Agency for Workforce Innovation, identified "*Business & Global Economics*" as an area of interest.

According to the SUS Strategic Plan, "*Economic Development: Globalization*" is more of an over-arching concept found in the various reports reviewed, rather than a specific industry or occupational area. Degree programs that assist in making the SUS globally competitive can be found throughout the system across many disciplines, especially within the sciences, engineering, and information technology programs. However, there are programs that directly

support globalization through program graduates and focused research. Some of these programs have an international focus, such as international affairs, international business, international construction, international law, etc. Area studies and foreign language programs that focus on critical trade partners or foreign competitors would also fall under the broad umbrella of increasing globalization."

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

The Warrington College of Business Administration (WCBA) has been offering the Master of Arts, with a Major in International Business under the Business Administration umbrella and it has demonstrated the program's marketability and demand. In 2012, there were 147 new students who enrolled in the international business major. Based on the program's success, the WCBA would like to offer a stand-alone program.

The only curricular change to the existing M.A. with a major in International Business program is that the proposed Master of International Business (MIB) will be a stand-alone, non-thesis program. All requirements that are currently listed for the M.A. with a major in International Business, with the exception of MAN6973 Project in Lieu-of-Thesis, are applicable to this new MIB degree. This means that only 12 credits would be required in the major. All eligible graduate level courses in the Warrington College of Business Administration count as major credit. We are simply requesting a change from M.A. with a major in International Business (Thesis/Project) to Master of International Business (Non-Thesis). We anticipate enrollment for the proposed degree will be similar in the future.

Number of students graduating with the M.A. with a major in International Business in the past three years:

<u>Term</u>	<u>Number of Graduates</u>
Spring 2010	44
Summer 2010	28
Fall 2010	61
Spring 2011	35
Summer 2011	33
Fall 2011	44
Spring 2012	56
Summer 2012	18
Fall 2012	46
Spring 2013	51

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

Florida Atlantic University (FAU) in Boca Raton and Florida International University (FIU) in Miami offer degrees under the same CIP. Below you will find a summary of the

communication with FAU and FIU.

FAU - Communication Outcomes

FAU offers a Master of Science in International Business. Based on our conversation with Dr. Paul Hart, Associate Dean of the College of Business at FAU, FAU has not accepted students into the program for approximately ten years due to faculty resource issues. FAU does not intend to admit students for next 12 months. The email below highlights our discussion regarding potential collaboration between UF and FAU.

Portocarrero,Ana I

From: Paul Hart <hart@fau.edu>
Sent: Friday, August 02, 2013 12:23 PM
To: Portocarrero,Ana I
Cc: Daniel Gropper; Rupert Rhodd; Marc Rhorer; Peggy Golden
Subject: MA in International Business at UF

Ana,

As we discussed yesterday, the College of Business at FAU has a MS in International Business. We have not accepted students into the program for approximately ten years due to faculty resource issues. We do not intend to be admitting students for next 12 months.

A number of the courses required for our MS program are currently offered to satisfy other program requirements in our College. In the future, if UF has International Business students in our area who might need the courses to fulfill your degree requirements we would be open to having them enroll in appropriate courses at FAU. However, you will need to inform us about your students intentions since an exception needs to be made for those who are not matriculated in our programs to take graduate courses in our College.

Should we begin to accept students in the future, I am grateful for your willingness to share opportunities for our students with your partner institutions.

Also, if there are innovative ways for us to collaborate in the graduate program in International Business in the future, we would be interested in continuing the conversation.

Regards,

Paul

Paul Hart
Associate Dean
College of Business
Florida Atlantic University

FIU - Communication Outcomes

FIU offers a Master of International Business (MIB). Based on our review of FIU's MIB, the proposed degree is distinct from FIU's MIB in that FIU's MIB is designed for students with a minimum of two years of professional work experience. The proposed program is designed to meet the demand from pre-experience students, thus, professional work experience is not required. Refer to Appendix B for FIU's MIB admissions requirements.

We discussed the proposed degree program with Dr. Christos Koulamas, Senior Associate Dean at FIU's College of Business and he has provided his collegial support.

Refer to Appendix B for evidence of FIU's collegial support.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

As previously stated, the Warrington College of Business Administration (WCBA) has been offering the Master of Arts, with a Major in International Business under the Business Administration umbrella. The enrollment projections are based on average enrollment numbers for the past three years, which appear below:

- 2011 new student enrollment (spring, summer and fall): 121
- 2012 new student enrollment (spring, summer and fall): 147
- 2013 new student enrollment (spring, summer and fall): 112

There is no anticipated shift of students other than from our current Master of Arts with a major in International Business to the new proposed degree (Master of International Business).

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

The University of Florida currently has an active program that aims to recruit and retain minority students. These students are also actively mentored and supported during their first year by the University Minority Mentoring Program. To ensure that the race/ethnicity balance holds, we will work actively with the Director of Graduate Minority Programs at the University of Florida, to recruit minority students. Here is a brief summary of their current programs.

The Office of Graduate Minority Programs (OGMP) is a function of the Graduate School dedicated to increasing the number of graduate students who are ethnic/cultural minorities, underrepresented in their field of study, low-income or first-generation college students. OGMP strives to provide currently enrolled and prospective graduate students with programs and services to assist and support the pursuit of a successful graduate education. Below are a few of the programs available through OGMP:

- Campus Visitation Program
 - Every Fall and Spring semester OGMP sponsors the Campus Visitation Program, a two and a half day visitation for prospective students planning to apply for a UF graduate program. OGMP will provide hotel accommodations and reimburse participants for up to \$100 of their travel expenses and for the \$30 UF Application Fee. During the visitation, participants will have the opportunity to meet faculty in the Hough Graduate School of Business and become familiar with the University of Florida.
- Board of Education Fellowship

- Every summer, OGMP selects 30 incoming graduate students to be Board of Education (BOE) Fellows. This 6-week Summer fellowship program is designed as an orientation and preparation for the challenges of graduate education. It also helps students acclimate themselves to the University of Florida. The BOE Fellowship pays for four credits of summer B tuition and awards a \$1,500 stipend. In addition, participants attend Research Methods and Academic Writing courses. Social events and development seminars are also planned.
- Professional Development
 - Three to five times a semester, the Office of Graduate Minority Programs plans professional development workshops. They cover topics such as financial management, selecting a supervisory committee, getting published, and other subjects that can help students succeed in graduate school.
- UF/Santa Fe Faculty Development
 - The UF/Santa Fe Community College (SFCC) Faculty Development Project is a partnership designed to increase the number of underrepresented doctoral students at UF and minority faculty at SFCC. Students awarded this prestigious graduate assistantship receive an annual stipend, tuition, fee waiver, mentoring, and professional development training at UF and SFCC. Participants are required to fill a teaching, advising, or recruitment & retention role at Santa Fe for the appointed year. Applicants must hold an MS, MA, or equivalent degree with the required number of hours in an appropriate discipline based on SFCC needs. Students must be fully admitted into a doctoral program at UF and meet all SFCC adjunct faculty-hiring criteria.
- Supplemental Tuition Program
 - The OGMP Supplemental Tuition Retention Program is designed to help doctoral students complete their degree program. Students within three semesters of completing their degree, who no longer have funding available through an assistantship or fellowship, are eligible to apply to the program and receive limited tuition assistance for the remaining semesters. Applications are available at the OGMP office or online at the OGMP Supplemental Retention Scholarships page.

The Master of Arts, with a major in International Business program has participated in the OGMP Campus Visitation Program and Graduate School Information Day in the past couple of years. The OGMP programs will supplement the efforts of the program faculty and staff members to recruit, retain and graduate MIB students from underrepresented groups.

FIU – Communication Outcomes

We discussed the proposed degree program with Dr. Christos Koulamas, Senior Associate Dean at FIU's College of Business and he has provided his collegial support. Refer to Appendix B for evidence of FIU's collegial support.

Signature of Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

The WCBA has been offering the Master of Arts, with a Major in International Business under the Business Administration umbrella. The current sources of funding will be "reallocated" from the existing program (M.A., with a major in International Business) to the proposed MIB program, thus the new program will not require additional resources.

As can be seen in Table 3, the current funding sources (\$757,448) come from various WCBA departments (e.g. economics, management, finance, information systems and operations management, and marketing), which are funded by State (\$550,148), DOCE (\$145,509) and Foundation (\$61,791) sources.

In Table 2, the total costs for Year 1 (\$757,448) are based on existing faculty salaries and benefits (\$597,919), TEAMS salaries and benefits (\$117,631), USPS salaries and benefits (\$28,073) and Other Personnel Services (\$13,825). The total costs for Year 5 (\$833,193) are anticipated to increase by 10% due to inflation and cost of living adjustments.

Please refer to Table 2 for Projected Costs and Funding Resources and Table 3 for Anticipated Reallocation of Education and General Funds.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

The current sources of funding will be "reallocated" from the existing program (M.A., with a major in International Business) to the new proposed program, thus other programs will not be impacted by the reallocation.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The WCBA has been offering the Master of Arts, with a Major in International Business under the Business Administration umbrella. There are no anticipated potential impacts on related programs or departments from the implementation of a stand-alone degree program.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

In 2012, the WCBA secured approximately \$19.9 million from Entrepreneurial Programs, \$2.2 million from Contracts & Gifts, and \$6.3 million from Endowments & Gifts.

The WCBA has secured endowments and gifts specifically to benefit the M.A., with a Major in International Business program. In 2012-13, the international business program received \$115,000 for scholarships and \$65,000 for program enhancements. The WCBA will continue to seek external funding resources.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

By enhancing students' global business competence, the Master of International Business program will have a positive impact at all levels (university, local, and state) by producing well-qualified, professional business people and future leaders to meet the workforce demand. The University of Florida and State of Florida will benefit from having a program that supports their strategic goals. The Office of the President published *A Strategic Work Plan for the University of Florida in 2007*, which identified internationalization as one of the strategies for maximum impact. The goal is to "enhance existing and develop new programs to promote international research, teaching, and study abroad and exchange programs." The Board of Governors (BOG), State University System of Florida (SUS) Strategic Plan for 2005-2013, identified "Economic Development: Globalization" and "Economic Development: Regional Workforce Needs" as priority goals.

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)

N/A

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

N/A

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The proposed degree seeks to enhance students' global business competence to produce well-qualified, professional business people and future leaders.

According to the SUS Strategic Plan, "Economic Development: Globalization is more of an overarching concept found in the various reports reviewed, rather than a specific industry or occupational area. Degree programs that assist in making the SUS globally competitive can be found throughout the system across many disciplines, especially within the sciences, engineering, and information technology programs. However, there are programs that directly support globalization through program graduates and focused research. Some of these programs have an international focus, such as international affairs, international business, international construction, international law, etc. Area studies and foreign language programs that focus on critical trade partners or foreign competitors would also fall under the broad umbrella of increasing globalization."

The Office of the President published A Strategic Work Plan for the University of Florida in 2007, which identified internationalization as one of the strategies for maximum impact. The

goal is to "enhance existing and develop new programs to promote international research, teaching, and study abroad and exchange programs."

The University's strategic plan emphasizes, "The University's recognition and success depend heavily on the quality of its graduate programs. Graduate and professional students represent the next generation of scholars, practitioners and entrepreneurs who will advance the frontiers of knowledge, develop new technologies, help promote economic growth and provide vital services to this state, the nation and the world." The proposed program aims at making significant contributions to the realization of these strategic objectives.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed program will benefit from the Warrington College of Business Administration's (WCBA) existing institutional strengths in business education and international programs. The WCBA's strength in business education is not only evidenced by the AACSB accreditation, but also by the WCBA's reputation and performance in business education rankings (see below). Students in the proposed program will be taught by the WCBA's exceptional faculty and will share elective courses with other highly-ranked WCBA programs (e.g. MBA and M.S. in Finance).

WCBA Rankings

- The Hough Graduate School of Business at the Warrington College of Business Administration ranked 15th among U.S. public business schools in U.S. News & World Report's "Best Graduate Schools 2014".

U.S. News & World Report "Best Graduate Schools" 2014

	Overall	Among Publics
Overall	36	15
Part-time MBA	24 (tied)	15 (tied)
Marketing	18 (tied)	8 (tied)

Eduuniversal's Best Masters Rankings 2012/2013

	North America	Among U.S. Publics
Accounting	20	9
Economics	38	10
Information Systems	29	17
International Business	16	4
Management	19	4
Marketing	21	9
Executive MBA	31	13
Full-Time MBA	34	10

The WCBA is a leader in international business education and research. The WCBA has established reciprocal exchange agreements with more than 40 foreign universities, providing students with a variety of foreign study opportunities.

The WCBA provides support and funding to the following centers:

Center for International Business Education and Research (CIBER) - CIBERs are funded by the U.S. Department of Education to promote education, research and business outreach activities that enhance international business in university programs and contribute to sustaining and improving the competitiveness of American firms in global markets. The University of Florida is one of 33 prestigious universities to house a CIBER. As part of a national network, CIBER is a resource for businesses, educators and students.

Center for International Economics and Business Studies (CIEBS) - CIEBS seeks to expand knowledge of and appreciation for the global business environment by faculty and students of the Warrington College of Business Administration and the broader University of Florida through interactions with foreign students and faculty members, research on the international dimensions of the various functional areas, and opportunities to travel and work abroad.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Insert response here.

Planning Process

Date	Participants	Planning Activity
6/1/13	Ana Portocarrero, Director, M.A. with a major in International Business program Dr. S. Selcuk Erenguc, Senior Associate Dean and Director, Hough Graduate School of Business	Meet with Provost's Office to review the degree proposal requirements
7/1/13 - 8/31/13	Ana Portocarrero, Director, M.A. with a major in International Business program Dr. S. Selcuk Erenguc, Senior Associate Dean and Director, Hough Graduate School of Business	Gather data and write the proposal, contact FAU and FIU to discuss impact on their programs and opportunities for collaboration
9/01/13	College Master's Committee	Prepare proposal and make revisions, if necessary.
9/04/13	College Faculty	Prepare proposal and make revisions, if necessary.
09/19/13	Graduate Council	Prepare proposal and make revisions, if necessary.
TBD	University Senate	Prepare proposal and make revisions, if necessary.
March 2014	Board of Trustees	Prepare proposal and make revisions, if necessary.

Events Leading to Implementation

Date	Implementation Activity
After proposal is approved	Update degree listing in the UF Graduate Catalog
After proposal is approved	Revise existing program information website with new Master of International Business degree information
After proposal is approved	Revise existing program marketing materials with new Master of International Business degree information

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The proposed program will follow the WCBA's plan for achieving excellence. The WCBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The WCBA has maintained accreditation since 1929. During the last accreditation visit in 2009, there were no recommendations for changes to the existing programs. The next maintenance of accreditation visit is scheduled for February 2014. The WCBA AACSB accreditation committee is scheduled to complete the *Fifth Year Maintenance Report* in Fall 2013. Dr. John Kraft, Dean of the WCBA, has been named to an AACSB International Blue Ribbon Committee designed to revise the standards of management education.

AACSB requires that faculty have a deep involvement in the process of assuring that students in our programs are learning. Data collected is analyzed by program committees and used to fuel conversations on continuous improvement.

The AACSB standards for assurance of learning have two foundational goals: accountability and continuous improvement.

The specific language of the standard is as follows:

- "The school uses a well-documented, systematic process to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and assesses the impact of the curricula on learning."
- The assurance of learning standards also state that "faculty should have ownership of, and a deep involvement in, assurance of learning." As such, four faculty members have been assigned as "Assurance of Learning Faculty Leads" to cover the College's degree programs.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Student Learning Outcome (SLO) Type	SLO #	Student Learning Outcome (SLO)	Assessment Method
Knowledge	1	Analyze the nature of competition and macro-environmental changes, and the effect of these elements to evaluate claims in a specialized industry.	The MAN 6XXX Non-Thesis Capstone Project is required for all students completing the program and is supervised by Dean John Kraft. Students will select a global company and analyze the company using a series of questions in three strategic module assignments. Explicit questions in the strategic module assignments are designed to help students define the company, analyze the industry in which it operates, perform an internal analysis of the company/division, and define the strategies and company organization. The project supervisor will score key questions utilizing a defined rubric.
Skills	2	Apply knowledge of strategies used for the multinational corporation to analyze and make recommendations for future growth and direction.	The MAN 6XXX Non-Thesis Capstone Project is required for all students completing the program and is supervised by Dean John Kraft. Students will select a global company and analyze the company using a series of questions in three strategic module assignments. Explicit questions in the strategic module assignments are designed to help students define the company, analyze the industry in which it operates, perform an internal analysis of the company/division, and define the strategies and company organization. The project supervisor will score key questions utilizing a defined rubric.
Skills	3	Understand and identify cultural and business issues that impact organizations in a foreign environment.	The mandatory GEB6930 Special Topics (Global Immersion Experience) is designed to provide students with a brief, but intensive international immersion experience. Through assignments, lectures and visits to businesses and governmental organizations, students will gain an understanding of the country's business environment and how it has been influenced by political, cultural, and historical factors. Prior to the trip, students will attend pre-departure sessions led by faculty leaders to provide them with an overview of the country and program itinerary. The faculty leader will score the post-trip assignment using a defined rubric.

Professional Behavior	4	Write business documents clearly, concisely, and analytically	The executive summary assignment in GEB 5212 Professional Writing in Business requires students to extract the most salient and persuasive ideas from a Harvard Business Review management article. Students must refine and focus information to promote action in this document. They need to select and present information clearly, concisely, and coherently according to the reader's needs and goals and the business context. The written summaries are assessed using a rubric.
Professional Behavior	5	Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.	The persuasive presentation assignment in GEB 5215 Professional Communication in Business requires students to deliver and structure an internal business presentation that persuades the audience to adopt the presenter's proposal or recommendation. Students must determine the purposes for presenting, analyze the audience, and use appropriate and compelling information that is logically structured. They need to use well-constructed PowerPoint slides and demonstrate a number of delivery skills. The presentations are assessed using a rubric.
Professional Behavior	6	Demonstrate ability in languages other than English	The MIB Program office will gather information on each student admitted to the program.

B. Describe the admission standards and graduation requirements for the program.

Admission Standards

The admission and application requirements, as well as favorable candidate qualities are listed below.

Minimum Requirements

- U.S. bachelor's degree (or equivalent) from an accredited institution
- Business major or minor
- 3.0 upper division undergraduate GPA
- Strong score in Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE)
- No professional work experience required

Favorable Candidate Qualities:

- Bi- or multi-lingual
- International background

- Internship or work experience
- Campus and community involvement

Application Materials

- Application
- Statement of Purpose
- Resume
- Two Letters of Recommendation
- Official Transcripts
- Official GRE/GMAT Scores
 - GMAT: 465 minimum requirement; "good" range 550-620
 - GRE: no minimum requirement; "good" range 302-308
- Official TOEFL/IELTS Score (English Language Proficiency Exam) – International Applications Only. Non-US and Puerto Rican applicants must have at least a 320 verbal GRE score and at least the required minimum score for one of these English language tests:
 - International English Language Testing System (IELTS) - minimum score: 6
 - Michigan English Language Assessment Battery (MELAB) - minimum score: 77
 - Test of English as a Foreign Language (TOEFL) –minimum score: 213 computer-based; 80 internet-based; or 550 paper-based

Applicants will be considered based on individual experiences and skills. Meeting the minimum requirements does not guarantee admission.

The program office will gather information on each student admitted to the program. We will target 50% of our admissions as students with foreign language proficiency or who have lived or studied outside their home country for a minimum period of 10 weeks.

Graduation Requirements

Students must complete the 30-credit curriculum, which consists of 14 core credits and 16 elective credits with a grade point average (major and overall) of 3.0 or higher. Refer to curriculum requirements below.

In addition, students must:

- Apply to graduate by the UF degree application deadline
 - Have no unresolved grades (I*, N*, I and NG)
 - Meet UF Graduate School's final term registration requirement (minimum 2 credits)
 - Not take more than 50% of courses as pass/fail (S/U)
- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The Master of International Business (MIB) program is a non-thesis interdisciplinary graduate business program designed to enhance a student's knowledge and understanding of global business trends and problems. The curriculum consists of 30 credit hours (14 core credits and 16 elective credits), including a mandatory global immersion experience and a non-thesis capstone project. The flexibility in the curriculum allows students to earn elective credits at UF and/or

abroad. Students are strongly encouraged to participate in foreign exchange/study abroad programs at one of the WCBA's foreign exchange partner universities. Students are permitted to take up to 9 graduate-level credits outside of the business discipline.

The mandatory GEB6930 Global Immersion Experience is designed to provide students with a brief, but intensive international immersion experience. Through lectures and visits to businesses and governmental organizations, students will gain an understanding of the country's business environment and how it has been influenced by political, cultural, and historical factors.

The MAN 6XXX Non-Thesis Capstone Project is required for all students completing the program and is supervised by Dr. John Kraft, Dean of the Warrington College of Business Administration. Students will select a global company and analyze the company using a series of questions in three strategic module assignments. Explicit questions in the strategic module assignments are designed to help students define the company, analyze the industry in which it operates, perform an internal analysis of the company/division, and define the strategies and company organization. The project will result in the development of a case study of the company. The questions will map to specific learning goals of the MIB program.

The proposed program can be completed in approximately one year. The total numbers of semester credit hours appear below:

- Spring start option: Spring (16 credits), Summer (0), Fall (14 credits)
- Summer start option: Summer (6 credits), Fall (12), Spring (12 credits)
- Fall start option: Fall (16), Spring (14 credits)

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Summer Start Course of Study

<u>TERM</u>	<u>COURSE</u>	<u>CREDITS</u>
Summer B <i>(late June - early August)</i>	GEB5212 Professional Writing in Business GEB5215 Professional Communication in Business GEB6366 Fundamentals of International Business MAN6636 Global Strategic Management <i>Begin working on MIB Capstone Project in June*</i>	1 1 2 2
Fall Module 1 <i>(late August - mid-October)</i>	Graduate Business Elective* Graduate Business Elective* Graduate Business Elective*	2 2 2
Fall Break (mid-October)	GEB6930 Special Topics (Global Immersion Experience)	2
Fall Module 2 <i>(mid-October to mid-December)</i>	ECO5715 Open Economy Macroeconomics FIN6638 International Finance	2 2
Spring Module 3 & 4 <i>(Mod 3: January - early March)</i> <i>(Mod 4: mid-March - early May)</i>	Graduate Business Elective(s)* <i>*Average credit load per module is 6 credits (3 classes). *Electives can be completed at UIF in Fall & Spring and/or abroad (Spring or Summer). *A maximum of 12 credits can be earned abroad.</i>	10
Graduating Term	MAN6XXX Non-Thesis Capstone Project** <i>**Official capstone project registration is in the graduating term even though students begin working on the project in June.</i>	2
Total Credit Hours Required for MIB		<u>30</u>

Fall Start Course of Study

<u>TERM</u>	<u>COURSE</u>	<u>CREDITS</u>
Fall Module 1 <i>(late August - mid-October)</i>	GEB5212 Professional Writing in Business (<i>or GEB5215</i>) GEB6366 Fundamentals of International Business MAN6636 Global Strategic Management Graduate Business Elective*	1 2 2 2
Fall Break (mid-October)	GEB6930 Special Topics (Global Immersion Experience)	2
Fall Module 2 <i>(late October - mid-December)</i>	GEB5215 Professional Communication in Business (<i>or GEB5212</i>) ECO5715 Open Economy Macroeconomics FIN6638 International Finance Graduate Business Elective* <i>Begin working on MIB Capstone Project in December**</i>	1 2 2 2
Spring Modules 3 & 4 <i>(Mod 3: January - early March)</i> <i>(Mod 4: mid-March - early May)</i>	Graduate Business Elective(s)* <i>*Average credit load per module is 6 credits (3 classes). *Electives can be completed at UF and/or abroad in Spring or Summer. *A maximum of 12 credits can be earned abroad.</i>	12
Graduating Term	MAN6XXX Non-Thesis Capstone Project** <i>**Official capstone project registration is in the graduating term even though students begin working on the final project in December.</i>	2
Total Credit Hours Required for MIB		30

Spring Start - Course of Study

<u>TERM</u>	<u>COURSE</u>	<u>CREDITS</u>
Spring Module 3 <i>(early January - early March)</i>	GEB5212 Professional Writing in Business GEB5215 Professional Communication in Business GEB6366 Fundamentals of International Business MAN6636 Global Strategic Management	1 1 2 2
Spring Module 4 <i>(mid-March to early May)</i>	ECO5715 Open Economy Macroeconomics FIN6638 International Finance Graduate Business Elective*	2 2 2
Spring "Extended" <i>(early May)</i>	GEB6930 Special Topics (Global Immersion Experience) <i>Begin working on MIB Capstone Project in June.**</i>	2
Summer &/or Fall	Graduate Business Elective(s)* <i>*Average credit load per module is 6 credits (3 classes). *Electives can be taken at UF and/or abroad during Summer or Fall. *A maximum of 12 credits can be earned abroad.</i>	14
Graduating Term	MAN6XXX Non-Thesis Capstone Project** <i>**Official capstone project registration is in the graduating term even though students begin the project in June.</i>	2
Total Credit Hours Required for MIB		30

E. Provide a one- or two-sentence description of each required or elective course.**Core Courses (14 credits)**

- GEB 5212 Professional Writing in Business - Credits: 1-3, Max: 6; Letter Graded
Written structure of memoranda, executive summaries, mission statements, marketing and SWOT analyses, product and management structure descriptions, marketing and business plans. Conventions and psychological principles governing reader preferences and assumptions.
- GEB 5215 Professional Communication in Business - Credits: 1-3, Max: 6; Letter Graded
Balance between descriptive information and application of organizational communication theories and techniques for business and professional speaking.
- GEB 6366 Fundamentals of International Business - Credits: 2; Letter Graded
Complexities of extending the market to more than a single nation/state. Impact on multinational corporation of different cultures and languages, multiple legal systems, national and global capital markets, foreign exchange, and political issues.
- GEB6930 Special Topics (Global Immersion Experience) - Credits: 1-3, Max: 12; Letter Graded
Integrative experience in international business through onsite visits to major industries and related governmental and nongovernmental organizations
- MAN 6636 Global Strategic Management - Credits: 2; Letter Graded
Strategic issues facing global and multinational organizations.

- ECO 5715 Open Economy Macroeconomics – Credits: 2; Letter Graded
International linkages arising from capital flows and exchange rates as well as comparison on macroeconomic policies and performance across countries. Effect of macroeconomic events on international business environment.
- FIN6638 International Finance – Credits: 2; Letter Graded
Introduction to markets. Focus on foreign exchange markets, international bond markets, and international equity markets.
- MAN6XXX Non-Thesis Capstone Project – Credits: 1-4, Max: 4; Letter Graded
Students will select a global company and analyze the company using a series of questions in three strategic module assignments. The project will result in the development of a case study of the company.

Elective Courses (16 credits) - Examples of electives with an international focus:

- BUL6852 International Business Law – Credits: 2; Letter Graded
Legal aspects of managing the international business environment.
- ECP6701 Competitive Strategies in Expanding Markets – Credits: 2; Letter Graded
Identify and analyze strategies in expanding markets created by technological change and accelerated globalization.
- GEB6930 Special Topics (Doing Business in Asia) – Credits: 1-3, Max:12; Letter Graded
The course provides a comprehensive overview of culture and management practices in major East and Southeast Asian economies, as well as India and select Arab Emirates whose business activities are closely linked with those of Greater Asia.
- FIN6575 Emerging Markets Finance 1 - Credits: 2; Letter Graded
This course provides an introduction to the economic and institutional context in which investing and finance occurs in developing countries. The objective is to equip students with the analytical tools and institutional knowledge that will be helpful in understanding emerging financial markets.
- LAS6295 Latin American Business Environment - Credits: 2; Letter Graded
Examination of the contemporary political economy of Latin America from a business perspective. Analysis of economic, social, political, and cultural factors affecting business and finance in the region.
- MAN6617 International Operations/Logistics - Credits: 2; Letter Graded
Global delivery/distribution channels, coordinating production/delivery operations in international markets, optimizing use of transportation networks, and designing information/communications systems that span supply chain.
- MAR6157 International Marketing - Credits: 2; Letter Graded
Analysis and strategies for international environment.
- MAR6930 Special Topics in Marketing (Retail in Emerging Markets) – Credits: 1-4; Max: 16; Letter Graded
This course will cover retail structure, retail business environments, retailing concepts and strategies applied in emerging markets, and consumer dynamics and trends that are emerging.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

N/A

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The WCBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The WCBA has maintained accreditation since 1929. During the last accreditation visit in 2009, there were no recommendations for changes to the existing programs. The next maintenance of accreditation visit is scheduled for February 2014. Below you will find the Master of Arts, with a major in International Business Assurance of Learning Review Process Timeline.

MAIB Assurance of Learning Review Process																			
GOALS & OBJECTIVES	F'09	Sp'10	Su'10	F'10	Sp'11	Su'11	F'11	Sp'12	Su'12	F'12	Sp'13	Su'13	F'13	Sp'14	Su'14	F'14	Sp'15	Su'15	F'16
MAIB AOL Committee Review of Learning Goals & Objectives		X						X							X				
DATA COLLECTION	F'09	Sp'10	Su'10	F'10	Sp'11	Su'11	F'11	Sp'12	Su'12	F'12	Sp'13	Su'13	F'13	Sp'14	Su'14	F'14	Sp'15	Su'15	F'16
Selection				X			X			X			X			X			X
GEB5215 Professional Communication						X		X	X			X	X		X	X		X	X
GEB5212 Writing				X			X		X	X		X	X		X	X		X	X
MAN6973 Project				X		X	X		X	X		X	X		X	X		X	X
MAN6958 International Study Tour				X			X			X			X			X		X	
DATA ANALYSIS	F'09	Sp'10	Su'10	F'10	Sp'11	Su'11	F'11	Sp'12	Su'12	F'12	Sp'13	Su'13	F'13	Sp'14	Su'14	F'14	Sp'15	Su'15	F'16
MAIB AOL Committee reviews selection, communication, tour and project data					X			X			X			X			X		
CURRICULUM ADJUSTMENTS	F'09	Sp'10	Su'10	F'10	Sp'11	Su'11	F'11	Sp'12	Su'12	F'12	Sp'13	Su'13	F'13	Sp'14	Su'14	F'14	Sp'15	Su'15	F'16
Curriculum and/or Course Adjustments Submitted for Upcoming Catalog Year								X			X			X			X		
ADJUSTMENTS IMPLEMENTED	F'09	Sp'10	Su'10	F'10	Sp'11	Su'11	F'11	Sp'12	Su'12	F'12	Sp'13	Su'13	F'13	Sp'14	Su'14	F'14	Sp'15	Su'15	F'16
Curriculum and/or Course Adjustments Implemented										X			X			X		X	

LAST UPDATED February 16, 2011
Gray denotes accreditation visit

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

N/A

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed

program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The program will be traditional and delivered on main campus.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Please refer to Table 4.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

The WCBA has been offering the Master of Arts, with a Major in International Business under the Business Administration umbrella. The current sources of funding will be “reallocated” from the existing program (M.A., with a major in International Business) to the proposed MIB program, thus the new program will not require additional resources.

As can be seen in Table 3, the current funding sources (\$757,448) come from various WCBA departments (e.g. economics, management, finance, information systems and operations management, and marketing), which are funded by State (\$550,148), DOCE (\$145,509) and Foundation (\$61,791) sources.

In Table 2, the total costs for Year 1 (\$757,448) are based on existing faculty salaries and benefits (\$597,919), TEAMS salaries and benefits (\$117,631), USPS salaries and benefits (\$28,073) and Other Personnel Services (\$13,825). The total costs for Year 5 (\$833,193) are anticipated to increase by 10% due to inflation and cost living adjustments.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

Refer to Appendix C

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

Since the Master of International Business is an interdisciplinary degree, it is best represented by evidence of the WCBA's productivity, research and service. Faculty members teaching core and elective courses are affiliated with various WCBA departments, including Economics, Finance, Management, Marketing, and Information Systems and Operations Management.

- FACULTY COMPARISON ACROSS PEER GROUP -



Total Faculty	167*	124	196	164	157	137	111	122	128	45	103	77
Degrees	2,238	1,414	2,292	1,169	1,205	1,422	921	1,592	1,859	1,996	876	855
Degrees	1,632**	895	1,445	136	935	1,039	526	1,483	1,705	1,067	673	615
Degrees	527	191	602	146	770	246	453	293	188	580	180	120
Degrees	538	505	227	78	65	389	120	115	23	328	103	103
Degrees	11	13	19	25	15	8	12	1	13	20	12	17
Degrees/Faculty	13	11	12	8	8	11	8	16	15	13	9	18
Op Budget	\$1,655,336	\$3,195,493	\$24,530,620	\$8,423,325	\$17,562,233	\$8,525,426	\$8,581,000	\$8,858,895	\$4,892,998	\$4,815,325	\$0,000,000	\$2,892,424
Endowment	\$52,403,485	\$4,773,370	\$19,350,775	\$10,625,181	\$54,527,340	\$5,120,820	\$10,775,825	\$2,252,871	\$7,622,245	\$6,433,212	\$13,573,550	\$0,000,000

Includes Economics Department with 16 faculty included in each institution listed in this comparison. Not all Economics Department faculty are included.

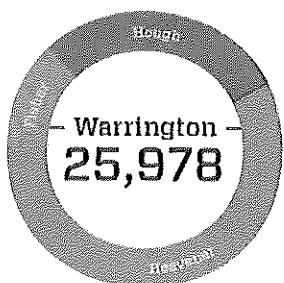
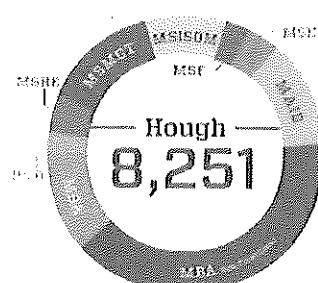
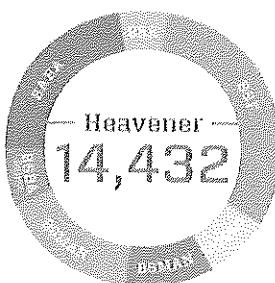
Source: AACSB (as of June 30, 2011)

*Includes part-time faculty in Fall 2010



~ 2012 ~

- WARRINGTON DEGREES 2002-2012



	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Heavener	1,655	1,640	1,725	1,575	1,275	1,145	1,200	1,221	1,205	967	916
Fisher	286	293	259	304	347	293	259	312	301	314	327
Hough	476	597	634	634	671	710	839	905	874	951	960
Warrington	2,317	2,538	2,612	2,512	2,283	2,143	2,263	2,436	2,360	2,232	2,203

Includes Economics Department with 16 faculty included in each institution listed in this comparison. Not all Economics Department faculty are included.



~ 2012 ~

- ENROLLMENT IN MASTERS PROGRAMS -

In-Residence Masters Programs	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012 (est)
MBA	299	313	224	121	110	134	131	100	115	140	136	140	140	120	113
Macc	248	202	179	203	221	195	242	235	181	184	211	229	235	218	210
MS-ISOM	84	142	153	150	143	141	105	120	151	145	140	147	208	230	307
MS-Man	0	0	88	82	65	74	97	112	92	144	161	159	125	145	183
MA-Int Bus	0	0	51	63	55	56	74	93	89	117	163	141	180	168	203
MS-Fin	0	0	0	22	25	18	32	25	30	38	41	46	48	54	53
MS-Real Est.	15	24	28	27	27	22	28	36	29	32	30	30	25	22	30
MS- Ent.	0	0	0	0	0	0	0	5	21	20	36	34	38	35	31
Total Spec. Masters	347	368	499	547	536	507	578	626	593	680	782	786	859	972	1022
Total In-residence	646	681	723	668	646	641	709	726	708	820	918	926	999	992	1135
Exec & Professional MBA	118	156	231	304	381	438	538	660	708	829	817	800	790	764	800
Total Masters	764	837	954	972	1027	1079	1247	1386	1416	1649	1735	1726	1789	1756	1935

Student Credit Hours (SCH) and Enrollment by Term, Department and Level

- SCH AND ENROLLMENT BY TERM, DEPARTMENT, AND LEVEL -

Department	Course Level	SUM OF FUNDED SCH			
		Summer 2011	Fall 2011	Spring 2012	Total
DEAH	GRAD	4	205	382	591
	LOWER	2	6	4	12
	UPPER	952	1,400	1,218	3,570
DEAH Total		958	1,611	1,604	4,173
CMC	GRAD	391	310	386	1,087
	UPPER	-	1,353	1,344	2,697
CMC Total		391	1,663	1,730	3,794
ES	GRAD	79	884	604	1,567
	LOWER	2,284	8,032	8,120	18,436
	T/D	43	60	57	160
	UPPER	252	3,570	3,880	7,702
ES Total		2,658	12,546	12,661	27,805
ENT	GRAD	314	590	778	1,682
	UPPER	700	2,156	3,100	5,956
ENT Total		1,014	2,746	3,878	7,638
FIRE	GRAD	451	1,831	1,860	4,142
	T/D	30	9	80	119
	UPPER	2,106	5,588	4,551	12,245
FIRE Total		2,587	7,428	6,491	16,506
FSOA	GRAD	360	2,322	1,725	4,407
	LOWER	1,920	4,300	4,224	10,444
	T/D	12	3	12	27
	UPPER	314	1,628	1,749	3,691
FSOA Total		2,605	8,253	7,710	18,569
ISOM	GRAD	222	2,537	2,086	4,845
	T/D	12	-	6	18
	UPPER	603	4,902	6,350	11,850
ISOM Total		847	7,539	8,442	16,773
MGT	GRAD	677	1,336	1,685	3,698
	T/D	16	26	22	64
	UPPER	1,931	7,508	7,469	16,958
MGT Total		2,574	8,370	9,176	20,720
MKG	GRAD	93	587	521	1,201
	LOWER	9	172	125	306
	T/D	9	3	9	21
	UPPER	2,478	6,099	5,047	13,624
MKG Total		2,589	6,861	5,702	15,152
Grand Total		16,319	57,417	57,594	131,160

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

Business Library 2.0: <http://businesslibrary.uflib.ufl.edu/>

The heart of the modern academic business library is its electronic collections. The University of Florida Business Library's subscriptions to business databases, electronic journals, and electronic books compare very favorably with the top ten graduate business programs in public universities as ranked by U.S. News & World Report. What sets UF's Virtual Business Library apart is the easy access it provides to more than 100 business-related databases and the most highly cited research journals. The business library is organized into a series of specially designed guides that make it simple for students and faculty to find and directly access relevant information sources across the curriculum and research agenda. Step-by-step tutorials guide users through the information maze to help them find and combine the most relevant resources. A new question-and-answer service draws on a developing knowledge base to answer unique as well as frequently asked questions. The library subscribes to more than 1,000 scholarly, peer-reviewed journals in the Warrington's doctoral disciplines including all of the core research journals in each field. Total volumes number in the tens of thousands, most of which are online. Core collections of academic research journals and books are referred to by students, researchers, and professional around the world. The Virtual Business Library is valued by many users across campus including The Health Sciences, Law, Engineering, the Office of Technology Licensing, and the Foundation. Total expenditures from all sources exceed \$1,000,000 per year.

International Business

The Business Library's International Business Center provides instant access to premier business databases covering international economics, finance, management, marketing, and global business. ABI/INFORM, Business Source Premier, Factiva and LexisNexis have the full-text of tens of thousands of the highest quality business periodicals ranging from general sources such as *Business Week*, *Fortune*, *Forbes*, *The Economist*, and *The Wall Street Journal*, to leading professional and trade journals and all of the most important academic journals including the *Harvard Business Review*, the *Journal of International Business Studies*, the *British journal of Management*, the *International Economic Review*, the *Journal of International Marketing*, the *International Journal of Accounting*, the *Journal of World Business*, and many more. Euromonitor's *Passport GMID* offers in-depth market research reports, company profiles, country reports, consumer lifestyle information, and market data for almost every country in the world.

MarketLine Advantage has country and country reports and more than 3,000 industry reports for foreign markets. *EIU.com* is the signature country intelligence service used by major multinationals and international institutions such as the World Bank and the International Monetary Fund. *Hoovers*, *OneSource* and *ThomsonOne* cover major international companies in-depth including downloadable financials. The International Business Tutorial outlines a ten-step process for learning how to do international business research. It is a fair statement to say that Warrington's MIB students have better access to international business information than almost anyone in the private sector.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

At this time, there are no plans to add additional resources specifically for the proposed program.

Signature of Library Director
Judy Russell (judruss@uflib.ufl.edu)

Date

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The WCBA has been offering the Master of Arts, with a Major in International Business under the Business Administration umbrella. The existing program is housed in William R. Hough Hall (Hough Hall). At Hough Hall, students have access state-of-the-art classrooms, as well as program offices, breakout rooms, student lounges and lockers. All of the classrooms are equipped with modern instructional technology and tiered for case-study style presentations. In addition, students in Hough Hall have access to Graduate Business Career Services and the Financial Markets Laboratory, which allows students to gain hands-on experience using Bloomberg terminals and a wide spectrum of real business applications. The proposed program would have access to the same classrooms, program offices, breakout rooms, student lounges and lockers as the existing Master of Arts, with a Major International Business degree.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

No new resources needed.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

No specialized equipment needed. No additional resources needed.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

No additional specialized equipment needed.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

No new resources needed.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

The WCBA has secured endowments and gifts specifically to benefit the M.A., with a Major in

International Business program. The proposed MIB program would receive approximately \$60,000 for scholarships and \$60,000 for program enhancements annually. At this time, there are no plans to offer fellowships or graduate assistantships.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Students are strongly encouraged to gain internship experience. Students can use the resources at the University of Florida Career Resource Center and at the Graduate Business Career Services (GBCS) office to search for job and internship opportunities. The GBCS team is responsible for corporate relations, career fairs, and professional development activities designed to provide students with internship and job opportunities.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

No new expenditures needed.

APPENDIX A

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1			Year 2			Year 3			Year 4			Year 5		
	HC	FTE	HC												
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	80	60	80	60	80	60	80	60	80	60	80	60	80	60	60
Individuals who graduated from preceding degree programs at other Florida public universities	5	3.75	5	3.75	5	3.75	5	3.75	5	3.75	5	3.75	5	3.75	3.75
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	45	33.75	45	33.75	45	33.75	45	33.75	45	33.75	45	33.75	45	33.75	33.75
Other (Explain)***	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	130	97.5	97.5												

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1					Year 5					
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds
Faculty Salaries and Benefits	597,919	0	0	0	0	\$597,919	657,711	0	0	0	\$657,711
TEAMS Salaries and Benefits	117,631	0	0	0	0	\$117,631	129,394	0	0	0	\$129,394
USPS Salaries and Benefits	28,073	0	-0	0	0	\$28,073	30,880	0	0	0	\$30,880
Other Personnel Services	13,825	0	0	0	0	\$13,825	15,208	0	0	0	\$15,208
Assistantships & Fellowships	0	0	0	0	0	\$0	0	0	0	0	\$0
Library	0	0	0	0	0	\$0	0	0	0	0	\$0
Expenses	0	0	0	0	0	\$0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	\$0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	\$0	0	0	0	0	\$0
Total Costs	\$757,446	\$0	\$0	\$0	\$0	\$757,446	\$833,193	\$0	\$0	\$0	\$833,193

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5	Year 1	Year 5
Faculty (person-years)	3.14	3.14	\$757,446	\$833,193
Teams (FTE)	1.5	1.5	97.5	97.5
USPS (FTE)	0.5	0.5	\$7,769	\$8,546

APPENDIX A

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Example: 555-555 World exploration fund (example)	0	0	\$0
STATE:			\$0
17010100-101-1100	32,164	32,164	
17010200-101-1100	105,646	105,646	
17020100-101-1100	157,839	157,839	
17050100-101-1100	64,314	64,314	
17060100-101-1100	106,112	106,112	
17070100-101-1100	37,385	37,385	
17080100-101-1100	46,688	46,688	
DOCE			\$0
17200300-143-7800-52D5115	123,907	123,907	
17010200-143-7800-52D5137	21,602	21,602	
Foundation: 17010100-171-1100-F13554	61,791	61,791	\$0
Totals	\$757,448	\$757,448	\$0

* If not reallocating funds, please submit a zeroed Table 3

APPENDIX A

TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A Linda Clarke, Ph.D.	Management	Lecturer	Non-Tenure accruing	Fall 2014	9	0.75	0.48	0.36	9	0.75	0.48	0.36
B Sze-Chi Chen	Management	Assistant Prof.	Tenure accruing	Fall 2014	9	0.75	0.32	0.24	9	0.75	0.32	0.24
A Dorothy McCawley, Ph.D.	Communication	Lecturer	Non-Tenure accruing	Fall 2014	12	1.00	0.32	0.32	9	1.00	0.32	0.32
A Sean Limon, Ph.D.	Communication	Lecturer	Non-Tenure accruing	Fall 2014	12	1.00	0.32	0.32	9	1.00	0.32	0.32
A Doug Waldo, Ph.D.	Economics	Associate Prof.	Tenured	Fall 2014	9	0.75	0.24	0.18	9	0.75	0.24	0.18
A Brian Gendreau, Ph.D.	Finance	Professor	Non-Tenure accruing	Fall 2014	9	0.75	0.32	0.24	9	0.75	0.32	0.24
A Andy Narango, Ph.D.	Finance	Associate Prof.	Tenured	Fall 2014	9	0.75	0.32	0.24	9	0.75	0.32	0.24
A John Kraft, Ph.D.	Strategic Management	Dean & Prof.	Tenured	Fall 2014	9	0.75	0.10	0.08	9	0.75	0.10	0.08
A Sevinc Etenguc, DBA	Supply Chain Management	Sr. Assoc. Dean & Professor	Tenured	Fall 2014	12	1.00	0.10	0.10	12	1.00	0.10	0.10
A Jinhong Xie, Ph.D.	Marketing	Full Professor	Tenured	Fall 2014	9	0.75	0.16	0.12	9	0.75	0.16	0.12
A Tharanga Rajapakshe	Information Systems and Operations Management	Assistant Prof.	Tenure accruing	Fall 2014	9	0.75	0.16	0.12	9	0.75	0.16	0.12
A Larry DiMatteo, Ph.D.	Management	Full Professor	Tenured	Fall 2014	9	0.75	0.16	0.12	9	0.75	0.16	0.12
A Hyunjoo Oh, Ph.D.	Marketing	Director	Non-Tenure accruing	Fall 2014	12	0.50	0.16	0.08	12	0.50	0.16	0.08
A Chunrong Ai, Ph.D.	Economics	Professor	Tenured	Fall 2014	9	0.75	0.16	0.12	9	0.75	0.16	0.12
A Ana Portocarrero, M.A.	Program Director	Director	Non-Tenure accruing	Fall 2014	12	1.00	0.50	0.50	12	1.00	0.50	0.50
Total Person-Years (PY)												3.14

Faculty Code	Source of Funding	FY Workload by Budget Classification	
		Year 1	Year 5
A Existing faculty on a regular line		3.14	3.14
B New faculty to be hired on a vacant line		0.00	0.00
C New faculty to be hired on a new line		0.00	0.00
D Existing faculty hired on contracts/grants		0.00	0.00
E New faculty to be hired on contracts/grants		0.00	0.00
Overall Totals for		3.14	3.14

APPENDIX B

1. Florida Atlantic University's Letter of Support
2. Florida International University's Letter of Support
3. Florida International University's
Master in International Business Admissions Requirements

Portocarrero,Ana I

From: Paul Hart <hart@fau.edu>
Sent: Friday, August 02, 2013 12:23 PM
To: Portocarrero,Ana I
Cc: Daniel Gropper; Rupert Rhodd; Marc Rhorer; Peggy Golden
Subject: MA in International Business at UF

Ana,

As we discussed yesterday, the College of Business at FAU has a MS in International Business. We have not accepted students into the program for approximately ten years due to faculty resource issues. We do not intend to be admitting students for next 12 months.

A number of the courses required for our MS program are currently offered to satisfy other program requirements in our College. In the future, if UF has International Business students in our area who might need the courses to fulfill your degree requirements we would be open to having them enroll in appropriate courses at FAU. However, you will need to inform us about your students intentions since an exception needs to be made for those who are not matriculated in our programs to take graduate courses in our College.

Should we begin to accept students in the future, I am grateful for your willingness to share opportunities for our students with your partner institutions.

Also, if there are innovative ways for us to collaborate in the graduate program in International Business in the future, we would be interested in continuing the conversation.

Regards,

Paul

Paul Hart
Associate Dean
College of Business
Florida Atlantic University

Portocarrero,Ana I

From: Erenguc,S. Selcuk
Sent: Wednesday, August 28, 2013 3:46 PM
To: Koulamas; Jessica Aristizabal
Cc: Portocarrero,Ana I
Subject: RE: Master of Arts in International Business

Dear Dean Koulamas,

Thank you for your quick response. I do appreciate your support.

Best regards,

S. Selcuk Erenguc

Senior Associate Dean and Director
HOUGH GRADUATE SCHOOL of BUSINESS
Warrington College of Business Administration, University of Florida
100 Hough Hall, PO Box 117150, Gainesville, FL 32611
352-392-8436, Fax 352-392-2581
www.cba.ufl.edu/academics

From: Koulamas [mailto:koulamas@fiu.edu]
Sent: Wednesday, August 28, 2013 3:16 PM
To: Erenguc,S. Selcuk; Jessica Aristizabal
Subject: Re: Master of Arts in International Business

Dear Dean Erenguc,

thank your for your email. I contacted our MIB program administrator (Ms. Jessica Aristizabal) who apprised me that she has been in contact with your office to provide any relevant information. Please use this email as evidence of our collegial support for your endeavor. Best regards.

On 8/28/2013 2:44 PM, Erenguc,S. Selcuk wrote:

Dear Dean Koulamas,

As I indicated in our telephone conversation, the University of Florida's Hough Graduate School of Business is going to submit a new M.A. in International Business degree proposal to the UF's Provost Office. We have been offering the international business major under the business administration umbrella and it has been well received. Essentially what we are trying to do is to change the CIP code and call the program Master of Arts in International Business rather than Master of Arts with a major in International Business. Ultimate reality, on the ground nothing changes. We will continue to offer what we have been offering. I also want to mention that we do not require work experience for admission to this program.

Currently, FIU and FAU are the two universities in the state offering a similar degree with the same CIP code, thus wanted to ask for your collegial support for this endeavor.

I look forward to your response .

Warm regards,

S. Selcuk Erenguc

Senior Associate Dean and Director

HOUGH GRADUATE SCHOOL of BUSINESS

Warrington College of Business Administration, University of Florida

100 Hough Hall, PO Box 117150, Gainesville, FL 32611

352-392-8436, Fax 352-392-2581

www.cba.ufl.edu/academics

--

Christos Koulamas, Ph.D.

Senior Associate Dean, Chairperson and Ryder Eminent Scholar

Department of Decision Sciences and Information Systems

Florida International University

Miami, FL 33199

Tel. (305) 348-3309

Fax (305) 348-4126

e-mail: koulamas@fiu.edu



Business

FLORIDA INTERNATIONAL UNIVERSITY



[FIU Business Home](#) > [Chapman Graduate School of Business](#) > [Master of International Business](#) > Program Information

Master of International Business

[Program Information](#)

[Program Video](#)

[Meet Our Students](#)

[Information Sessions](#)

[Contact Us](#)

Useful Links

[Career Services](#)

[Clubs and Organizations](#)

[MBAs](#)

[Specialized Masters](#)

[Business School Home](#)



FIU Business graduates bring credit to themselves and the college at Spring Commencement 2011

On May 2, 2011, approximately 484 students in the R. Kirk Landon Undergraduate School and approximately 301 in the Alvah H. Chapman Jr. Graduate School made the transition from college student to college graduate in ceremonies for the College of Business Administration at Florida International University (FIU).

Of the graduate students, six earned a joint degree, four of them in the Master of Science in Management Information Systems (MSMIS) / Master of Business Administration program and two in the...

[Read More](#)



[Currently Accepting Applications for Fall 2013.](#)

[Apply Now!](#)

Questions?

First Name

Last Name

Email

Phone

Ask Your Question Here



Accredited by
AACSB International The

MASTER OF INTERNATIONAL BUSINESS PROGRAM

Make our international business focus your competitive edge

Students and their future employers appreciate the value of a Master of International Business (MIB) degree from the top-ranked Chapman Graduate School of Business at Florida International University in Miami, Florida. This specialized program, with both full- and part-time options, focuses on the essential knowledge, skills, and management techniques required to conduct business in an international marketplace.

Our Master of International Business program exposes you to key issues in international business management, provides insight into relevant social, political, legal, and macroeconomic conditions affecting international business, and gives you the ability to further develop your communication skills amidst a multicultural environment.

Since our students are a select group of people with significant business backgrounds already and hail from around the globe, your learning experience is designed to include an in-depth perspective on



international business practices and opportunities in the world marketplace.

Curriculum

As an elite graduate program in international business, our Master of International Business delivers a curriculum that builds upon our students' prior business education and experiences to develop specific competency in international business management. All courses are taught from a global business perspective.

The program consists of a suite of courses that may be taken in any sequence. The exceptions are the introductory seminar that is required of all students upon entry and the International Business Environment course which has to be taken before International Business Policy. The Master's Project in International Business needs to be taken during your last semester.

Two workshops are required of all incoming students; one in
Accounting
and one in

Data Analysis.

Both of these are taught over a period of 12-16 contact hours as needed on Saturdays during the first month of classes.

Core courses

The International Business Environment
Consumer Analysis in Emerging Markets
International Accounting
Global Financial Strategies
Managing Global Production and Technology
International Marketing
International Business Law
International Business Policy
Master's Project in International Business

Elective Course(2 of them)

Elective offering varies depending on the semester, the following are some options:

- International Entrepreneurship: Introduction to entrepreneurship in international contexts and its role in economic development.
- International Human Resource Management: This course takes a strategic approach to international HRM, focusing on the role of HR as a strategic driver for the organization.
- Special Topics in International Business (as an option, it can be at a partner institution abroad) or other graduate course with international business content.
- Internship: Allows graduate students to work in jobs significantly related to their major area of study and career goals. This is supervised work with carefully designed and monitored work assignments. Specific placement must be approved by the faculty advisor prior to enrollment. Work performed on the current job cannot be used for internship credit.

- Please note that a Language course is not eligible to count towards an elective or overall program course credits.

Seminar Course

A three-credit seminar course is required to complete the program. It is typically offered during the first semester and is required of all incoming students. To satisfy this requirement students must comply with attendance and course assignments. This is a three-part series seminar which includes the following topics:

- Introduction to International Business: You will gain a broad perspective of what it means to do business in today's global economy.
- Current Events Seminar: Explore an array of current issues that affect international business through discussions with experts and invited speakers, including senior executives from global companies.
- International Entrepreneurship: Explore the realm of new venture initiation and be challenged to think in entrepreneurial terms by presenting a new international business idea.

- ↳ [Highlights](#)
- ↳ [Unique Features](#)
- ↳ [Student Learning and Program Outcomes](#)
- ↳ [Information for International Students](#)
- ↳ [Schedule](#)
- ↳ [Calendar](#)
- ↳ [Online MIB Program](#)

ADMISSIONS

- [Application Process and Requirements](#)

Application Deadlines

Fall 2013 (August) start term

June 1: Last day to submit an online application. (Please contact the MIB program office or via e-mail mib@fiu.edu if you are interested for the Fall 2013 term but it is after this date)

July 1: Last day for international applicants to submit all supporting academic and financial credentials.

August 1: Last day for domestic applicants to submit all supporting academic credentials.

Spring 2014 (January) start term

October 1: Last day to submit an online application and all supporting academic credentials.

For all applicants

- Complete the online [application for admission](#).
 - You may complete the online application and submit it, even without having taken the GMAT, GRE or TOEFL. We prefer that you mail supporting materials (essay, resume, letters of recommendation, etc...) to us rather than uploading them onto the online application.
- Pay a **\$30 application fee**. Most major credit cards are accepted. Checks or money orders are also accepted and should be made payable to Florida International University.
- Send **official transcripts** from all previously attended universities, in a sealed envelope
 - A four year Bachelors Degree in Business Administration or related area (e.g. Marketing, Finance, and International Business) or equivalent degree from an accredited institution as well as a minimum upper division grade point average (GPA) of 3.0 or higher is required.

- The original transcripts must be submitted in an envelope sealed by the degree-granting institution. If you are an alumnus (ae) of FIU, there is no need to have transcripts sent.
- Students whose official transcripts¹ are not in English will be required to have said document translated. If this applies to you please ask your university to provide two original transcripts. The first set of transcripts must remain in the sealed envelope. The second set of transcripts should be sent to an official translator.
- Official proof of degree: a notarized copy of the original diploma is required if the degree is not posted on the official transcripts. Official translation also required if not in English.
- Applicants who already possess a Masters degree from an accredited institution may be eligible for a GMAT waiver provided that the graduate degree GPA is 3.0 or better.
- Have four years of professional work experience OR two years of professional work experience AND earn a score of at least 500 on the **GMAT** (www.mba.com) or 1000 on the **GRE**(www.ets.org). Scores are considered official when sent by the testing center directly to our school.
- If you earned your Bachelor Degree in a country whose official language is not English, you must demonstrate English proficiency by taking either the TOEFL or IELTS. Minimum scores for the TOEFL are: 550 paper-based, 213 computer-based and 80 internet-based. Minimum score for the IELTS is 6.5. When requesting the official scores, please refer to the Florida International University Institution code 5206.
- Submit a **current resume** of professional experience. (Internships and part-time employment may be included). A minimum of two years of experience is required for Master of International Business candidates.
- Submit a **statement of purpose**: a one-page essay describing your professional goals and reasons for pursuing the Master of International Business degree at Florida International University.

For international students

International students applying for the F-1 student visa will be required to submit financial documentation. Financial documents may be submitted during the application process; however, these must be recent (6 months or less from the program start date). Therefore, make sure when sending these that the dates on these documents are valid for the term you are applying for.

- Request a **letter from your bank** or the bank of your sponsor (a parent, for example) stating that you or your sponsor have sufficient funds of at least \$57,265 for tuition and living expenses. The types of accounts from which these bank letters are accepted are: savings, checking or money market accounts.
- If the bank account and aforementioned letter are in the name of a sponsor, the sponsor will need to submit a **signed sponsor letter** stating that he or she will fund your education and expenses while you are enrolled in the MIB program. Click here to see a [sample sponsor letter](#).
- Submit a completed and signed **Declaration of Finances (DCF)** form. Please note that the minimum amount in the **DCF** must be at least \$57,265 for the academic year 2013-2014.

Mailing Address:

Submit all materials to

Master of International Business
 Chapman Graduate School of Business
 Florida International University
 11200 SW 8th Street CBC 200
 Miami, FL 33199-0001

¹ student's academic history: an official document showing the educational work of a student in a school or college

TUITION & SCHOLARSHIPS

 [Tuition](#)

 [Scholarships & Financial Aid](#)

 [Program Summary](#)

CONTACT US

For more information, please contact Yusimit Martinez at mib@fiu.edu, or the program office at 305-348-3279.

MASTER OF INTERNATIONAL BUSINESS BROCHURE

[Share](#). [Print](#). [Download Publication](#) - [More FIU Business Publications](#)

PROGRAMS
[Undergraduate](#)
[Graduate](#)
[Online Programs](#)
[PhD](#)
[EPE](#)

RECRUITERS

DISCOVER
[Dean's Welcome](#)
[Mission & Vision](#)
[College Profile](#)
[Rankings & Recognition](#)
[Why Study With Us](#)
[Our Faculty](#)
[Centers](#)
[Career Management Services](#)

FACULTY & RESEARCH
[Faculty Directory](#)
[Research](#)
[Centers and Institutes](#)
[Find an Expert](#)

CONNECT

JOIN THE
CONVERSATION



GIVING

[State Farm Literacy Lab](#)
[College News Room](#)
[College Publications](#)
[Student Organizations](#)
[College of Business Directory](#)
[Careers at FIU](#)
[Directions](#)

INTRANET

[Faculty & Staff](#)
[Current Undergraduates](#)
[Current Graduates](#)

[Alumni](#)
[Business Partners](#)
[Calendar](#)
[Giving](#)
[Contact Us](#)

NEWS & EVENTS



*College of Business
Florida International University
11200 S.W. 8th Street — CBC 301
Miami, Florida 33199-0001
Phone: 305-348-2751
Fax: 305-348-3278*

[Webmaster](#) | [Site Map](#) | [Web / Accessibility Policy](#)
Copyright 2013 FIU Business



Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of Florida

University Submitting Proposal

Warrington College of Business

Name of College(s) or School(s)

Information Systems and Operations Management

Academic Specialty or Field

Fall 2014

Proposed Implementation Term

Information Systems and Operations Management

Name of Department(s)/ Division(s)

Master of Science in Information Systems and Operations Management

Complete Name of Degree

CIP 11.0501

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

3/12/14

Date

Signature of Chair, Board of Trustees

Date

Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	213	192
Year 2	213	192
Year 3	213	192
Year 4	213	192
Year 5	213	192

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$7,478	\$1,433,604	0	0	\$1,433,604
\$8,254	\$1,582,264	0	0	\$1,582,264

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal

to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The Master of Science in Information Systems and Operations Management (hereafter MSISOM) program provides computing, analytical and application skills to be used in a business setting. The primary areas of emphasis in the MS program are business intelligence and analytics, information technology and supply chain management. Requirements span traditional academic disciplines to produce a multi-discipline focus. The curriculum consists of a minimum of 36 credit hours, including internship and a capstone course. Twenty-two of the 36 credit hours are STEM (Science Technology Engineering Mathematics) courses. Normally, these credit hours are obtained within one and a half to two years. However, in the Warrington College of Business Administration (WCBA), graduate programs are organized in a modular system. The modular system allows students to focus intensely on course content over an eight-week period with a week break in-between. Typical positions for graduates include data analyst, information technologist, decision support specialist, business analyst, and logistic support specialist.

Our current program, M.S. in Business with a major in Information Systems and Operations Management, has been very popular with employers and we expect that the MSISOM program, which will replace the existing program, will enjoy the same popularity. Our current graduates are typically hired by the likes of ExxonMobil, KPMG, Ford, Microsoft, etc. Only a few graduates have chosen to continue on to a higher degree (i.e., Ph.D.) and were accepted by the MIS programs at Carnegie Mellon University, Michigan State University, University of Illinois at Urbana-Champaign, among others.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

The proposed MSISOM degree directly supports the State University System's Strategic Planning Goal 2: "Meeting statewide professional and workforce needs" as the graduates of the program fill a critical void of 6432 information technology professionals needed for the state of Florida between 2012-2013 as predicted in the SUS Strategic Plan. The proposed degree indirectly supports Goal 3: "Building world-class academic programs and research capacity" as evidenced by the fact that the ISOM Department faculty was ranked 10th worldwide in the most recent 2010-12 three-year research productivity in top three information systems journals.

- C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
 - Education
 - Health Professions
 - Security and Emergency Services
2. Economic Development:
 - Globalization
 - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

The program contributes to the Science, Technology, Engineering, and Math (STEM) category of the Areas of Programmatic Strategic Emphasis in the SUS Strategic Plan. Twenty-two of the 36 credit hours are STEM (Science Technology Engineering Mathematics) courses. The graduates of the program fill a critical void of 6432 information technology professionals needed for the state of Florida between 2012-2013 as predicted in the SUS Strategic Plan.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The program is offered only at the main campus.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. **Need:** Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The proposed MSISOM degree seeks to enhance students' global business competence to produce well-qualified, professional business people and future leaders. The proposed degree supports the State of Florida's strategic push to produce more graduates with Science, Technology, Engineering, and Mathematics (STEM) related knowledge and skills, and enhances WCBA's mission to provide "educational programs that enhance leadership and competence among business people" and the University of Florida's mission of teaching, research and scholarship, and service.

President Obama stated in 2010: "When I came into office, I set a goal of moving our nation from the middle to the top of the pack in math and science education. Strengthening STEM education is vital to preparing our students to compete in the 21st century economy and we need to recruit and train math and science teachers to support our nation's students."

In 2009, the Florida created a Florida STEM Council to focus on STEM education.

- B. **Demand:** Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

The Warrington College of Business Administration (WCBA) has been offering the Master of Science, with a Major in Information Systems and Operations Management under the Business Administration umbrella and it has demonstrated the program's marketability and demand. In

2012, there were 167 new students who enrolled in the information Systems and Operations Management major. Based on the program's success, the WCBA would like to offer a stand-alone program.

There is no change in the new degree being requested since the Master of Science with a major in Information Systems and Operations Management already exists. All requirements that are currently listed for MS with a major in Information Systems and Operations Management are applicable to this new MSISOM degree.

We are simply requesting a change from MS with a major in Information Systems and Operations Management to MS in Information Systems and Operations Management.

Number of years this program has been offered as a major: since 1993, with students graduating in substantive numbers starting in the Fall of 1996. We anticipate enrollment for the proposed degree will be similar in the future.

Number of students graduating with MS with a major in Information Systems and Operations Management in the past three years:

Term	Number of Graduates
Spring 2010	19
Fall 2010	22
Spring 2011	53
Fall 2011	36
Spring 2012	74
Fall 2012	38
Spring 2013	74

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

The only program similar to the one proposed here is the MS/MIS degree offered by the Information Systems and Decision Sciences department in the College of Business at the University of South Florida. The proposed degree is distinct from the USF degree in that it is designed for students with business undergraduate degrees. They changed their CIP code to the same one we are requesting (11.0501). The chair of Department of Information Systems Decision Sciences at USF has expressed collegial support for the proposed MSISOM degree. Considerable communication between the Information Systems and Operations Management department (under the previous Chair, Dr. Gary Koehler) and Professor Kaushal Chari, then Chair of the Information Systems and Decision Sciences department at USF, has taken place over the past two years. Below is a copy of an e-mail to the previous Chair of the Information Systems and Operations Management department (in August of 2011):

Gary,

I wanted to update you on the recent change in the CIP code of the MS/MIS program at the University of South Florida (USF) from 52.1201 to 11.0501. This change allows the MS/MIS program at USF to be classified as a STEM program. The MS/MIS program at USF like the program at UF, is fairly technical, and the new CIP code provides a more accurate characterization of the program. Further, the STEM classification opens the door for the MS/MIS program to compete for federal funds meant for STEM programs. The STEM classification also allows the MS/MIS program to compete for international graduate students, who often prefer STEM programs that have extended practical training periods.

I encourage UF to also consider changing the CIP code of its MS/MIS program.

Regards,

Kaushal

The current chair of the ISOM Department has received collegial support from Professor Kaushal Chari, then Chair of the Information Systems and Decision Sciences department at USF, on June 20, 2013. See the e-mail in below.

-----Original Message-----

From: Chari, Kaushal [mailto:kchari@usf.edu]
Sent: Thursday, June 20, 2013 12:05 AM
To: Dr. Hsing K. Cheng
Subject: RE: Your collegial support of our new MS ISOM degree

Dear Dr. Cheng,

Thanks for alerting me to the proposal on a new MS/ISOM program at your institution. We will have no objections to you using the same CIP code for the proposed program as our MS/MIS program.

Sincerely,

Kaushal Chari
Professor & Chair
Information Systems & Decision Sciences
College of Business
University of South Florida
Tampa, FL 33620-7800

From: Dr. Hsing K. Cheng [kenny.cheng@warrington.ufl.edu]
Sent: Wednesday, June 19, 2013 4:53 PM
To: Chari, Kaushal
Subject: Your collegial support of our new MS ISOM degree

Dear Professor Chari,

My department is going to submit a new MS in ISOM degree proposal to University of Florida Provost Office next week. I found that your department is the only one in the State University System offering a similar degree with the same CIP code. I am wondering if you will offer your collegial support to our new degree. Thanks.

Sincerely,

Hsing Kenneth Cheng, Ph.D.
 John B. Higdon Eminent Scholar and Chair
 Department of Information Systems and Operations Management
 Warrington College of Business Administration
 University of Florida P.O. Box 117169 Gainesville, FL 32611-7169 U.S.A.
 Phone: +1-352-392-7068; Fax: +1-352-392-5438
 e-mail: hkcheng@ufl.edu

D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

There is no anticipated shift of students other than from our current Master of Science with a major in Information Systems and Operations Management to this new MSISOM degree.

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

Race/Ethnicity Breakdown of Current Information Systems and Operations Management MS Students

Total students	369
Asian	310
White	34
Hispanic	10
Black	10
Other	3
Undeclared	2

University of Florida currently has an active program that aims to recruit and retain minority students. These students are also actively mentored and supported during their first year by the

University Minority Mentoring Program. To ensure that the race/ethnicity balance holds, we will work actively with the Director of Graduate Minority Programs at the University of Florida, to recruit minority students. Here is a brief summary of their current programs.

The Office of Graduate Minority Programs (OGMP) is a function of the Graduate School dedicated to increasing the number of graduate students who are ethnic/cultural minorities, underrepresented in their field of study, low-income or first-generation college students. OGMP strives to provide currently enrolled and prospective graduate students with programs and services to assist and support the pursuit of a successful graduate education.

- [Campus Visitation Program](#)
 - Every Fall and Spring semester OGMP sponsors the Campus Visitation Program, a two and a half day visitation for prospective students planning to apply for a UF graduate program. OGMP will provide hotel accommodations and reimburse participants for up to \$100 of their travel expenses and for the \$30 UF Application Fee. During the visitation, participants will have the opportunity to meet faculty in the department of Information Systems and Operations Management and become familiar with the University of Florida. Applicants will also be given help completing their graduate application. To be considered for acceptance, applicants must belong to a group underrepresented in graduate education, send OGMP a Campus Visitation Program application, official transcripts, a letter of recommendation, and a personal statement. For more information, please click on the [Campus Visitation Program](#) link.
- [Board of Education Fellowship](#)
 - Every summer, OGMP selects 30 incoming graduate students to be Board of Education (BOE) Fellows. This 6-week Summer fellowship program is designed as an orientation and preparation for the challenges of graduate education. It also helps students acclimate themselves to the University of Florida. The BOE Fellowship pays for four credits of summer B tuition and awards a \$1,500 stipend. In addition, participants attend Research Methods and Academic Writing courses. Social events and development seminars are also planned. For more information, please link to the [Florida BOE Summer Fellowship Program](#) page.
- [Professional Development](#)
 - Three to five times a semester, the Office of Graduate Minority Programs plans professional development workshops. They cover topics such as financial management, selecting a supervisory committee, getting published, and other

subjects that can help students succeed in graduate school. RSVP for professional development workshops by emailing ogmp@ufl.edu or calling 352-392-6444. For a list of upcoming programs and dates, please click on the [Professional Development](#) link.

- [UF/Santa Fe Faculty Development](#)
 - The UF/Santa Fe Community College ([SFCC](#)) Faculty Development Project is a partnership designed to increase the number of underrepresented doctoral students at UF and minority faculty at SFCC. Students awarded this prestigious graduate assistantship receive an annual stipend, tuition, fee waiver, mentoring, and professional development training at UF and SFCC. Participants are required to fill a teaching, advising, or recruitment & retention role at Santa Fe for the appointed year. Applicants must hold an MS, MA, or equivalent degree with the required number of hours in an appropriate discipline based on SFCC needs. Students must be fully admitted into a doctoral program at UF and meet all SFCC adjunct faculty-hiring criteria. For more information, click on the [UF/Santa Fe Faculty Development](#) link.
 -
- [Supplemental Tuition Program](#)
 - The OGMP Supplemental Tuition Retention Program is designed to help doctoral students complete their degree program. Students within three semesters of completing their degree, who no longer have funding available through an assistantship or fellowship, are eligible to apply to the program and receive limited tuition assistance for the remaining semesters. Applications are available at the OGMP office or online at the [OGMP Supplemental Retention Scholarships](#) page.

Signature of Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

There is no need to reallocate resources to offer this program. The Master of Science with a major in Information Systems and Operations Management already exists; we are not offering another independent program. We are simply requesting a change from MS with a major to a MSISOM degree with a change of CIP code to appropriately reflect the discipline. The resources required remain unchanged.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

No programs will be impacted. The Master of Science with a major in Information Systems and Operations Management already exists and thus, we are not offering another independent program. We are simply requesting a change from MS with a major to a MSISOM degree with a change of CIP code to appropriately reflect the discipline. The resources required remain unchanged.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

N/A

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

In 2012, the WCBA secured approximately \$19.9 million from Entrepreneurial Programs, \$2.2 million from Contracts and Gifts, and \$6.3 million from Endowments and Gifts. The WCBA has secured endowments and gifts specifically for MSISOM estimated at \$7.8 million, generating \$301,000 revenue per annum. The WCBA will continue to seek external funding resources.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

Since the proposed new degree replaces a current major, the incremental benefits are largely due to the change in CIP code. As USF noted: "the STEM classification opens the door for the MS/MIS program to compete for federal funds meant for STEM programs ... [and] allows the MS/MIS program to compete for international graduate students, who often prefer STEM programs that have extended practical training periods."

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See

criteria in Board of Governors Regulation 6C-8.014)

N/A

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

N/A

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The SUS Strategic Plan¹ targets granting 17514 masters degrees (roughly 22% of all degrees granted). In addition it predicts that the state will need 6432 information technology professionals between 2012-2013. In addition, according to the plan University of Florida is slated to grow 2-5% between 2012-13. In its most recent strategic work plan (dated March 8, 2007) University of Florida has set a goal to

“Strengthen the educational and research facets of professional programs and colleges, with special emphasis on interdisciplinary endeavors, as appropriate.”

The plan further stipulates that

“Of special importance in the information age is the need for information technology professionals trained in the departments of Computer and Information Science, Engineering, Electrical and Computer Engineering, and Decision and Information Sciences.” (Note: Decision and Information Sciences is the old name of our department.)

In addition, the current University of Florida President has set a goal to

“Review resources available for training information technology professionals and develop as necessary plans to provide adequate resources to assist the state and the nation to meet their needs for professionals educated in information technology.”² ³

The proposed MSISOM degree directly supports these goals as it is clear that graduate education as well as granting enough degrees to support IT related needs of the state are top priorities both for the state and the institution.

1 http://www.flbog.edu/about/_doc/strategicplan/StrategicPlan_05-13.pdf

2 <http://www.it.ufl.edu/contributions/uf-strategic-goals/>

3 <https://catalog.ufl.edu/ugrad/current/uf-mission/Pages/goals-of-the-presidents-strategic-work-plan.aspx> (Goal 43)

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

A main goal of the University of Florida is to increase the number of graduate programs. Our department has the expertise to offer the necessary curriculum. Because our faculty is particularly strong in the analytics field, we are in a unique position to emphasize analytics in our curriculum. In addition, the students can take elective courses from the finance, marketing or accounting departments if they want to pursue a particular interest. We have several departments on campus that offer a range of electives from which students can choose. Because our faculty is very research active, there are always opportunities for students to get involved in information systems and supply chain research which may convince some of them to pursue a PhD degree. Similarly, students within the college of business as well as those across campus take our courses. We believe the MSISOM program will strengthen the synergies that already exist on campus.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Planning Process

Date	Participants	Planning Activity
01/28/2011 08/17/2011	Gary J Koehler, John B Higdon Eminent Scholar and Academic Unit Head. Selcuk Erenguc, Senior Associate Dean and Director, Hough Graduate School of Business	Meet with Provost's office to review the degree proposal requirements
06/01/2013	Hsing Kenny Cheng, John B Higdon Eminent Scholar and Academic Unit Head. Selcuk Erenguc, Senior Associate Dean and Director, Hough Graduate School of Business	Meet with Provost's office to review the degree proposal requirements
07/01/2013 - 8/31/2013	Haldun Aytug, Professor of ISOM Hsing Kenny Cheng, John B Higdon Eminent Scholar and Academic Unit Head.	Gather data and write the proposal
08/26/2013	College Specialized Master's Committee	Prepare proposal and make revisions, if necessary

09/04/2013	College Faculty	Prepare proposal and make revisions, if necessary
09/19/2013	Graduate Council	Prepare proposal and make revisions, if necessary
TBD	University Senate	Prepare proposal and make revisions, if necessary
March 2014	Board of Trustees	Prepare proposal and make revisions, if necessary

Events Leading to Implementation

Date	Implementation Activity
After Approval	Change websites, promotional materials and Graduate Catalog to reflect the change from a major to a new degree.

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

We have several mechanisms in place to evaluate the program's curriculum, learning outcomes and overall quality.

The proposed program will follow the WCBA's plan for achieving excellence. The WCBA is accredited by the Association for Collegiate Schools of Business (AACSB). During the last accreditation visit in 2009, there were no recommendations for changes to the existing programs. The next maintenance of accreditation visit is scheduled for February 2014. The WCBA AACSB accreditation committee is scheduled to complete the *Fifth Year Maintenance Report* in Fall 2013.

At the department level, The department hosts a forum (the Information Systems and Operations Management Forum) in which executives from firms meet with faculty and students. The firms that are regularly represented in the forum are those that typically hire our students. Every year, we have a discussion with representatives about what they believe we do right but more importantly what they see as lacking in our curriculum. This feedback is further evaluated during faculty meetings and acted upon if we feel it will improve the quality of our program. Feedback from the forum helps ensure that our curriculum is cutting-edge and relevant to industry.

Finally, the current program (M.S. in Business with a major in Information Systems and Operations Management) has been evaluated by Professor James Marsden, the Shenkman Family Chair and Head of the Department of Operations and Information Management and Executive Director of Connecticut Information Technology Institute, in November 2003. Below are some highlights from this report.

The various MS programs within the college help meet the state's (and university's) specific objectives relating to increased graduate level education at the University of Florida. In addition, there continues to be a significant market for business students with strong technical skills. The job placements for such students tend to be in business line or functional business areas rather

than in the central IT development and support areas where jobs continue to rapidly flow overseas. The department has done an excellent job of positioning their graduates by structuring a very technical and quantitatively strong program. The two tracks, IT and supply chain management, share a strong technical core and provide students with market- focused degrees. The MS-DIS program has the largest enrollment of the specialized MS programs, topping 200 when including current undergrad admits to the program that have not yet begun taking graduate coursework. The solid enrollment figures are currently "bucking" the trend for information technology focused programs across the country. This is testimony to the department's successful recruiting and the overall reputation of the program. In addition, MS-DIS is well positioned within the strategy of the college. Along with other specialized master level programs, MS-DIS has been a key element in meeting the University's objective of significantly increasing the number of graduate credit hours delivered. It was very clear that the students were pleased with the program and with the availability, interest, and quality of the faculty. In fact, the students want more and they want the level of the classes to continue to be pushed upward. This speaks well for quality of students recruited into the program. My discussions with the MS-DIS students raised issues relating to fully meeting two of the program's four stated goals and objectives contained in the four page summary I received prior to my visit:

- #2 - "develop interpersonal, teamwork, presentation and communication skills"; and,
- #3 - "enable the application of classroom learning through internships, application implementations in corporate and university settings, and through faculty supervised research projects."

...
I asked for and received copies of all course syllabi of all of the MS-DIS course modules (two were in preliminary form for new programming courses). The topic coverage was exceptional in both breadth and depth. The coverage of the three QMB courses (statistics and quantitative analysis) include formal modeling and data analytics at an advanced level. Such courses position MSDIS graduates to take full advantage of rapidly expanding data availability (large scale relational databases) fueled by the plummeting cost and exploding speed of information technology. The evolution of IT infrastructure and relational databases has enabled data mining, data warehousing, enterprise resource planning systems (ERPs), customer relationship management systems (CRMs), supply chain management, and other enterprise-spanning systems. It is rare to find graduates that have both the IT skills and the quantitative modeling skills to position them to take full advantage of these evolutions. My review of the MSDIS curriculum and syllabi indicate that the MS-DIS graduates are in such a position.

...
In addition, I also found solid indications that the DIS professors continue to keep abreast of new developments in IT and quickly incorporate advances into their courses and the student learning experience. A good example of this is ISM 6236 where the students are exposed to an array of the latest technologies and platforms. Further, my review of the syllabus left me with the sense that the focus is on delivering sound methods and methodologies with a variety of technologies and platforms used to provide examples and illustrations. The platforms and technologies will continue to develop and change. With sound conceptual foundations, the students are well positioned to meet the lifelong learning that will be required of them to be successful.

We have implemented most of the recommendations of the report and believe that these have further strengthened the program. For example, in response to the following we have updated the curriculum to include relevant programming courses as well as communications courses.

- consider upgrading the programming course pre-req for those with nontech undergrad major (perhaps C++, C#, or java)
- work to facilitate access for students into soft skill courses including ones on interpersonal, teamwork, presentation and communication skills; consider requirements in these areas that might sell well to businesses and recruiters

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The college has instituted a continuous improvement program called Assurance of Learning. During the planning phases, every department was asked to identify goals and objectives, mechanisms to measure them and implement processes for continuous improvement. Below are the Assurance of Learning Goals and Objectives that are relevant to the proposed MSISOM program:

- 1) Demonstrate competency in and across business disciplines.
 - a. Demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, business statistics, and social responsibility.
- 2) Apply appropriate problem solving and decision-making skills.
 - a. Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria.
 - b. Assess the outcomes of a course of action and make appropriate adjustments.
- 3) Possess effective communication skills.
 - a. Write business documents clearly, concisely, and analytically.
 - b. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.
- 4) Think critically and analytically in formulating business solutions.
 - a. Solve intricate problems by applying expanded knowledge of ever evolving technologies, processes, and technical skills.
 - b. Critically evaluate the impact of business decisions on stakeholders.

B. Describe the admission standards and graduation requirements for the program.

Admission requirements:

Prerequisites

There are no prerequisites for the program. However, students without a business background may need additional course work to meet prerequisites for some of

the required courses.

Degree

All applicants must have a previous bachelor's degree, master's degree or doctoral degree from an accredited college or university, or an equivalent as determined by the UF Office of Admissions' evaluation of official transcripts.

Grade Point Average

US applicants, or applicants who graduated from an accredited US college or university, must have an upper division undergraduate grade point average of 3.00 or higher. In the case of non-US applicants, the UF Office of Admissions will determine degree equivalency.

GMAT/GRE Score

The Information Systems and Operations Management Department requires that applicants take all portions of the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with strong scores.

Graduation requirements:

Students are responsible for verifying that they meet all degree requirements for the program. They can do this by reviewing their transcripts on ISIS and cross-checking them with the course requirements for their specific track. In addition, they are strongly encouraged to see the Director of Admissions and Student Services to complete a degree audit before the end of drop/add for the semester in which they intend to graduate.

Preparedness for graduation is based on:

Completing a minimum of 36 credits, and all course requirements for the designated track. Additional course work may be required depending on students' background. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level and therefore any required course for which such grades have been assigned must be repeated.

Being registered for at least two credits in the semester in which the student intends to graduate.

Completing all degree requirements, including a minimum grade point average of B (3.00 truncated) in the major (i.e. only courses offered under the Department section of the graduate catalog) and in all work attempted in the graduate program, including a minor where appropriate.

Clearing all incompletes or other unresolved grades by the midpoint deadline published on the Graduate School web site.

Filing a degree application with the Office of the University Registrar by the deadline

published on the Graduate School web site. The degree application can be accessed on ISIS under “My Record.” Check the box “MSISOM” on the application.

Students will be required to complete an employment profile form and an exit questionnaire; the information contained therein will be kept confidential.

Failure to meet all of the rules and regulations listed above could delay a students' graduation date and the receipt of their degree/diploma. This delay could be both time-consuming and costly, so students must follow all of the proper procedures and don't hesitate to contact the Director of Admissions and Student Services if there are any questions or concerns.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The proposed MSISOM program has three tracks: Business Intelligence and Analytics track (BI&A), Information Technology (IT), and Supply Chain Management (SCM). Students in all tracks complete 24 credits (eleven 2-credit courses and two 1-credit courses) as part of the common core. All tracks allow three free elective courses (2 credits each) and have three 2-credit courses specific to the track. In addition, we ask that students without the minimum of a business or ISOM-related minor take two courses from a list of approved business electives. All tracks are non-thesis options.

In the next section we list the recommended sequence of courses for each track based on the background of the student (business major or not).

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

Students with an Undergraduate Business Degree

CURRICULUM FOR BI&A TRACK STUDENTS

Semester 1 (Fall or Spring) Module 1 or 3

ISM 6128 Advanced Business Systems Design & Development I – 2 credits – Letter Graded

ISM 6222 Business Telecom Strategy and Applications I – 2 credits – Letter Graded

QMB 6755 Managerial Quantitative Analysis I – 2 credits – Letter Graded

Semester 1 (Fall or Spring) Module 2 or 4

ISM 6129 Advanced Bus Sys Design & Development II – 2 credits – Letter Graded

ISM 6223 Business Telecom Strategy and Applications II – 2 credits – Letter Graded

QMB 6756 Managerial Quantitative Analysis II – 2 credits – Letter Graded

Semester 2 (Fall or Spring) Module 1 or 3

GEB 5212 Professional Writing – 1 credit – Letter Graded

ISM 6215 Business Database Systems I – 2 credits – Letter Graded

ISM 6257 Intermediate Business Programming – 2 credits – Letter Graded

Semester 2 (Fall or Spring) Module 2 or 4

GEB 5215 Professional Communication – 1 credit – Letter Graded

ISM 6216* Business Database Systems II – 2 credits – Letter Graded

ISM 6258 Advanced Business Programming – 2 credits – Letter Graded

Summer C

QMB 6941 Internship – 2 credits – S/U Graded

Semester 3 (Fall or Spring) Module 1 or 3

Elective Graduate level business course – 2 credits – Letter Graded

ISM 6405* Business Intelligence – 2 credits – Letter Graded-In Graduate Curriculum Approval Process

MAN 6581 Project Management – 2 credits – Letter Graded

Semester 3 (Fall or Spring) / Module 2 or 4

ISM 6423* Data Analysis and Decision Support – 2 credits – Letter Graded

ISM 6485 Electronic Commerce and Logistics – 2 credits – Letter Graded

QMB 6358 Statistical Analysis for Managerial Decisions – 2 credits – Letter Graded

TOTAL CREDITS: 36

* Indicates track courses.

CURRICULUM FOR IT TRACK STUDENTS

Semester 1 (Fall or Spring) Module 1 or 3

ISM 6128 Advanced Business Systems Design & Development I – 2 credits – Letter Graded

ISM 6222 Business Telecom Strategy and Applications I – 2 credits – Letter Graded

QMB 6755 Managerial Quantitative Analysis I – 2 credits – Letter Graded

Semester 1 (Fall or Spring) / Module 2 or 4

ISM 6129 Advanced Business Sys Design & Development II – 2 credits – Letter Graded

ISM 6223 Business Telecom Strategy and Applications II – 2 credits – Letter Graded

QMB 6756 Managerial Quantitative Analysis II – 2 credits – Letter Graded

Semester 2 (Fall or Spring) Module 1 or 3

GEB 5212 Professional Writing – 1 credit – Letter Graded

ISM 6215 Business Database Systems I – 2 credits – Letter Graded

ISM 6257 Intermediate Business Programming – 2 credits – Letter Graded

Semester 2 (Fall or Spring) Module 2 or 4

GEB 5215 Professional Communication – 1 credit – Letter Graded

ISM 6216* Business Database Systems II – 2 credits – Letter Graded

ISM 6258 Advanced Business Programming – 2 credits – Letter Graded

Summer C

QMB 6941 Internship – 2 credits – S/U Graded

Semester 3 (Fall or Spring) Module 1 or 3

Elective Graduate level business course – 2 credits – Letter Graded

ISM 6259* Business Programming – 2 credits – Letter Graded

MAN 6581 Project Management – 2 credits – Letter Graded

Semester 3 (Fall or Spring) Module 2 or 4

ISM 6236* Business Objects I – 2 credits – Letter Graded

ISM 6485 Electronic Commerce and Logistics – 2 credits – Letter Graded

QMB 6358 Statistical Analysis for Managerial Decisions – 2 credits – Letter Graded

TOTAL CREDITS: 36

* Indicates track courses

CURRICULUM FOR SCM TRACK STUDENTS (Beginning Fall or Spring)

Semester 1 (Fall or Spring) Module 3

ISM 6128 Advanced Business Systems Design & Development I – 2 credits – Letter Graded

ISM 6222 Business Telecom Strategy and Applications I – 2 credits – Letter Graded

QMB 6755 Managerial Quantitative Analysis I – 2 credits – Letter Graded

Semester 1 (Fall or Spring) Module 4

ISM 6129 Advanced Business Sys Design & Development II – 2 credits – Letter Graded

ISM 6223 Business Telecom Strategy and Applications II – 2 credits – Letter Graded

QMB 6756 Managerial Quantitative Analysis II – 2 credits – Letter Graded

Semester 2 (Fall or Spring) Module 1

GEB 5212 Professional Writing – 1 credit – Letter Graded

ISM 6215 Business Database Systems I – 2 credits – Letter Graded

ISM 6257 Intermediate Business Programming – 2 credits – Letter Graded

Semester 2 (Fall or Spring) Module 2

Elective Graduate level business course – 2 credits – Letter Graded

GEB 5215 Professional Communication – 1 credit – Letter Graded

ISM 6258 Advanced Business Programming – 2 credits – Letter Graded

Summer C

QMB 6941 Internship – 2 credits – S/U Graded

Semester 3 (Fall or Spring) Module 3

MAN 6528* Principles of Logistics/Transportation – 2 credits – Letter Graded

MAN 6573* Purchasing and Materials Management – 2 credits – Letter Graded

MAN 6581 Project Management – 2 credits – Letter Graded Semester 3

(Fall or Spring) Module 4

ISM 6485 Electronic Commerce and Logistics – 2 credits – Letter Graded

MAN 6511* Production Management Problems – 2 credits – Letter Graded

QMB 6358 Statistical Analysis for Managerial Decisions – 2 credits – Letter Graded

TOTAL CREDITS: 36

* Indicates track courses

Students without an Undergraduate Business Degree

CURRICULUM FOR BI&A TRACK STUDENTS BEGINNING FALL

Semester 1 (Fall) Module 1

ISM 6128 Advanced Business Systems Design & Development I – 2 credits – Letter Graded

ISM 6222 Business Telecom Strategy and Applications I – 2 credits – Letter Graded

QMB 6755 Managerial Quantitative Analysis I – 2 credits – Letter Graded

Semester 1 (Fall) Module 2

ISM 6129 Advanced Bus Sys Design & Development II – 2 credits – Letter Graded

ISM 6223 Business Telecom Strategy and Applications II – 2 credits – Letter Graded

QMB 6756 Managerial Quantitative Analysis II – 2 credits – Letter Graded

Semester 2 (Spring) Module 3

Core Business Choose 2: ACG 5005, ECP 5702, FIN 5437, MAR 5806 –4 credits–Letters Graded

GEB 5212 Professional Writing – 1 credit – Letter Graded

Semester 2 (Spring) Module 4

Core Business Courses: Choose 2: ACG 5075, FIN 5439, MAN 5246 – 4 credits – Letter Graded

GEB 5215 Professional Communication – 1 credit – Letter Graded

Semester 3 (Fall) Module 1

ISM 6215 Business Database Systems I – 2 credits – Letter Graded

ISM 6257 Intermediate Business Programming – 2 credits – Letter Graded

Semester 3 (Fall) Module 2

ISM 6216* Business Database Systems II – 2 credits – Letter Graded

ISM 6258 Advanced Business Programming – 2 credits – Letter Graded

QMB 6358 Statistical Analysis for Managerial Decisions – 2 credits – Letter Graded

Semester 4 (Spring) Module 3

ISM 6405* Business Intelligence – 2 credits – Letter Graded-In Graduate Curriculum Approval Process

MAN 6581 Project Management – 2 credits – Letter Graded

Semester 4 (Spring) Module 4

ISM 6423* Data Mining for Business Intelligence – 2 credits – Letter Graded

ISM 6485 Electronic Commerce and Logistics – 2 credits – Letter Graded

TOTAL CREDITS: 40

* Indicates track courses.

CURRICULUM FOR BI&A TRACK STUDENTS BEGINNING SPRING

Semester 1 (Spring) / Module 3

ISM 6128 Advanced Business Systems Design & Development I – 2 credits – Letter Graded

SM 6222 Business Telecom Strategy and Applications I – 2 credits – Letter Graded

QMB 6755 Managerial Quantitative Analysis I – 2 credits – Letter Graded

Semester 1 (Spring) / Module 4

ISM 6129 Advanced Bus Sys Design & Development II – 2 credits – Letter Graded

ISM 6223 Business Telecom Strategy and Applications II – 2 credits – Letter Graded

QMB 6756 Managerial Quantitative Analysis II – 2 credits – Letter Graded

Semester 2 (Fall) / Module 1

ISM 6215 Business Database Systems I – 2 credits – Letter Graded

ISM 6257 Intermediate Business Programming – 2 credits – Letter Graded

Semester 2 (Fall) / Module 2

ISM 6216* Business Database Systems II – 2 credits – Letter Graded

ISM 6258 Advanced Business Programming – 2 credits – Letter Graded

QMB 6358 Statistical Analysis for Managerial Decisions – 2 credits – Letter Graded

Semester 3 (Spring) / Module 3

Core Business choose 2: ACG 5005, ECP 5702, FIN 5437, MAR 5806 – 4 credits –Letter Graded
GEB 5212 Professional Writing – 1 credit – Letter Graded

Semester 3 (Spring) / Module 4

Core Business Choose 2: ACG 5075, FIN 5439, MAN 5246 – 4 credits – Letter Graded
GEB 5215 Professional Communication – 1 credit – Letter Graded

Semester 4 (Fall) / Module 1

ISM 6405* Business Intelligence – 2 credits – Letter Graded
MAN 6581 Project Management – 2 credits – Letter Graded

Semester 4 (Fall) / Module 2

ISM 6236* Business Objects I – 2 credits – Letter Graded
ISM 6485 Electronic Commerce and Logistics – 2 credits – Letter Graded

TOTAL CREDITS: 40

* Indicates track courses.

CURRICULUM FOR IT TRACK STUDENTS BEGINNING FALL

Semester 1 (Fall) Module 1

ISM 6128 Advanced Business Systems Design & Development I – 2 credits – Letter Graded
SM 6222 Business Telecom Strategy and Applications I – 2 credits – Letter Graded
QMB 6755 Managerial Quantitative Analysis I – 2 credits – Letter Graded

Semester 1 (Fall) Module 2

ISM 6129 Advanced Bus Sys Design & Development II – 2 credits – Letter Graded
ISM 6223 Business Telecom Strategy and Applications II – 2 credits – Letter Graded
QMB 6756 Managerial Quantitative Analysis II – 2 credits – Letter Graded

Semester 2 (Spring) Module 3

Core Business Choose 2: ACG 5005, ECP 5702, FIN 5437, MAR 5806 –4 credits –Letter Graded
GEB 5212 Professional Writing – 1 credit – Letter Graded

Semester 2 (Spring) Module 4

Core Business Choose 2: ACG 5075, FIN 5439, MAN 5246 – 4 credits – Letter Graded
GEB 5215 Professional Communication – credit – Letter Graded

Semester 3 (Fall) Module 1

ISM 6215 Business Database Systems I – 2 credits – Letter Graded
ISM 6257 Intermediate Business Programming – 2 credits – Letter Graded

Semester 3 (Fall) Module 2

ISM 6216* Business Database Systems II – 2 credits – Letter Graded
ISM 6258 Advanced Business Programming – 2 credits – Letter Graded
QMB 6358 Statistical Analysis for Managerial Decisions – 2 credits – Letter Graded

Semester 4 (Spring) Module 3

ISM 6259* Business Programming – 2 credits – Letter Graded

MAN 6581 Project Management – 2 credits – Letter Graded

Semester 4 (Spring) Module 4

ISM 6236* Business Objects I – 2 credits – Letter Graded

ISM 6485 Electronic Commerce and Logistics – 2 credits – Letter Graded

TOTAL CREDITS: 40

* Indicates track courses

RECOMMENDED CURRICULUM FOR IT TRACK STUDENTS BEGINNING SPRING

Semester 1 (Spring) Module 3

ISM 6128 Advanced Business Systems Design & Development I – 2 credits – Letter Graded

ISM 6222 Business Telecom Strategy and Applications I – 2 credits – Letter Graded

QMB 6755 Managerial Quantitative Analysis I – 2 credits – Letter Graded

Semester 1 (Spring) / Module 4

ISM 6129 Advanced Bus Sys Design & Development II – 2 credits – Letter Graded

ISM 6223 Business Telecom Strategy and Applications II – 2 credits – Letter Graded

QMB 6756 Managerial Quantitative Analysis II – 2 credits – Letter Graded

Semester 2 (Fall) Module 1

ISM 6215 Business Database Systems I – 2 credits – Letter Graded

ISM 6257 Intermediate Business Programming – 2 credits – Letter Graded

Semester 2 (Fall) Module 2

ISM 6216* Business Database Systems II – 2 credits – Letter Graded

ISM 6258 Advanced Business Programming – 2 credits – Letter Graded

QMB 6358 Statistical Analysis for Managerial Decisions – 2 credits – Letter Graded

Semester 3 (Spring) / Module 3

Core Business choose 2: ACG 5005, ECP 5702, FIN 5437, MAR 5806 – 4 credits – Letter Graded

GEB 5212 Professional Writing – 1 credit – Letter Graded

Semester 3 (Spring) Module 4

Core Business Choose 2: ACG 5075, FIN 5439, MAN 5246 – 4 credits – Letter Graded

GEB 5215 Professional Communication – 1 credit – Letter Graded

Semester 4 (Fall) Module 1

ISM 6259* Business Programming – 2 credits – Letter Graded

MAN 6581 Project Management – 2 credits – Letter Graded

Semester 4 (Fall) Module 2

ISM 6236* Business Objects I – 2 credits – Letter Graded

ISM 6485 Electronic Commerce and Logistics – 2 credits – Letter Graded

TOTAL CREDITS: 40

* Indicates track courses

RECOMMENDED CURRICULUM FOR SCM TRACK STUDENTS BEGINNING FALL

Semester 1 (Fall) Module 1

ISM 6128 Advanced Business Systems Design & Development I – 2 credits – Letter Graded

ISM 6222 Business Telecom Strategy and Applications I – 2 credits – Letter Graded

QMB 6755 Managerial Quantitative Analysis I – 2 credits – Letter Graded

Semester 1 (Fall) Module 2

ISM 6129 Advanced Bus Sys Design & Development II – 2 credits – Letter Graded
ISM 6223 Business Telecom Strategy and Applications II – 2 credits – Letter Graded
QMB 6756 Managerial Quantitative Analysis II – 2 credits – Letter Graded

Semester 2 (Spring) Module 3

Core Business Choose 2: ACG 5005, ECP 5702, FIN 5437, MAR 5806 – 4 credits – Letter Graded
GEB 5212 Professional Writing – 1 credit – Letter Graded

Semester 2 (Spring) Module 4

Core Business Choose 2: ACG 5075, FIN 5439, MAN 5246 – 2 credits – Letter Graded
GEB 5215 Professional Communication – 1 credit – Letter Graded

Semester 3 (Fall) Module 1

ISM 6215 Business Database Systems I – 2 credits – Letter Graded
ISM 6257 Intermediate Business Programming – 2 credits – Letter Graded
MAN 6528* Principles of Logistics/Transportation – 2 credits – Letter Graded

Semester 3 (Fall) Module 2

ISM 6258 Advanced Business Programming – 2 credits – Letter Graded
QMB 6358 Statistical Analysis for Managerial Decisions – 2 credits – Letter Graded

Semester 4 (Spring) Module 3

MAN 6573* Purchasing and Materials Management – 2 credits – Letter Graded
MAN 6581 Project Management – 2 credits – Letter Graded

Semester 4 (Spring) Module 4

ISM 6485 Electronic Commerce and Logistics – 2 credits – Letter Graded
MAN 6511* Production Management Problems – 2 credits – Letter Graded

TOTAL CREDITS: 40

* Indicates track courses

RECOMMENDED CURRICULUM FOR SCM TRACK STUDENTS BEGINNING SPRING

Semester 1 (Spring) Module 3

ISM 6128 Advanced Business Systems Design & Development I – 2 credits – Letter Graded
ISM 6222 Business Telecom Strategy and Applications I – 2 credits – Letter Graded
QMB 6755 Managerial Quantitative Analysis I – 2 credits – Letter Graded

Semester 1 (Spring) Module 4

ISM 6129 Advanced Bus Sys Design & Development II – 2 credits – Letter Graded
ISM 6223 Business Telecom Strategy and Applications II – 2 credits – Letter Graded
QMB 6756 Managerial Quantitative Analysis II – 2 credits – Letter Graded

Semester 2 (Fall) Module 1

ISM 6215 Business Database Systems I – 2 credits – Letter Graded
ISM 6257 Intermediate Business Programming – 2 credits – Letter Graded
MAN 6528* Principles of Logistics/Transportation – 2 credits – Letter Graded

Semester 2 (Fall) Module 2

ISM 6258 Advanced Business Programming – 2 credits – Letter Graded

QMB 6358 Statistical Analysis for Managerial Decisions – 2 credits – Letter Graded

Semester 3 (Spring) Module 3

Core Business Choose 2: ACG 5005, ECP 5702, FIN 5437, MAR 5806 – 4 credits Letter Graded

GEB 5212 Professional Writing – 1 credit – Letter Graded

Semester 3 (Spring) Module 4

Core Business Choose 2: ACG 5075, FIN 5439, MAN 5246 – 4 credits – Letter Graded

GEB 5215 Professional Communication – 1 credit – Letter Graded

Semester 4 (Fall) Module 1

MAN 6573* Purchasing and Materials Management – 2 credits – Letter Graded

MAN 6581 Project Management – 2 credits – Letter Graded

Semester 4 (Fall) / Module 2

ISM 6485 Electronic Commerce and Logistics – 2 credits – Letter Graded

MAN 6511* Production Management Problems – 2 credits – Letter Graded

TOTAL CREDITS: 40

* Indicates track courses

E. Provide a one- or two-sentence description of each required or elective course.

ISM 6128: Advanced Business Systems Design and Development I – 2 credits –Letter Graded

Object-oriented analysis and model specification for business software systems. Articulation of key requirements (data, processes, physical components, deployment) using logical modeling methodologies.

ISM 6129: Advanced Business Systems Design and Development II – 2 credits–Letter Graded

Prereq: ISM 6128 or consent of instructor. Continuation of ISM 6128. Focuses on object-oriented design of systems. How to translate business requirements into specific task and component requirements.

ISM 6215: Business Database Systems I – 2 credits – Letter Graded

Prereq: ISM 6129. Fundamentals of data storage and retrieval models for business applications. Data modeling and database design principles. Theoretical foundations and exercises presented for relational data model and SQL.

ISM 6216: Business Database Systems II – 2 credits – Letter Graded

Prereq: ISM 6215. Continuation of ISM 6215. Focuses on implementation and programming issues.

ISM 6222: Business Telecom Strategy and Applications I– 2 credits – Letter Graded

Survey of networking technologies used in WWW and e-commerce. TCP/IP networks and related security, networking hardware, and Internet software standards.

ISM 6223: Business Telecom Strategy and Applications II – 2 credits – Letter Graded

Prereq: ISM 6222 or consent of instructor. Introduces traditional telephony. Discusses issues

companies face on consolidation of voice and data networks. Technological developments, product announcements, and market activity. Ultimate focus is on strategy of voice/data integration.

ISM 6236: Business Objects I – 2 credits – Letter Graded

Prereq: ISM 6216, ISM 6223, and ISM 6258. Overview of main tools for business objects in enterprise programming, with hands-on experience. Distributed object models, component architectures, design methodologies and patterns, languages and development environments, and databases and repositories.

ISM 6257: Intermediate Business Programming – 2 credits – Letter Graded

Application in business systems. Classes, inheritance, polymorphism, interfaces, error handling, multi-threading, database connectivity, and their use in business information systems.

ISM 6258: Advanced Business Programming – 2 credits – Letter Graded

Prereq: ISM 6257. Event-driven, component-based programming. GUI components, and client end system design and implementation in distributed systems, as well as database development, networking, security, and object-oriented concepts.

ISM 6259: Business Programming – 2 credits – Letter Graded

Prereq: ISM 6258. An advanced system-implementation course to teach client end system design and implementation. Topics include object-oriented systems development, databases, networking, security, and web application development.

ISM 6423: Data Analysis and Decision Support – 2 credits – Letter Graded

Overview of various solution methods for data analysis programs such as clustering, classification, and regression that occur in business decision making. How methods support decision making.

ISM 6405: Business Intelligence – 2 credits – Letter Graded – In the Graduate Curriculum Approval process.

Prereq: ISM 6216. The goal of this course is for students to master emerging business intelligence technologies such as data warehousing, on-line analytic processing (OLAP), data mining and text mining in generating valuable control and decision-support business for many organizations in adjusting to their competitive business environment.

ISM 6485: Electronic Commerce and Logistics – 2 credits – Letter Graded

Underlying technologies that herald innovations. How to capitalize on new electronic commerce and logistics in business.

MAN 6511: Production Management Problems – 2 credits – Letter Graded

Problems in the management of industrial enterprise;. Management principles and mathematical analysis applied to manufacturing. Product development and production. Materials and production control. Employee relations.

MAN 6528: Principles of Logistics/Transportation Systems – 2 credits – Letter Graded

Logistics management in current business environment.

MAN 6573: Purchasing and Materials Management – 2 credits – Letter Graded

Industrial/institutional purchasing cycle for operating supplies, raw materials, components, and

capital equipment in the context of materials management organizational concepts. Basic principles, policies, and procedures for requirement determination; procurement decision process; purchasing function; and materials management concept, organization, and philosophy.

MAN 6581: Project Management – 2 credits – Letter Graded

Organizational role of the manager. Ways of structuring project organizations. Fundamentals of scheduling. Time and cost tradeoffs. Budgeting and cost estimation. Monitoring.

QMB 6358: Statistical Analysis for Managerial Decisions I – 2 credits – Letter Graded

Data-application techniques for managerial problems; difficulties that can arise in applying the techniques and interpreting results. Experience using computerized procedures; may require substantial amount of case analysis.

QMB 6755: Managerial Quantitative Analysis I – 2 credits – Letter Graded

Survey of deterministic models for managerial decision making. Emphasizes mathematical programming.

QMB 6756: Managerial Quantitative Analysis II – 2 credits – Letter Graded

Prereq: QMB 6755. Using deterministic and stochastic models for decision making. Integer and nonlinear programming, goal programming, multiple-objective linear programming, and decision theory. Applied problem solving and case studies, using appropriate software.

QMB 6941: Internship – 2 credits – Letter Graded

Career-related experience that is not attainable in a classroom situation. Participation in such an internship will give employers an opportunity to identify earlier those students they may wish to employ upon graduation.

ACG 5005: Financial Accounting – 2 credits – Letter Graded

Introduction for prospective managers. Primary emphasis on financial reporting and analysis.

ACG 5075: Managerial Accounting – 2 credits – Letter Graded

Prereq: ACG 5005. Introduction for prospective managers. Primary emphasis on management control systems.

ECP 5702: Managerial Economics – 2 credits – Letter Graded

Prereq: Designed primarily for M.B.A. students. Microeconomic forces that influence decisions made by firms. Cost concepts, pricing strategies, capital investment, human resource management, innovation, and the influence of the competitive environment of firms.

FIN 5437: Finance I: Asset Valuation, Risk, and Return – 2 credits – Letter Graded

Prereq: must be M.B.A. student. Required of all M.B.A. students who lack basic business finance course. Analysis of business financing and investing decisions. Selected financial tools and concepts. Risk analysis and capital budgeting.

FIN 5439: Finance II: Capital Structure and Risk Management Issues – 2 credits – Letter Graded

Prereq: FIN 5437. Required of all M.B.A. students. Continuation of FIN 5437. Focus on corporate financial decision making.

GEB 5212: Professional Writing in Business – 1 credit – Letter Graded

Written structure of memoranda, executive summaries, mission statements, marketing and SWOT analyses, product and management structure descriptions, marketing and business plans. Conventions and psychological principles governing reader preferences and assumptions.

GEB 5215: Professional Communication in Business – 1 credit – Letter Graded

Balance between descriptive information and application of organizational communication theories and techniques for business and professional speaking.

MAN 5246: Organizational Behavior– 2 credits – Letter Graded

Designed for M.B.A. students. Behavior of individuals, groups, and organizations. Understanding organizations, how they work, and the people in them. Concepts presented in relation to core managerial competencies.

MAR 5806: Problems and Methods in Marketing Management– 2 credits – Letter Graded

Prereq: ACG 5065, QMB 5305. Concepts and techniques for resolving marketing management problems through case method.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

There have been three major sources of industry input.

First, the department meets yearly (often twice yearly) with industry representatives belonging to an advisory board that was started in 1989, the Information Systems and Operations Management FORUM. Every meeting dedicates a portion to discussions on curriculum. This input has resulted in many changes over the years.

Second, the department recently started the Center for Supply Chain Management. This center meets with industry partners, and gives input on curriculum.

Finally, most students spend at least one semester in Internships and can get elective credit for their experience. The program receives feedback from the sponsoring companies and participating students. This feedback is considered and discussed in faculty meetings on curricula.

Student assessments are captured for each course and also with an exit questionnaire that is summarized for and discussed by the faculty.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

Warrington College of Business Administration, Department of Information Systems and Operations Management are accredited by The Association to Advance Collegiate Schools of Business (AACSB). There is no need to seek further accreditation for the requested change. All requirements that are currently listed for the MS with a major in Information Systems and Operations Management are applicable to this new degree designation

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

N/A

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

This MSISOM degree program will be a traditional graduate education model with delivery on the main campus.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

No new faculty members are needed.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

We do not anticipate any changes in cost and associated funding. This is an existing program.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

As noted, the Department of Information Systems and Operations Management has been in existence since 1988 and we have offered this program since 1993 with students graduating in substantial numbers starting in the Fall of 1996.

Information Systems and Operations Management Core Faculty

Haldun Aytug

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=2102](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=2102)

Haldun Aytug is the John F. and Nancy J. Flammer Professor of Information Systems and Operations Management in the University of Florida. His research interests include machine learning, electronic commerce and scheduling. He has received research funding from the National Science Foundation and has published his work in Management Science, Information Systems Research, ORSA Journal on Computing, and other academic journals. His teaching interests include business objects, data mining, and logistics. Haldun earned his PhD in Decision and Information Sciences from the University of Florida in 1993. He is a member of Institute for Operations Research and Management Science, Association for Information Systems and Association for Computing Machinery. He serves on the editorial review boards of Decision Support Systems, Information Technology and Management and Journal of Database Management.

Seema Bandyopadhyay

<http://warrington.ufl.edu/faculty/facultyinfo.asp?WEBID=2956>

Seema Bandyopadhyay is currently a Lecturer in the department of Information Sciences and Operations Management in the University of Florida, Gainesville. She received her Ph.D. degree from the School of Electrical and Computer Engineering, Purdue University, West Lafayette, in 2004. She received a Bachelor's degree in Computer Science and Engineering from the Institute of Technology, Banaras Hindu University, India, in 1991 and a Masters degree in Computer Science and Engineering from the Indian Institute of Technology, Delhi, India, in 1997. Before joining the Information Systems and Operations Management department, she served as a lecturer in department of Computer Science and Information Science and Engineering at University of Florida and as a Visiting Assistant Professor in the School of Electrical Engineering and Computer Science, University of Central Florida, Orlando. She worked as a research engineer in a telecom company (C-DOT) in India from 1991-1997. Her research interests include the design, performance analysis, and optimization of computer networks. Her teaching interests include computer networks and design and development of application and system software.

Subhajyoti Bandyopadhyay

<http://warrington.ufl.edu/faculty/facultyinfo.asp?WEBID=2136>

Subhajyoti ("Shubho") Bandyopadhyay is the Susan Cameron Professor of Information Systems and Operations Management at Warrington College of Business Administration, University of Florida. Professor Bandyopadhyay's areas of research interests include Net Neutrality, Information Systems Policy, Health informatics, Offshore Outsourcing of Services and the economics of Information Systems. His work has been cited by Google in its filing to the Federal Communications Commission in support for Net Neutrality. His research has been funded by the NET Institute, the Public Utility Research Center at the University of Florida, and by a Faculty Enhancement Opportunity award by the University of Florida. His research has been published in Information Systems Research, Marketing Science, Journal of Management Information Systems, Journal of Operations Management, Decision Support Systems, Decision Sciences, European Journal of Operations Research and Communications of the ACM, among others. He received the Judy Fisher Teaching with Technology Award in 2008 and the Graduate Teaching Award in 2011-12 from the College of Business Administration at the University of Florida. Shubho received his Ph.D. in Management Information Systems from Purdue University in

2002. Prior to his academic career, he has had several years of industry experience with IBM in India. He is a member of the INFORMS and the AIS.

Janice Carrillo

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=1274](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=1274)

Janice E. Carrillo obtained her master's and doctorate degrees in Operations Management from the Georgia Institute of Technology. During her graduate studies, she received a prestigious fellowship from Intel and won the Best Student Paper Award at the Portland International Conference on Management of Engineering and Technology (PICMET). Her interests in technology management were fueled by her earlier work experience as an electrical engineer. Prior to her graduate studies, she worked at Clorox, Hughes Aircraft, Rockwell International, and McDonnell Douglas.

Currently, Professor Carrillo is an Associate Professor and the Pricewaterhouse Coopers Professor in the Warrington College of Business at the University of Florida, where she teaches operations and supply chain management. Her general research topics of interest include: management of technology, manufacturing strategy, supply chain management, and sustainability. In particular, her research addresses the analysis of process improvement, new product development, and sourcing strategies and has been accepted for publication in journals including Management Science, IIE Transactions, Production and Operations Management, and the European Journal of Operational Research. She is a senior editor for the Production and Operations Management Journal, and she serves on the Editorial Review Boards for both the Decision Sciences Journal and IEEE Transactions on Engineering Management. She is active in the Production and Operations Management Society (POMS), where she currently serves as the Vice President of Membership. In the past, she served as President for the Technology Management Section (TMS) at the Institute for Operations Research and Management Sciences (INFORMS).

Hsing Kenny Cheng

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=257](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=257)

Dr. Hsing Kenneth Cheng is the John B. Higdon Eminent Scholar and Chair of Department of Information Systems and Operations Management of Warrington College of Business Administration at the University of Florida. Prior to joining UF, he served on the faculty at The College of William and Mary from 1992 to 1998. He received his Ph.D. in computers and information systems from William E. Simon Graduate School of Business Administration, University of Rochester in 1992. Professor Cheng teaches information technology strategy, object-oriented analysis and design, managerial statistics, electronic commerce, and supply chain management. He was awarded the Warrington College of Business Administration Teacher of the Year for 2000-2001, and Outstanding Faculty Award, for service and teaching excellence to Professional MBA Class of 2012, of Warrington College of Business Administration, University of Florida.

Dr. Cheng's research interests focus on analyzing the impact of Internet technology on software development and marketing, and information systems policy issues, in particular, the national debate on network neutrality. He is ranked 20th (for the period of 2009-2011) and 16th (for the period of 2010-2012) among the world's top-100 researchers in information systems based on

publications in the top three information systems journals. His “Toward a Profile of Student Piraters” article is selected by Journal of Business Ethics as one of the 49 distinguished articles (out of 4747 published papers in thirty years) in JBE’s thirty year anniversary issue. Dr. Cheng’s 2011 Information Systems Research paper “The Debate on Net Neutrality – A Policy Perspective” was a required reading and part of the syllabi of the doctoral seminar on information systems at the University of California, Irvine and the University of Texas at Dallas in Spring 2009, and University of Texas, Arlington in Spring 2012. Using “The Debate on Net Neutrality – A Policy Perspective” with quotation marks for exact Google search generates 152,000 web sources citing this paper as of March 31, 2012. This paper was also quoted in Google’s official filing to the Federal Communications Commission (WC Docket No. 07-52) on June 15, 2007. His 2012 Decision Sciences paper “Net Neutrality, Broadband Market Coverage, and Innovation at the Edge” is featured in B-School Research Briefs of Bloomberg Businessweek.

Anuj Kumar

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=3386](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=3386)

Anuj Kumar is an Assistant Professor of Information Systems Management at Warrington College of Business Administration, University of Florida. Anuj holds a PhD in Information Systems Management from Heinz School of Information Systems and Management, Carnegie Mellon University. He also holds a Bachelor’s degree in Mechanical Engineering and a Master’s degree in Thermal Engineering from Indian Institute of Technology, India, and a Master’s degree in management from Indian Institute of Management, India.

Professor Kumar is interested in finding business relevant insights at the intersection of Information Systems, Operation Management and Marketing. Specifically, he studies multichannel customer behavior in IS enabled new technology channels e.g. customer support at call centers and digital goods markets settings. He employs economic and behavioral theories to model customer behavior and then utilizes econometric and probabilistic methods to extract actionable insights from the field data. Professor Kumar has published his research in top tier journals like Manufacturing & Service Operations Management and Information Systems Research.

Young Kwark

Young Kwark is an Assistant Professor of Information Systems and Operations Management at Warrington College of Business Administration, University of Florida. Young’s research interests are in resolving novel operations issues in both manufacturing and service operations management. Teaching interests are in operations management, healthcare operations management, supply chain management, project management, scheduling, logistics, and Lean Six Sigma.

Jayashree Mahajan

<http://warrington.ufl.edu/contact/profile.asp?WEBID=1020>

Professor Mahajan is a Lecturer in the Department of Information Systems & Operations Management at the University of Florida and has been on the faculty in the Department of Marketing at the University of Florida and the University of Arizona. She has a Ph.D. in Business from the University of Wisconsin-Madison, an MBA from the University of Windsor, and an MA in Economics from Bombay University.

The focus of Jayashree's research has been on: examining the use of specialists and generalists in multi-product firms; investigating the impact of spillovers accruing to channel members on marketing-related IT investments; and exploring the effects of feedback and expertise on overconfidence in marketing predictions. Her research has been published in a number of leading academic journals including the *Journal of Marketing Research*, *International Journal of Research in Marketing*, *Decision Sciences Journal*, and the *European Journal of Operational Research*. In addition, she has received funding from the Marketing Science Institute and the National Science Foundation.

Jayashree currently teaches graduate courses in Managerial Statistics. In prior years, she has taught the undergraduate course in Business Statistics (electronic platform format), and graduate courses in Marketing Research, International Marketing, Marketing Decision Support Systems, and Environmental Scanning.

Aditi Mukherjee

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=3101](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=3101)

Aditi Mukherjee is a Lecturer at Warrington College of Business Administration at University of Florida. She received her Ph.D. in Information Systems in 2009 from Krannert School of Management at Purdue University. She also has a Master's degree in Software Engineering from PSG College of Technology in India. Her research pertains to the study of how information system design influences users' behaviors and impacts organizational performance, and focuses primarily in the area of knowledge management systems. Her teaching interests include Information Systems Management, Database Management Systems, System Analysis and Design, Telecommunications, eCommerce.

Adam Munson

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=3055](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=3055)

Adam B. Munson is a Lecturer in the department of Information Systems and Operations Management at the University of Florida. He earned his Ph.D. in Environmental Engineering from the University of Florida and also holds B.S. and M.S. degrees in Mechanical Engineering and Aquatic Ecology, and an M.B.A. He also is licensed as a PE in industrial engineering. Adam has conducted extensive research on development of environmental constraints for the purpose of water supply planning and alternative water resource development. He is particularly interested in developing the lowest cost local and region-scale strategies for meeting current and future water supply demands without violating ecologic constraints on traditional water supplies. This ultimately leads towards the conjunctive use of multiple surface and ground water resources, with highly variable availability, to maximize resource yield and supply reliability. Adam's research has been published in multiple journals including the *Journal of the American Water Resource Association* and *Lake and Reservoir Management*.

Praveen Pathak

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=2103](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=2103)

Praveen Pathak is the Robert B. Carter Professor of Information Systems and Operations Management at Warrington College of Business Administration, University of Florida.. He

received his Ph.D. from University of Michigan at Ann Arbor in 2000. He holds a MBA from the Indian Institute of Management, and a B.Tech. (Honors) from the Indian Institute of Technology. Prior to joining University of Florida he was working as an Assistant Professor at Purdue University. His primary research interests are in the field of Information Retrieval, Web Mining, and Machine Learning. He has also done research in the area of Business Process Outsourcing. He has published in various journals including Decision Support Systems, Journal of Operations Management, Journal of Management Information Systems, IEEE Transaction on Knowledge and Data Engineering, Information Processing and Management, Journal of The American Society for Information Science And Technology, and IEEE Intelligent Systems. His work has also been published in various leading conferences including Proceedings of the International Conference of Information Systems, Annual Hawaii International Conference on System Sciences, Americas Conference on Information Systems, Workshop on Information Technologies and Systems, INFORMS Conference on Information Systems and Technology, and Meetings of Decision Sciences Institute.

Professor Pathak's teaching interests are in the field of Business Data Communications Management, Data Mining, and Network Security. Prof. Pathak is Member of ACM, IEEE, INFORMS, DSI, and AIS. He is on the editorial board of Journal of Database Management, a program committee member of Workshop on Information Technologies and Systems, and Conference on Information Systems and Technology, and an ad-hoc referee for Management Science, Information Systems Research, Information Processing and Management, International Conference of Information Systems, Hawaii International Conference on System Sciences, and Americas Conference on Information Systems. Before entering academics, Prof. Pathak had worked with Citibank, Index Computing, and Indian Telephone Industries.

Anand Paul

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=2064](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=2064)

Anand Paul is the Beall Professor of Information Systems and Operations Management at Warrington College of Business Administration, University of Florida. He completed his Ph.D. at the University of Texas at Austin. He holds an MBA from the Indian Institute of Management and an undergraduate degree in Electrical Engineering from the Indian Institute of Technology. He teaches courses in operations management. His research interests are in supply chain management and applied probability. His research has been published in Management Science, Manufacturing and Service Operations Management, Operations Research, Marketing Science, IIE Transactions, Naval Research Logistics, European Journal of Operational Research, Journal of Mathematical Analysis and Applications, and Operations Research Letters. He serves as an Associate Editor for Decision Sciences Journal. Prior to embarking on a career in academia, Dr. Paul worked for three years in consulting.

Selwyn Piramuthu

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=2049](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=2049)

Selwyn Piramuthu is the Frank L. Weyenberg Professor of Information Systems and Operations Management at Warrington College of Business Administration, University of Florida. He received his PhD from the University of Illinois at Urbana-Champaign in 1992. Selwyn has been at the University of Florida since Fall 1991. He taught in the Operations and Information Management department at the Wharton School of the University of Pennsylvania from 1998 to 2001. His research and teaching interests include artificial intelligence, cryptography, database

management, data mining/machine learning, and simulation including their applications in computer integrated manufacturing, e-commerce, financial credit scoring, RFID, supply chain management, and work flow management. His research has been published in Annals of Operations Research, Conflict Management and Peace Science, Connection Science, Decision Support Systems, European Journal of Information Systems, European Journal of Operational Research, Expert Systems with Applications, IEEE Communications Letters, IEEE Transactions on Education, IEEE Transactions on Engineering Management, IEEE Transactions on Systems, Man, and Cybernetics, Information Sciences, Information Technology and Management, INFORMS Journal on Computing, International Journal of Computational Intelligence and Organizations, International Journal of Flexible Manufacturing Systems, International Journal of Production Research, Journal of Information & Knowledge Management, Journal of Medical Systems, Journal of Organizational Computing and Electronic Commerce, Management Science, Neural Network World, among others.

Tharanga Rajapakshe

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=3387](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=3387)

Tharanga Rajapakshe is an Assistant Professor in the Department of Information Systems and Operations Management. She received her doctoral degree in Management Science from the University of Texas at Dallas. She received her bachelor's degree in Production Engineering from the University of Peradeniya, Sri Lanka. She also holds a master degree (MS) in Supply Chain Management and a professional MBA from the University of Texas at Dallas.

Tharanga's research interests are in resolving novel operations issues that emerge from efforts to improve the efficiency of supply chains. She has addressed some important problems in both manufacturing and service operations management. Currently, she is focused on the operational challenges associated with implementing green supply chains. Her effort has been to understand and analyze the rich tradeoffs between various sustainability measures, with the aim of providing recommendations to operations managers on an appropriate option based on the internal and external characteristics of a product. She has published papers in the top tier journals in the area of Operations Management such as *Operations Research* and *Production and Operations Management*. Tharanga's teaching interests are in Operations Management, Supply Chain Management, Sustainability and Innovation, Project Management, Logistics and Distribution, Probability and Statistics, Quantitative Methods.

Patrick A. Thompson

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=876](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=876)

Professor Thompson is a Lecturer in the Department of Information Systems and Operations Management at the University of Florida. He has a B.S. and M.S. degrees from Bowling Green State University and a Ph.D. degree from the University of Wisconsin-Madison. Professor Thompson teaches statistics, simulation, decision theory and total quality management in the graduate and undergraduate programs. He previously served on the faculty of Ohio State University.

Asoo J. Vakharia

[http://warrington.ufl.edu/Information Systems and Operations Management/faculty/facultyinfo.asp?WEBID=1025](http://warrington.ufl.edu/Information%20Systems%20and%20Operations%20Management/faculty/facultyinfo.asp?WEBID=1025)

Asoo J. Vakharia is the McClatchy Professor and Director of the Center for Supply Chain

Management in the Warrington College of Business Administration at the University of Florida. He has Ph.D. and M.B.A. degrees in Operations Management from the University of Wisconsin and a B.COM. in Accounting and Economics from Bombay University.

Assoo's research primarily focuses on contemporary issues in Supply Chain Management (such as disruption management, new product introduction, and design for sustainability). He has published papers in several academic journals including the *Decision Sciences Journal*, the *European Journal of Operational Research*, *IIE Transactions*, the *Journal of Discrete Applied Mathematics*, the *Journal of Operations Management*, the *Naval Research Logistics Journal*, and the *Production & Operations Management Journal*. He is the **Editor** for the *Decision Sciences Journal*, and a **Senior Editor** for the *Production and Operations Management Journal*.

Assoo's teaching interests are in Operations Management, Manufacturing Planning and Control, Design of Manufacturing Systems, Management of Service Operations, Operations Strategy, Management Science, International Logistics, Transportation and Logistics Systems, and MPC/ERP Systems Integration. He has also been involved in extensive Executive Teaching both at the University of Arizona and the University of Florida. Assoo has also taught industry specific executive development courses such as Managerial Decision Analysis for Tucson Electric Power Company, Quality Analysis and Statistical Methods for Citibank Universal Card Services, and Operations/Financial Analysis for AT&T Solutions Customer Care.

In addition to his academic experience, he has managed the operations and financial aspects of a leather goods manufacturer. He has also been a Management Consultant specializing in inventory audits, carrying out feasibility analysis of new ventures and writing procedure manuals for banking clients. After joining academia, he has worked with several companies including AT&T Solutions Customer Care, e-Diets.com, Golden Eagle Distributors, Garrett Air Research, Motorola, Sweetheart Cups, Inc., University of Arizona Medical Center, and Vistakon, Inc.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

Business Library 2.0: <http://businesslibrary.uflib.ufl.edu/>

The heart of the modern academic business library is its electronic collections. The University of Florida Business Library's subscriptions to business databases, electronic journals, and electronic books compare very favorably with the top ten graduate business programs in public universities as ranked by U.S. News & World Report. What sets UF's Virtual Business Library apart is the easy access it provides to more than 100 business-related databases and the most highly cited research journals. The business library is organized into a series of specially designed guides that make it simple for students and faculty to find and directly access relevant information sources across the curriculum and research agenda. Step-by-step tutorials guide users through the information maze to help them find and combine the most relevant resources. A new question-and-answer service draws on a developing knowledge base to answer unique as well as frequently asked questions. The library subscribes to more than 1,000 scholarly, peer-reviewed journals in the Warrington's doctoral disciplines including all of the core research journals in each field. Total volumes number in the tens of thousands, most of which are online. Core collections of academic research journals and books are referred to by students, researchers, and

professional around the world. The Virtual Business Library is valued by many users across campus including The Health Sciences, Law, Engineering, the Office of Technology Licensing, and the Foundation. Total expenditures from all sources exceed \$1,000,000 per year.

International Business

The Business Library's International Business Center provides instant access to premier business databases covering international economics, finance, management, marketing, and global business. ABI/INFORM, Business Source Premier, Factiva and LexisNexis have the full-text of tens of thousands of the highest quality business periodicals ranging from general sources such as *Business Week*, *Fortune Forbes*, *The Economist*, and *The Wall Street Journal*, to leading professional and trade journals and all of the most important academic journals including the *Harvard Business Review*, the *Journal of International Business Studies*, the *British journal of Management*, the *International Economic Review*, the *Journal of International Marketing*, the *International Journal of Accounting*, the *Journal of World Business*, and many more.

Euromonitor's *Passport GMID* offers in-depth market research reports, company profiles, country reports, consumer lifestyle information, and market data for almost every country in the world. *MarketLine Advantage* has country and country reports and more than 3,000 industry reports for foreign markets. *EIU.com* is the signature country intelligence service used by major multinationals and international institutions such as the World Bank and the International Monetary Fund. *Hoovers*, *OneSource* and *ThomsonOne* cover major international companies in-depth including downloadable financials. The International Business Tutorial outlines a ten-step process for learning how to do international business research. It is a fair statement to say that Warrington's MAIB students have better access to international business information than almost anyone in the private sector.

-
- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.**

We do not anticipate any reallocation of Education & General funds. This is an existing program.

Signature of Library Director

Date

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

No new resources needed.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.**

No new resources needed.

- E. Describe specialized equipment that is currently available to implement the proposed**

program through Year 5. Focus primarily on instructional and research requirements.

All students at the University of Florida are required to have access to a computer with minimum specifications for coursework. This access will satisfy the equipment needs for course related and research activities. Faculty members have access to a wide variety of teaching facilities to meet educational goals. As noted above, standard equipment in each classroom includes a podium and computer access to the web as well as PowerPoint presentations.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

No additional specialized equipment needed.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No additional special categories of resources needed.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

No fellowships, scholarships or graduate assistantships are allocated to the proposed program.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Sample companies that have provided internship opportunities to our students include Citrix, Deloitte & Touche, Ernst & Young, ExxonMobil, Infinite Energy, KPMG, PriceWaterhouseCoopers, Protiviti, Raymond James Financial, and Wells Fargo. We collaborate with Graduate Business Career Services (<http://warrington.ufl.edu/graduate/gbcs/>) to expand the list of companies for our students to do summer internships. The collaboration has been fruitful; see, for example, a recent e-mail from the Associate Director Michelle Bloom.

From: Bloom,Michelle
Sent: Monday, August 05, 2013 4:59 PM
To: Hardy,Chandra A; Dr. Hsing K. Cheng
Subject: FW: Let's have lunch!

Chandra and Dr. Cheng,

This summer our collaborative efforts resulted in approximately 20 international students with internships on the UF campus. As of this morning I received an email that several of these internships will continue on in the fall and will be paid ☺.

Additionally we have many other students who have wrapped up their internships with employers in the area or in Florida/US. The evaluations from the employers to date have been outstanding!!!. ***No doubt it is has been a great summer for the ISOM program.***

In an effort to reconnect, I have invited some of these students to lunch this Friday **August 9th**. Please join me for an informal lunch around noon and help us congratulate our students on the great job they are doing.

Michelle Bloom-Lugo
Associate Director – Graduate Business Career Services
HOUGH GRADUATE SCHOOL of BUSINESS
Warrington College of Business Administration, University of Florida
350 Hough Hall, PO Box 117152, Gainesville, FL 32611-7152
352-273-0269, Fax 352-846-2982
michelle.bloom-lugo@warrington.ufl.edu
<http://warrington.ufl.edu/graduate/gbcs/>

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

No new expenditures needed.

APPENDIX A
TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE								
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	3	2.7	3	2.7	3	2.7	3	2.7	3	2.7
Students who transfer from other graduate programs within the university**	2	1.8	2	1.8	2	1.8	2	1.8	2	1.8
Individuals who have recently graduated from preceding degree programs at this university	109	98.1	109	98.1	109	98.1	109	98.1	109	98.1
Individuals who graduated from preceding degree programs at other Florida public universities	8	7.2	8	7.2	8	7.2	8	7.2	8	7.2
Individuals who graduated from preceding degree programs at non-public Florida institutions	6	5.4	6	5.4	6	5.4	6	5.4	6	5.4
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	85	76.5	85	76.5	85	76.5	85	76.5	85	76.5
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	213	191.7								

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A
TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5					Subtotal E&G, Auxiliary, and C&G	
	Funding Source						Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	
Faculty Salaries and Benefits	1,205,871	0	0	0	0	0	\$1,205,871	1,326,458	0	0	0	0	\$1,326,458
TEAMS Salaries and Benefits	151,965	0	0	0	0	0	\$151,965	167,161	0	0	0	0	\$167,161
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Other Personal Services	48,768	0	0	0	0	0	\$48,768	53,645	0	0	0	0	\$53,645
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	25,000	0	0	0	0	0	\$25,000	32,000	0	0	0	0	\$32,000
Operating Capital Outlay	2,000	0	0	0	0	0	\$2,000	3,000	0	0	0	0	\$3,000
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Total Costs	\$1,433,604	\$0	\$0	\$0	\$0	\$0	\$1,433,604	\$1,582,264	\$0	\$0	\$0	\$0	\$1,582,264

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	6.83	6.83
Teams (FTE)	2	2
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$1,433,604	\$1,582,264
Annual Student FTE	191.7	191.7
E&G Cost per FTE	\$7,478	\$8,254

APPENDIX A

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Example: 555-555 World exploration fund (example)	0	0	\$0
101 State funds: 17070100 101 1100	1,361,569	1,361,569	\$0
DOCE: 17070100 143 7800 52D5147	72,035	72,035	\$0
Foundation	0	0	\$0
Totals	\$1,433,604	\$1,433,604	\$0

* If not reallocating funds, please submit a zeroed Table 3

APPENDIX A

TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Haldun Aytug, PhD ISOM	Professor	Tenured	Fall 2014	9	0.75	0.74	0.56	9	0.75	0.74	0.56
B	Bandyopadhyay, Seema ISOM	Lecturer	Non Tenure Accruing	Fall 2014	9	0.75	100.00	0.75	9	0.75	100.00	0.75
A	Shubho Bandyopadhyay, PhD ISOM	Assoc Professor	Tenured	Fall 2014	9	0.75	0.74	0.56	9	0.75	0.74	0.56
A	Janice Carrillo, PhD ISOM	Assoc Professor	Tenured	Fall 2014	9	0.75	0.74	0.56	9	0.75	0.74	0.56
A	Hsing Cheng, PhD ISOM	Professor	Tenured	Fall 2014	9	0.75	0.65	0.49	9	0.75	0.65	0.49
A	Young Kwart, PhD ISOM	Assistant Professor	Tenure Accruing	Fall 2014	9	0.75	0.37	0.28	9	0.75	0.37	0.28
A	Anuj Kumar, PhD ISOM	Assistant Professor	Tenure Accruing	Fall 2014	9	0.75	0.74	0.56	9	0.75	0.74	0.56
A	Jayashree Mahajan, PhD ISOM	Lecturer	Non Tenure Accruing	Fall 2014	9	0.75	0.00	0.00	9	0.75	0.00	0.00
A	Aditi Mukherjee, PhD ISOM	Lecturer	Non Tenure Accruing	Fall 2014	9	0.75	0.00	0.00	12	0.75	0.00	0.00
A	Adam Munson, PhD ISOM	Lecturer	Non Tenure Accruing	Fall 2014	12	1.00	0.50	0.50	0	1.00	0.50	0.50
A	Praveen Pathak, PhD ISOM	Assoc Professor	Tenured	Fall 2014	9	0.75	0.74	0.56	0	0.75	0.74	0.56
A	Anand Paul, PhD ISOM	Assoc Professor	Tenured	Fall 2014	9	0.75	0.74	0.56	0	0.75	0.74	0.56
A	Tharanga Razapakshe, PhD ISOM	Assist Professor	Tenure Accruing	Fall 2014	9	0.75	0.74	0.56	0	0.75	0.74	0.56
A	Patrick Thompson, PhD ISOM	Lecturer	Non Tenure Accruing	Fall 2014	9	0.75	0.50	0.38	0	0.75	0.50	0.38
A	Asoo Vakharia, PhD ISOM	Professor	Tenured	Fall 2014	9	0.75	0.74	0.56	12	0.75	0.74	0.56
Total Person-Years (PY)								6.83				6.83

Faculty Code		Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	6.83	6.83
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
Overall Totals for			Year 1 6.83	Year 5 6.83



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY & STRATEGY
COMMITTEE ACTION ITEM EP3
March 27, 2014**

SUBJECT: Honorary Degrees

BACKGROUND INFORMATION

The Honorary Degrees, Distinguished Alumnus Awards and Memorials Committee recommends honorary degrees to the Faculty Senate.

The honorary degrees for Lars Brink, John H. Dasburg, Linda Parker Hudson, and Norman Sartorius were approved by the Faculty Senate on February 20, 2014, and then by the President on March 4, 2014.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the Honorary Degrees for Lars Brink, John H. Dasburg, Linda Parker Hudson and Norman Sartorius for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation Included: [See Appendix](#)

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

HONORARY DEGREE

CANDIDATE:
Lars Brink

NOMINATED BY:

Pierre Raymond, Distinguished Professor of Physics
University of Florida

LETTERS OF SUPPORT PROVIDED BY:

David Gross
Kavli Institute for Theoretical Physics
Santa Barbara, CA

Edward Witten, Professor
The Institute for Advanced Study
School of Natural Sciences
Princeton, New Jersey

Marc Henneaux, Professor
Theoretical Physics
Université Libre de Bruxelles

Call for Nominations

Nominator's Name: R. RAMONDDepartment: PHYSICSAddress: 2061, NPB Building, CampusPhone: 352 392 5704 Fax:Email: RAMOND @ PHYS.UFL.EDUSignature of Nominator: R. Ramond

The Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials will consider nominations at its next meeting in **October**. This form and a complete nomination package should be mailed to the committee in care of Donna Stricker, President's Office, PO Box 113150 by **OCTOBER 1**.

1. General Information:Nominee's Name: LARS BRINKAffiliation: Professor (Chalmers), CHALMERS UNIVERSITY OF TECHNOLOGYBusiness Address: SE-41296 GÖTEBORG, SWEDENHome Address: Sölangsvagen 59, SE-42333 Torslanda, SWEDENPhone: Home 46 707 535162 Business 46 317723162 Fax:Email: LARS.BRINK @ CHALMERS.SE

Nominated for (PLEASE CHECK ONE):

Distinguished Alumnus

Distinguished Achievement

Distinguished Service

Honorary Degree: (please check one)

 Doctor of Arts Doctor of Music Doctor of Commerce Doctor of Pedagogy Doctor of Divinity Doctor of Pharmacy Doctor of Education Doctor of Public Administration Doctor of Fine Arts Doctor of Public Service Doctor of Humane Letters Doctor of Science Doctor of Laws Doctor of Technology Doctor of Letters**2. Description**

Please write a brief description of this individual's intellectual and professional achievements and attributes and attach it to this form.

3. Vita or Resume

Please attaché the nominee's vitae, resume or a biographical description.

4. Supporting letters or materials

Supporting letters or other materials that will help the committee understand the significance of this nominee's work, his/her contributions, and his/her impact on others can also be attached.

THE INSTITUTE FOR ADVANCED STUDY

PRINCETON, NEW JERSEY 08540

E-mail: witten@ias.edu Phone: (609)734-8021 FAX: (609)951-4489

SCHOOL OF NATURAL SCIENCES

EDWARD WITTEN, PROFESSOR

15 August 2013

Honorary Degree Committee
University of Florida
Gainesville, FL 32611

Dear colleagues,

It is my pleasure to write in support of the nomination of Lars Brink for an honorary degree.

Lars Brink is an outstanding researcher who has made wonderful contributions to theoretical physics. He was a codiscoverer (with J. Schwarz) of maximally supersymmetric Yang-Mills theory, which is nowadays a fundamental example of quantum field theory with many applications. He also developed (with P. DiVecchia and P. Howe and in some further work) the original locally supersymmetric action for superstring theory, which was a fundamental step in the emergence and development of superstring theory. And with Schwarz and M. B. Green, he did some of the first completely consistent quantum loop computations in superstring theory, showing how gravity and gauge theory arise in the low energy limit and giving some of the first hints of what is now called *T*-duality symmetry, another fundamental concept.

Lars Brink's contributions to theoretical physics make him a highly eminent candidate for an honorary degree.

Sincerely,



Edward Witten

INSTITUTS INTERNATIONAUX DE PHYSIQUE ET DE CHIMIE

fondés par E. Solvay A.S.B.L.
50, Av. F.D. Roosevelt - B-1050 Bruxelles
Directeur : Professeur M. Henneaux



INTERNATIONALE INSTITUTEN VOOR FYSICA EN CHEMIE

gesticht door E. Solvay V.Z.W.
50, F.D. Rooseveltlaan - B-1050 Brussel
Directeur : Professor M. Henneaux

Brussels, 31 August 2013

Honorary Degree Committee
University of Florida

Re: Support of Nomination of Professor Lars Brink for an Honorary Degree from the University of Florida

Dear Members of the Honorary Degree Committee,

It is my great pleasure to warmly support the nomination of Professor Lars Brink for a Honorary Doctor of Science degree from the University of Florida.

Professor Brink is an exceptional scientific figure. He is one of the pioneers of string theory, where he made key contributions that fundamentally shaped its development. He perceived, very early on, the exceptional importance that string theory would take in our understanding of the fundamental forces of Nature. He was one of its most vivid advocates well before the theory enjoyed the success that it received later.

Professor Lars Brink made equally remarkable contributions to quantum field theory, where he discovered supersymmetric gauge theories and proved the ultraviolet finitess of the N=4 case, paving again the way to many of the subsequent developments in the area.

Not only is Professor Lars Brink an outstanding scientist with unique vision and excellent taste, but he is also an active supporter of international scientific collaboration and basic scientific research. At the time of the cold war, he played a central role in promoting scientific exchanges between the East and the West. He has helped and continues helping the community by serving on many international committees and on the board of many foundations. To take two examples which I know closely, he helped establish the « Centro de Estudios Científicos » in Chile in the 80's, which has become a unique intellectual center in Latin America, while here in Belgium, he chairs the visiting committee of the International Solvay Institutes, where we benefit from his penetrating and visionary advices and recommandations.

Needless to add that Professor Lars Brink also chairs the Nobel Committee for Physics, of which he has been a full member for the past five years.

By granting Professor Lars Brink an Honorary Degree, the University of Florida would distinguish the achievements of a researcher with exceptional talent and of a remarkable world citizen scientist.

Sincerely yours,

A handwritten signature in black ink, appearing to read "J. Henneaux".

Marc Henneaux
Professor of Theoretical Physics at the Université Libre de Bruxelles
Director of the International Solvay Institutes



College of Liberal Arts & Sciences
Department of Physics

PO Box 118440
Gainesville, Florida 32611-8440
352-392-0521
352-392-0524 Fax

September 10, 2013

Dear Members of the Honorary Degree Committee,

It is my pleasure to nominate Professor Lars Brink for an Honorary Doctor of Science (DSc) from the University of Florida:

"For seminal contributions to quantum physics and worldwide advocacy for basic scientific research".

Professor Brink is a model Citizen Scientist. He has excelled in research and in service to the world's scientific community.

He has made seminal discoveries in String Theory; one of the inventors of the gauge theory with four supersymmetries, he spearheaded the proof of its ultraviolet finiteness.

A tireless advocate for basic scientific research, he played an important role in disseminating the works of Russian scientists to the West in the Soviet era.

His curriculum vitae shows his continuous promotion of basic science through his chairing of many important international committees.

Elected to the Royal Swedish Academy of Sciences in 1997, he has been a full member of the Nobel Committee for Physics for the past five years.

http://www.nobelprize.org/nobel_prizes/physics/laureates/2008/presentation-speech.html

This year he chairs the Nobel Committee for Physics.

A long-time valued collaborator of the nominator, he has been a frequent visitor to the University of Florida.

Three prominent scientists have agreed to write on his behalf:

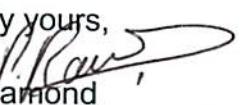
Professor David Gross, University of California at Santa Barbara, and 2004 Nobel Laureate in Physics (<http://www.kitp.ucsb.edu/gross>)

Professor Edward Witten, member of the Institute for Advanced Studies, Princeton, and Fields Medalist, (<http://www.sns.ias.edu/~witten>)

Professor Marc Henneaux, Director of the International Solvay Institutes
(<http://www.solvayinstitutes.be/index.php?pageid=1>)

If you need any more material, do not hesitate to contact me.

Sincerely yours,


Pierre Ramond
Distinguished Professor of Physics
University of Florida
Ramond@phys.ufl.edu

KAVLI INSTITUTE FOR THEORETICAL PHYSICS

UNIVERSITY OF CALIFORNIA
SANTA BARBARA, CALIFORNIA 93106-4030
<http://www.kitp.ucsb.edu>

TELEPHONE:(805) 893-4111
FAX: (805) 893-2431
gross@kitp.ucsb.edu

September 15, 2013

To the Members of the Honorary Degree Committee

I write in support of the nomination of Lars Brink for an Honorary Doctor of Science (DSc) from the University of Florida.

I have known Lars for many years, since our interests highly overlap, and have a very high opinion of his accomplishments, both as a theoretical physicist and as a statesman of science. He is a theoretical physicist who has worked mostly in the field of quantum field theory, supersymmetric theories and string theory. He has especially studied the quantum aspects of supersymmetry and supergravity. Perhaps his most important paper is the construction and classification of supersymmetric Yang-Mills theories in 1976. These supersymmetric Yang-Mills theories, which Brink and collaborators analyzed in great detail in the nineteen eighties, have played a very important role in physics for the last 35 years, especially in recent years, due to the profound dualities between supersymmetric gauge theories and gravity (or string theory) in a larger space.

In addition to his scientific contributions Brink has played a very important role for science in Sweden, Europe and around the world. A member of the Swedish Academy of Science he serves as chair of the Nobel Committee for Physics. He also has assumed a leadership role in European networks of theoretical physics.

Brink is a frequent visitor to the University of Florida and a long time collaborator of Pierre Ramond. This honor, richly deserved, would strengthen these ties.

I give him my strongest recommendation.

Sincerely yours,



David Gross
Kavli Institute For Theoretical Physics
UCSB, Santa Barbara, CA

Curriculum Vitae
Professor Lars Brink

Born: November 12, 1943 in Uddevalla, Sweden

Degrees:

- Studentexamen Hvitfeldtska h.a.l., Göteborg 1962.
- Civilingenjörsexamen (M.Sc.) Teknisk fysik, Chalmers tekniska högskola (CTH), May 8, 1967.
- Teknisk licentiatexamen, theoretical physics, CTH, March 2, 1970.
- Tekn. doktorsgrad, CTH, December 18, 1973. Title: "A Study of Dual Models In The Theory of Strong Interactions", Supervisor: Jan S. Nilsson.
- Docent, mathematical physics, December 19, 1973.
- Ph.D honoris causa, University of Craiova, Romania, 2012.

Appointments:

- 1994– Professor of theoretical elementary particle physics, CTH.
- 1986–1994 Professor of theoretical elementary particle physics, NFR, at CTH
- 1981, 1984, 1989 Research Associate, CERN.
- 1981–1986 Särskild forskare, Natural Science Res. Council (NFR), at CTH.
- 1976–1977 Visiting Associate, California Institute of Technology, Pasadena, (CA).
- 1971–1973 Fellow, Theory division, CERN, Geneve.
- 1969–1980 Forskningsassistent, 1:e forskningsassistent, forskare, CTH.
- 1977–1985 Visiting scientist at Caltech about 2 months/year.

Graduate Students:

Advised 15 Ph.D students. Five of them now work as professors in Swedish universities.

Awards and Memberships

- 1991 "Wallmarkska priset" for my contributions to the fields of superstrings and supergravity. This is the highest prize from the Royal Swedish Academy of Sciences .
- Since 1997 Member of the Royal Swedish Academy of Sciences.
- 2001, 2004 Adjoint member of the Nobel Committee for Physics
- 2008 – present Full member of the Nobel Committee for Physics

- 2013 – Chairman of the Nobel Committee for Physics
- Since 2005 Member of the Royal Society of Arts and Sciences in Göteborg.
- Since 2004 External member of the Max-Planck-Gesellschaft.

Commissions in the last fifteen years:

- Expert in a committee for a chair in theoretical physics in Åbo, Finland 1997, for a chair in particle physics in Helsinki, Finland 1997, for a chair in theoretical physics at the Niels Bohr Institute in Denmark 1998.
- Member of the committee that decides about contracts at NFR and VR 1984, 1987, 1988, 1989, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002 and 2003.
- Member of the physics committee of NFR (Natural Science Research Council) 1997-2000.
- Chairman of the subcommittee for subatomic and astrophysics of VR (rådet) 2000-2003.
- Member of Nordita's subcommittee for particle physics 1987-1997.
- Chairman of the board of Nordita 1990-1993 and was a member of it 1993-1997.
- Editor in charge for theory in Western Europe for Int. J. of Mod. Phys. A and Mod.Phys. Letters A since 1989.
- Coordinator of an EU Science project “Elementary Particles and Statistical Mechanics: Theory and Phenomenology”, a collaboration between Göteborg, Stockholm, Uppsala, Queen Mary College, King’s College and Imperial College, London and Bonn 1991-1995.
- Coordinator of EU-TMR project “Superstring Theory”, a collaboration between Sweden, Cambridge, London Univ., Ecole Normale, Utrecht, Potsdam, Rome 2, Greece and Israel 2000-2004.
- Coordinator of EU-MRTN project “Superstring Theory”, a collaboration between Chalmers, Uppsala, Cambridge, King’s College and Queen Mary and Westfield College, London., Ecole Normale, Amsterdam, Potsdam, Rome 2, Crete, Israel, Brno, Cyprus and Budapest 2005-2008.
- I organized the 16th Johns Hopkins Workshop on Current Problems in Particle Theory in Göteborg, June 8-10, 1991, the 22nd Johns Hopkins Workshop on Current Problems in Particle Theory in Göteborg, August 20-22, 1998, the 27th Johns Hopkins Workshop on Current Problems in Particle Theory in Göteborg, August 20-23, 2003, the 33th Johns Hopkins Workshop on Current Problems in Particle Theory in Göteborg, August 20-23, 2009, and am a member of the organizing committee of these workshops since 1989.
- Inspector for Teknisk Fysik, Chalmers since 1993, chosen by the students for life.
- Chairman of the Faculty Senate of Chalmers University of Technology 2002 - 2008.
- Member of the board of governors of Chalmers University of Technology 2002 - 2008.
- Member of the board of three national private foundations in Sweden.

- Chairman of the International Center for Fundamental Physics in Moscow since 1993.
- Member of the several physics panels of EU between 1996- 2000.
- Chairman of the mathematics panel for Marie Curie fellowships of EU in 1999.
- Chairman of the advisory committee to the Solvay Institutes since 2008.
- Chairman of the advisory committee to Centro de Estudios de Scientificos , Valdivia, Chile since 2010.
- Member Fachbeirat (Visiting committee) Werner-Heisenberg-Institut, Munich Germany since 2012.
- Chariman Severo Ochoa Programme, Spanish Ministry for Finance and Innovation since 2012.

HONORARY DEGREE

CANDIDATE:
John H. Dasburg

NOMINATED BY:

John Kraft, Dean
Warrington College of Business Administration
University of Florida

LETTERS OF SUPPORT PROVIDED BY:

John Kraft, Dean
Warrington College of Business Administration
University of Florida

Carolyn Roberts
Roberts Real Estate, Inc.

Joseph W. Alba, Distinguished Professor
Chair, Department of Marketing
Warrington College of Business Administration
University of Florida

Call for Nominations

Nominator's Name: John Kraft
Department: Warrington College of Business Administration
Address: 100 Bryan Hall / P.O. Box 117150; Gainesville, FL 32611
Phone: (352) 392-0381 Fax: (352) 392-2086
Email: john.kraft@warrington.ufl.edu
Signature of Nominator: 

The Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials will consider nominations at its next meeting in **October**. This form and a complete nomination package should be mailed to the committee in care of Donna Stricker, President's Office, PO Box 113150 by **OCTOBER 1**.

1. General Information:

Nominee's Name: John H. Dasburg
Affiliation: MBA 1970; Chairman and Chief Executive Officer of ASTAR USA
Business Address: ASTAR USA 1200 Brickell Avenue, 1st Floor; Miami, FL 33131-1809
Home Address: Ocean Towers II, Penthouse 8; 791 Crandon Boulevard; Key Biscayne, FL 33149-2202
Phone: Home (305) 301-3322 Business (305) 982-0529 Fax:
Email: john.dasburg@astaraircargo.us

Nominated for (PLEASE CHECK ONE):

Distinguished Alumnus

Distinguished Achievement

Distinguished Service

Honorary Degree: (please check one)

Doctor of Arts

Doctor of Commerce

Doctor of Divinity

Doctor of Education

Doctor of Fine Arts

Doctor of Humane Letters

Doctor of Laws

Doctor of Letters

Doctor of Music

Doctor of Pedagogy

Doctor of Pharmacy

Doctor of Public Administration

Doctor of Public Service

Doctor of Science

Doctor of Technology

2. Description

Please write a brief description of this individual's intellectual and professional achievements and attributes and attach it to this form.

3. Vita or Resume

Please attaché the nominee's vitae, resume or a biographical description.

4. Supporting letters or materials

Supporting letters or other materials that will help the committee understand the significance of this nominee's work, his/her contributions, and his/her impact on others can also be attached.



Warrington College of Business Administration
Heavener School of Business
Fisher School of Accounting
Hough Graduate School of Business

100 Bryan Hall
PO Box 117150
Gainesville, FL 32611-7150
352-392-0381
352-392-2086 Fax

September 25, 2013

Honorary Degrees, Distinguished Alumnus Awards and Memorial Committee
University of Florida
c/o Donna Stricker
President's Office
P.O. Box 113150
Gainesville, FL 32611

Dear Committee,

I am pleased to recommend Mr. John Dasburg for an Honorary Degree, Doctor of Commerce, from University of Florida. Mr. Dasburg has a sustained record of achievement that is among the most distinguished of anyone ever associated with the University of Florida. John holds three degrees from the University of Florida; an MBA from the Warrington College of Business Administration, a JD from the Levin College of Law and a BSIE from the College of Engineering.

Mr. Dasburg has achieved the highest level of success in his business career and currently holds the position of Chairman and Chief Executive Officer of ASTAR USA in Miami. ASTAR is a privately held company providing air cargo charter services to domestic and international airports with major customers including DHL Worldwide Express, the United States Air Force and the Department of Defense. Previously Mr. Dasburg served as president and CEO of Northwest Airlines (NYSE: NWA), Chairman, CEO and president of Burger King (NYSE: BKW), Chief Financial Officer of Marriott Corporation (NYSE: MAR) and partner in the accounting firm of KPMG. He also serves or has served as director of several public and private companies, including KLM Royal Dutch Airline, The Mayo Clinic, Ryder Systems, The Travelers Companies, Trilantic Capital Partners, WCI Communities, and others.

In addition, Mr. Dasburg has an exemplary record of service to our state and nation. Mr. Dasburg served three years in the U.S. Navy with one year in Vietnam. He was appointed by President George Bush to the White House Fellows Committee in 1991. In 2003 he was appointed a member of the Board of Governors of the State University System of Florida and served until 2010, including serving as Board Chair. He also served on the UF Board of Trustees from 2001-2002. He is active in civic affairs and serves as a director for many profit and not-for-profit enterprises. In 2001 Mr. Dasburg received the prestigious Horatio Alger Award which honors the achievements of outstanding individuals in our society who have succeeded in spite of adversity and who are committed to supporting young people in pursuit of increased opportunities through higher education.

John is a generous philanthropist and is one of the most significant lifetime donors to the University of Florida. Among their giving to the University, he and his wife Mary Lou are the only donors to establish endowed faculty chairs in three colleges, having funded The John H. and Mary Lou Dasburg Chair in Business Administration in the Warrington College as well as chairs in the College of Engineering and the Levin College of Law. In addition they have contributed to several capital facilities projects and other initiatives across campus. Mr. Dasburg is also a Life Member of the UF Alumni Association.

The Foundation for The Gator Nation

An Equal Opportunity Institution

Mr. Dasburg has an exceptional record of business and civic leadership. He is a prominent Florida resident and has brought great distinction to the University and the Warrington College of Business Administration. In 1998 Mr. Dasburg was recognized with the Distinguished Alumnus Award. Considering the lasting significance and extraordinary value of his accomplishments, it is with enthusiasm and gratitude that I recommend Mr. John Dasburg to receive the University of Florida's highest level of recognition, an Honorary Degree.

Sincerely,

A handwritten signature in black ink, appearing to read "John Kraft".

John Kraft
Dean



September 27, 2013

Dr. Stratford May
Chair, Committee on Honorary Degrees, Distinguished Alumnus Awards
and Memorials
% Donna K. Stricker
Director, Presidential Events & Commencement Coordinator
PO Box 113150
Gainesville, FL 32611-3117

Dear Dr. May,

It is an honor for me to write this letter in support of the nomination of Mr. John Dasburg for an Honorary Degree from the University of Florida. Mr. Dasburg has been a leader in corporate America, currently serving as Chairman, President, Chief Executive Officer and co-owner of ASTAR Air Cargo, Inc. He earned a bachelor's degree in Engineering and master's degree in business administration at the University of Florida and a law degree. Mr. Dasburg is the recipient of numerous honors, such as the Horatio Alger Award for Distinguished Americans and generous supporter of the University of Florida. He also serves on the Board of Directors for The Travelers Companies and The Mayo Foundation. I endorse this recognition as a most appropriate tribute to his many efforts.

Mr. Dasburg previously served as Chairman, President and CEO of Burger King Corporation and led a turnaround of the company that culminated in its 2002 sale.

He is also the former President and Chief Executive Officer of Northwest Airlines, the world's fourth largest airline. Prior to joining



Northwest Airlines, he served as President of Marriott's Lodging Group and as Executive Vice President and CFO of Marriott Corporation. Mr. Dasburg was a partner with KPMB, an international CPA firm. He has held numerous positions in his illustrious career.

Mr. Dasburg served on the State University System Board of Governors. His great leadership as vice chair of that board made many significant contributions including providing leadership that lead the way to the University of Florida becoming a preeminent institution.

Thank you for your consideration of Mr. John Dasburg to be awarded an Honorary Degree from UF. Please let me know if I can furnish any additional information on his behalf.

Sincerely,

A handwritten signature in black ink that reads "Carolyn K. Roberts". The signature is fluid and cursive, with "Carolyn" on top and "K. Roberts" below it.

Carolyn K. Roberts



Warrington College of Business Administration

Heavener School of Business

Fisher School of Accounting

Hough Graduate School of Business

100 Bryan Hall

PO Box 117150

Gainesville, FL 32611-7150

352-392-0381

352-392-2086 Fax

September 30, 2013

University of Florida
c/o Donna Stricker
President's Office
P.O. Box 113150
Gainesville, FL 32611

Dear Committee,

I am pleased to write the committee in support of Mr. John Dasburg as a candidate for the honorary degree of Doctor of Commerce from University of Florida. Mr. Dasburg has shaped an extraordinary record of achievement across the business world and in service to higher education in the State of Florida and to the University of Florida specifically.

It is a unique distinction for a business executive to lead and turn around a major global company. Mr. Dasburg has done it twice. Through twelve years as President and CEO at Northwest Airlines, Mr. Dasburg was credited with saving the airline from bankruptcy in the early 1990s in what was considered “one of the greatest business revivals in the history of U.S. aviation.” In 1994 he was honored as Man of the Year by Travel Agent magazine. Following his tenure at Northwest Airlines, Dasburg became president, CEO and Chairman of Miami-based Burger King Corporation. Under his leadership, the company launched a new marketing campaign and introduced new items to the menu resulting in a revitalization of the No. 2 fast food chain in the country.

Mr. Dasburg also held significant leadership roles earlier in his career, serving as Chief Financial Officer for Marriott Corporation, one of the world’s largest lodging companies and before that, beginning his career at the accounting firm KPMG where he rose to become partner. Today, Mr. Dasburg is Chairman and CEO of privately held ASTAR USA, previously known as DHL Airways, providing worldwide air cargo charter services.

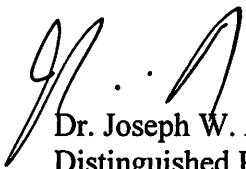
In addition to his professional experiences, Mr. Dasburg has written for a number of publications, including *The Journal of Accounting* and *The Journal of Taxation*. He also contributed a chapter on strategic turnarounds to the book How to Run a Company (Crown Business, New York).

Mr. Dasburg has a long history of leadership and service to the University of Florida, having continuously served on the UF Warrington College Dean’s Business Advisory Council since 1986, the UF Foundation Board and the UF Board of Trustees. He was recognized with the university’s Distinguished Alumnus Award in 1998. Mr. Dasburg’s leadership and direct personal commitment to higher education leadership is also born out in his service from 2003-2010 on the Board of Governors of the State University System of Florida, including several years as Chairman.

Mr. Dasburg has three degrees from the University of Florida: a bachelors in engineering, an MBA and a JD. In recognition of their deep commitment to the University of Florida, Mr. Dasburg and his wife Mary Lou have established endowed faculty chairs in the UF colleges of engineering, business and law. The Dasburg's have also established an endowed professorship in cancer genomics at the Mayo Clinic. Through these gifts, the Dasburg's have clearly demonstrated their belief that faculty are the essential element of higher education.

John Dasburg has established a lasting legacy in both the business world and through his service to higher education. It is my pleasure to recommend him to the committee to receive the Honorary Degree of Doctor of Commerce.

Sincerely,



Dr. Joseph W. Alba
Distinguished Professor
Chair, Department of Marketing
Warrington College of Business Administration
University of Florida

UNIVERSITY OF FLORIDA HONORARY DEGREE 2013

John H. Dasburg

Residence: Key Biscayne, FL

Education: University of Florida, BS/Engineering 1966; MBA 1970; JD 1973

Personal: Year of birth – 1943
Spouse – Mary Lou D. Dasburg/JD 1980
Child(ren) – John Peter “JP” Dasburg, UF/MBA ’11 (UF Law student); Kathryn Ann “Katie” Dasburg; Meredyth Dasburg (deceased in 1988 at age 6)
Interests – skiing, reading, hockey and bone fishing

Career: ASTAR Air Cargo – Chairman, CEO
Burger King Corporation – CEO, President, 2001-2003; Chairman, 2001-2003
Northwest Airlines – President, CEO, 1989-2001
Marriott Corporation – various executive positions, 1980-1989
KPMG Peat Marwick – Tax partner, 1978-1980
He served in the Navy during the Vietnam War

Other Business Interests: Travelers Companies – Lead director
Ecolab – Director
Trilantic Capital Partners – Advisory board member
Compressus, Inc. – Advisory board member

Other Affiliations: Mercy Hospital Foundation Board
Mayo Clinic Rochester – *Emeritus* public trustee
Florida Board of Governors, 2003-2010

Honors/Awards: Honorary Alumnus – FIU, 2009
Horatio Alger Award, 2001
White House Fellow by President George H.W. Bush, 1991

Philanthropic Interests: Mercy Foundation, \$300k
Minneapolis Institute of Arts, \$150k+
Guthrie Theatre, Walker Art Center, MN Public Radio
St. Catherine University, St. Paul, MN
Horatio Alger Association
University of North Florida
University of Miami
National Park Foundation

UF History: BA/Advisory Council; Campaign Steering Committee
UFF Board life member
UFAA life member
President’s Council, Joint Diamond level
Distinguished Alumnus, 1998; Outstanding Alumnus, MBA program, 1994
Phi Delta Theta Fraternity, Beta Alpha Psi

UNIVERSITY OF FLORIDA HONORARY DEGREE 2013

John Dasburg espouses four life rules: stay as healthy as you can, keep learning, avoid debt and keep your options open. They have served him well, as he rose from very modest beginnings to become a community leader, a businessman, an entrepreneur, and an inspiration to those around him.

His love of learning didn't come to him until his mid-twenties, after he'd earned an undergraduate degree and served a stint in the navy. His graduate school applications were rejected by university after university, until a University of Florida dean took a chance on him. Under the dean's mentorship, Dasburg went from a mediocre to a straight A student, fell in love with learning, and earned not only an MBA, but a JD as well.

His academic momentum carried over into his career. Starting after graduation in a low-level position at CPA firm KPMG, he quickly made his way up through the ranks and was elected partner within 5 years. From there he took a position with Marriott Corporation, moving from VP of tax to president of the Lodging Group and executive vice president and chief financial officer of Marriott.

After nearly a decade as an executive at Marriott, his 6-year-old daughter was killed in a school bus accident. Unable to continue living and working where the tragedy occurred, he resigned from Marriott, accepted an offer to work for Northwest Airlines and the family moved to Minneapolis. There he quickly moved from a consulting position to president and CEO of the company. Under Dasburg's leadership, Northwest Airlines established its reputation for operational excellence, experienced consistent and profitable growth, and became known as a strategic innovator.

Career successes followed with Burger King Corporation, where he led a turnaround that culminated in the company's sale, and DHL Airways, which he and several partners acquired and renamed ASTAR.

Throughout his career he has received acclaim for his excellence. He was a recipient of the 2001 Horatio Alger Award for Distinguished Americans and a recipient of the Commercial Air Transport Laureate Award in 2001. He was named airline industry "Man of the Year" in 1994 by Travel Agent magazine and has received numerous awards and recognitions of business distinction, including, in 2009, recognition for his contribution to the Women in Aviation Scholarship program.

Mr. Dasburg is active in civic affairs and has served as a director of a number of for profit and not-for-profit enterprises. He serves on the Board of Directors of Florida Council of 100, Mercy Hospital and Mercy Foundation, and is a former member of the Board of Governors of the Florida State University System. He and spouse Mary Lou established The Mary Lou and John H. Dasburg Endowed Professorship in Cancer Genomics at The Mayo Clinic (formerly known as May Clinic Rochester). He serves as an *Emeritus* Public Trustee of Mayo Clinic.

John and Mary Lou Dasburg have generously given back to their alma mater (Ms. Dasburg earned her JD at UF). Their gifts include \$3.5M for renovation of the president's home, as well as \$1.5M to endow a chair in Engineering, \$1.5 million to establish a professorship in corporate law, and \$1 million in 2008 to create an endowment for scholarships to student athletes. They also gave \$1.5 million in 2011 for an endowed business chair. They are the only donors to UF that have three endowed chairs in three separate units: Business, Engineering and Law.

John Dasburg has demonstrated over the course of his career the advantages of having a college education. His life changed because someone at the University of Florida took a chance on him, and through his generosity many others have had similar opportunities. He is a stellar example of a UF alum and is very deserving of being recognized for his leadership and the inspiration he continues to be to others.

HONORARY DOCTORATE

CANDIDATE:
Linda Parker Hudson

NOMINATED BY:

Cammy R. Abernathy
Dean, College of Engineering, University of Florida

LETTERS OF SUPPORT PROVIDED BY:

Michael Chertoff
Chairman, BAE Systems, Inc.

J. Cole Smith
Interim Department Chair, Industrial & Systems Engineering, University of Florida

Call for Nominations

Nominator's Name: Dr. Cammy R. Abernathy, Dean

Department: College of Engineering

Address: 300 Weil Hall P.O. Box 116550

Phone: 392-6000 Fax: 392-9673

Email: caber@eng.ufl.edu

Signature of Nominator: CRF

The Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials will consider nominations at its next meeting in October. This form and a complete nomination package should be mailed to the committee in care of Donna Stricker, President's Office, PO Box 113150 by OCTOBER 1.

1. General Information:

Nominee's Name: Ms. Linda Parker Hudson

Affiliation: B.S. SE 1972

Business Address: BAE Systems, Inc, Suite 2000, 1101 Wilson Blvd, Arlington, VA 22209

Home Address: 15611 Ballantyne Country Clube Drive, Charlotte, NC 28277

Phone: Home 704-540-9114 Business 703-312-6193 Fax:

Email: lphudson37@gmail.com

Nominated for (PLEASE CHECK ONE):

Distinguished Alumnus

Distinguished Achievement

Distinguished Service

Honorary Degree: (please check one)

Doctor of Arts

Doctor of Music

Doctor of Commerce

Doctor of Pedagogy

Doctor of Divinity

Doctor of Pharmacy

Doctor of Education

Doctor of Public Administration

Doctor of Fine Arts

Doctor of Public Service

Doctor of Humane Letters

Doctor of Science

Doctor of Laws

Doctor of Technology

Doctor of Letters

2. Description

Please write a brief description of this individual's intellectual and professional achievements and attributes and attach it to this form.

3. Vita or Resume

Please attaché the nominee's vitae, resume or a biographical description.

4. Supporting letters or materials

Supporting letters or other materials that will help the committee understand the significance of this nominee's work, his/her contributions, and his/her impact on others can also be attached.

Linda Parker Hudson

President & CEO of BAE Systems, Inc

Linda Hudson is the president and CEO of BAE Systems, Inc. She leads a global, U.S.-based defense, aerospace, and security company with approximately 40,000 employees and \$12.75 billion in annual revenue. The company is a wholly owned subsidiary of London-based BAE Systems plc.

Hudson is an executive director on the BAE Systems plc board of directors and a member of the company's executive committee. She is also an executive director on the BAE Systems, Inc. board of directors.

Prior to becoming CEO, Hudson was president of BAE Systems' Land & Armaments operating group, the world's largest military vehicle and equipment business, with operations around the world. Before joining BAE Systems, she served for seven years as an officer and vice president of the General Dynamics Corporation and was president of General Dynamics Armament and Technical Products.

Hudson held a variety of senior management positions in engineering, production operations, program management, and business development during a period of significant consolidation in the defense industry. Beginning her career with the Harris Corporation and Ford Aerospace, she led organizations at Martin Marietta through the Lockheed Martin merger and a subsequent divestiture to General Dynamics.

Selected to receive the USO's 2011 Woman of the Year Distinguished Service Award, Hudson has received numerous accolades and recognitions for her professional accomplishments and philanthropic activities. Recognized as an innovative leader and trailblazer, she has been featured in numerous periodicals such as the Washington Post, the Wall Street Journal, the New York Times, and Forbes. The London Sunday Times proclaimed her "the first lady of defense."

Hudson is a member of the Bank of America board of directors. She currently serves on the executive committee of the Aerospace Industries Association and the University of Florida Foundation board. She is a member of the International Women's Forum and C200, the premier global organization of women business leaders. Hudson received C200's 2011 Luminary Award for Corporate Innovation. For the past four years, she was named one of Fortune Magazine's 50 Most Powerful Women in Business and has been named one of Washington's 100 Most Powerful Women by Washingtonian Magazine. In late 2013 she will be inducted into the Washington Business Hall of Fame.

A graduate of the University of Florida, Hudson received her bachelor's degree in systems engineering with honors. She remains active in the alumni and athletic associations and serves on advisory boards for the College of Engineering. Honored as a Distinguished Alumnus, she is a member of the Industrial and Systems Engineering Hall of Fame. She holds an honorary doctorate in engineering from Worcester Polytechnic Institute.

College of Engineering
Department of Industrial and Systems Engineering

September 27, 2013

303 Weil Hall
PO Box 116595
Gainesville, FL 32611-6595
352-392-1464
352-392-3537 Fax
isedept@ise.ufl.edu

Chair, Committee on Honorary Degrees
Distinguished Alumnus Awards and Memorials
President's Office
P.O. Box 113150
Gainesville, FL 32611-1311

Dear Chair:

I am honored to write this letter to strongly support the nomination of Ms. Linda Hudson for an honorary doctorate degree from the University of Florida (UF). Ms. Hudson is a 1972 honors graduate of the Department of Industrial and Systems Engineering (ISE) at the University of Florida, where she earned her BS in Systems Engineering at a time when women engineers were very scarce at UF. She has since been honored with a Distinguished Alumnus Award from UF, has served on the ISE and College of Engineering Advisory Boards, and on the Foundation Board of Directors. Ms. Hudson was also honored as one of the inaugural members of the ISE Hall of Fame in 2009.

Ms. Hudson's industry success is well documented and compelling. She began her career in the defense industry, and through her impressive work ethic and dedication, became president of Armament and Technical Products within General Dynamics Corporation. In 2009 Ms. Hudson became President and CEO of BAE Systems, Inc., where she led over 40,000 employees globally. Her role with BAE was particularly significant, as Ms. Hudson was the first female executive to ever lead a major U.S. defense company. Due to her excellence in leadership, she has also been chosen to serve on the Board of Directors for Bank of America and the Smithsonian National Air and Space Museum, and on the Executive Committee of the Aerospace Industries Association.

By any measure, Ms. Hudson is one of the most successful Gator Engineering graduates in its distinguished history. Accordingly, she has been recognized with an Honorary Doctorate degree from Worcester Polytechnic Institute, and is repeatedly listed as one of Fortune Magazine's 50 Most Powerful Women in business. However, there are just as many contributions that Ms. Hudson has made to the University of Florida that are not recognized by awards and publications.

Despite her fame and demands on her extraordinarily busy schedule, Ms. Hudson routinely takes the time to support UF by mentoring our students and providing career advice and guidance to our young stars. In doing so, she has played a key role in shaping multiple generations of Gator engineers. I have personally witnessed the impact of her guidance on our students. Ms. Hudson

emphasizes dedication, persistence, and work-life balance to our students. Her success in integrating engineering excellence with innovation and business acumen is an exemplar of what a modern Gator engineer should be.

The University of Florida is very fortunate to have a leader of Ms. Hudson's stature as its graduate, and has long benefitted from her experience and wisdom on its various executive boards. Her innumerable awards for business success clearly demonstrate a career of excellence within industry, and her dedication to the University of Florida community exhibits her loyalty and service to this school. I am therefore very pleased to recommend that she receive an honorary doctorate degree from her alma mater, in order to recognize her profound accomplishments, and to celebrate her career as an example of the best that the Gator Nation can be.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Cole Smith".

J. Cole Smith

Professor and Interim Chair
Industrial and Systems Engineering

College of Engineering
Office of the Dean

300 Weil Hall
PO Box 116550
Gainesville, FL 32611-6550
352-392-6000
352-392-9673 Fax

October 1, 2013

Chair of Committee on Honorary Degrees
Distinguished Alumnus Awards and Memorials
University of Florida
President's Office
PO Box 113150
Gainesville, FL 32611-1311

Dear Chair:

This letter is in support of the nomination of Ms. Linda Hudson as a recipient of the Honorary Doctorate Degree from the University of Florida. Ms. Hudson graduated with honors from the University of Florida, College of Engineering in 1972 with a B.S. in Systems Engineering. She currently serves as president & chief executive officer of BAE Systems, Inc., a defense, aerospace and security company. Under her guidance as the first female President, BAE has achieved annual revenue of over \$12.75 billion, while employing approximately 40,000 employees.

Prior to her current role, Ms. Hudson was president of BAE Systems' Land & Armaments, which is the world's largest military vehicle and equipment business. Before BAE Systems, Ms. Hudson had a distinguished career at General Dynamics Corporation where she served as an officer and vice president and she was the president of General Dynamics Armament and Technical Products. In addition, Ms. Hudson's senior management roles in operations, engineering, business development and program management, helped her guide Martin Marietta through the storied Lockheed Martin merger. Hudson began her career in 1972 at Harris Corporation as a research and development engineer.

Ms. Hudson has received numerous accolades and national awards including UF's Distinguished Alumnus Award, USO's 2011 Woman of the Year Distinguished Service Award, C200's 2011 Luminary Award for Corporate Innovation, one of the 100 Most Powerful Women in Washington D.C in 2010 as well as being named one of Fortune Magazine's 50 Most Powerful Women in Business for the past three consecutive years. The London Sunday Times has proclaimed Ms. Hudson as "the first lady of defense." Much of Ms. Hudson's business success has derived from her foresight in identifying emerging R&D trends and then using that vision to transform product lines and business divisions.

Though her accomplishments in directing her company to financial success are quite notable, even more impressive is the manner and philosophy which she has used to achieve this success. She has been a leader in bringing diversity and inclusion to the defense industry, introducing such concepts as the reinforcing relationship between diversity and creativity and the importance of being an inclusive and empowering workplace to workforce development and retention. She has used a data driven approach to these issues and has turned BAE into a beacon for other defense companies in the area of improving company performance by creating an equitable and inclusive environment and fostering a diverse workforce, including management. She has been a powerful voice for women in STEM industries and has personally served as a mentor to a number of women at various career stages.

The remarkable achievements of Ms. Hudson are equally matched by her community service and philanthropic endeavors, throughout the country and here in Gainesville. Currently, Ms. Hudson is a member of the University of Florida Foundation Board, UF College of Engineering Dean's Advisory Board, while also serving on the Board of Directors for the Smithsonian National Air and Space Museum and the Executive Committee for the Aerospace Industries Association.

Based on her impact on the defense technology industry, her positive role in developing young engineers, and her leadership in empowering young women in STEM in particular, I believe Linda Hudson greatly deserves an Honorary Doctorate from the University of Florida. Thank you for your consideration. Please feel free to contact me should you need additional information on his behalf.

Sincerely,



Cammy R. Abernathy
Dean and Professor, Materials Science & Engineering

October 1, 2013

Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials
c/o Ms. Donna Stricker
President's Office
University of Florida
PO Box 113150
Gainesville, FL 32611-3150

Dear Committee Members:

It is an honor and privilege to endorse the nomination of Linda Parker Hudson to be awarded an honorary doctorate from the University of Florida. As chairman of the board of directors of BAE Systems, Inc., I have had the opportunity to work with Linda and observe firsthand not only her capabilities as a leader, but also her tremendous commitment to the men and women of our armed services and military families everywhere.

She has blazed a trail for women in the workplace, making it a personal mission to remove the cultural and institutional barriers that historically discouraged female participation in a heavily male-dominated industry. At the same time she has worked to strengthen our nation's technical talent pipeline by advocating for the advancement of science, technology, engineering and math education in our U.S. schools.

During her tenure as president, CEO and executive director on the BAE Systems, Inc. board of directors, Linda led the transformation of BAE Systems, Inc., first guiding it through a period of unprecedented growth and then focusing on reducing costs while increasing efficiency and speed to market, in anticipation of current market difficulties. Equally important, Linda has made it a priority to strengthen company culture and build a diverse and inclusive workplace better equipped to attract and retain the caliber of talent required to succeed in today's difficult aerospace, defense and security market.

As steward of an organization with more than \$12.75 billion in annual sales and 40,000 employees spread across more than 100 locations, Linda has worked hard to foster a company culture that always puts ethical decision-making first and foremost. A thought leader in Washington and a role model for women in business everywhere, she has left an indelible and important mark on our industry and our national security.

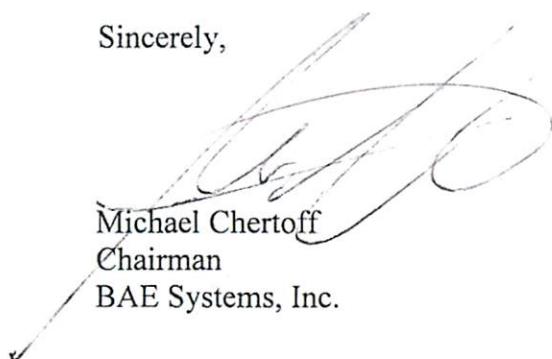
BAE Systems
1101 Wilson Boulevard
Suite 2000
Arlington, VA 22209

T (703) 312-6100
www.baesystems.com

BAE SYSTEMS

Linda is an accomplished business person who delivers results. She is a dedicated advocate for our women and men in uniform. She is a passionate promoter of STEM education and an avid and enthusiastic Florida alumnus. I can think of no more committed representative of and no more well-spoken ambassador for your university and its school of engineering than Linda Parker Hudson. As the chairman of BAE Systems, Inc., I strongly support her nomination to receive an Honorary Doctorate of Science from the University of Florida.

Sincerely,



Michael Chertoff
Chairman
BAE Systems, Inc.

HONORARY DEGREE

CANDIDATE:

NORMAN SARTORIUS

NOMINATED BY:

Linda B. Cottler, Ph.D., MPH
Department of Epidemiology
College of Medicine
University of Florida

LETTERS OF SUPPORT PROVIDED BY:

Linda B. Cottler, Ph.D., MPH
Department of Epidemiology
College of Medicine
University of Florida

Mark S. Gold, M.D.
Distinguished Professor
Chairman, Department of Psychiatry
University of Florida



Call for Nominations

Nominator's Name: Linda B. Cottler, PhD, MPH

Department: Epidemiology

Address: 2004 Mowry Road, PO Box 100231, Gainesville, FL 32610

Phone: 352-273-5468 Fax: 352-273-5365

Email: lbcottler@ufl.edu

Signature of Nominator: Linda B. Cottler

The Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials will consider nominations at its next meeting in October. This form and a complete nomination package should be mailed to the committee in care of Donna Stricker, President's Office, PO Box 113150 by OCTOBER 1.

1. General Information:

Nominee's Name: Norman Sartorius, MD, MA, DPM, PhD, FRC Psych.

Affiliation: President, Association for the Improvement of Mental Health Programmes

Business Address: 14, chemin Colladon, CH-1209 Genova, Switzerland

Home Address: 14, chemin Colladon, CH-1209 Geneva, Switzerland

Phone: Home 41(0)22 788 2331 Business 41(0)22 788 2331 Fax: 41(0)22 788 2334

Email: sartorius@normansartorius.com

Nominated for (PLEASE CHECK ONE):

Distinguished Alumnus

Distinguished Achievement

Distinguished Service

Honorary Degree: (please check one)

Doctor of Arts

Doctor of Music

Doctor of Commerce

Doctor of Pedagogy

Doctor of Divinity

Doctor of Pharmacy

Doctor of Education

Doctor of Public Administration

Doctor of Fine Arts

Doctor of Public Service

Doctor of Humane Letters

Doctor of Science

Doctor of Laws

Doctor of Technology

Doctor of Letters

2. Description

Please write a brief description of this individual's intellectual and professional achievements and attributes and attach it to this form.

3. Vita or Resume

Please attaché the nominee's vitae, resume or a biographical description.

4. Supporting letters or materials

Supporting letters or other materials that will help the committee understand the significance of this nominee's work, his/her contributions, and his/her impact on others can also be attached.



College of Public Health and Health Professions
College of Medicine
Department of Epidemiology

2004 Mowry Road
PO Box 100231
Gainesville, FL 32610-0231
352-273-5468
352-273-5365 Fax
epidemiology.phhp.ufl.edu

September 30, 2013

Honorary Degrees Committee
University of Florida

Dear Committee Members:

On behalf of my colleagues at the University of Florida, both within the Department of Epidemiology and throughout the broader community, I proudly nominate Dr. Norman Sartorius to be a recipient of an honorary doctor of science degree from UF.

I met Dr. Sartorius in 1987, when I began to work with the World Health Organization (WHO) in a joint worldwide project on the classification of mental disorders. Immediately Norman welcomed me to the group; immediately I was impressed with his wisdom, charm and keen sense of purpose. Since that time, I have continued to work, off and on, with Norman Sartorius on important topics that make a difference to the improvement of health worldwide.

Early this year it was my great pleasure to host Dr. Sartorius in Gainesville, when he gave the Distinguished Scholar Lecture to the College of Public Health and Health Professions. His talk, "Public health efforts to fight the stigma of mental disorders," was brilliant; the auditorium in HPNP was packed, and a lively question-and-answer session followed, continuing at some length in the corridor. As a result of this visit, faculty members have continued to discuss his topic, his visit and his passion to "do good".

Dr. Sartorius began his long career journey in Croatia, earning his MD at the University of Zagreb in 1958, followed by other studies, including a PhD in Psychology in 1965. He began his career at the WHO in 1967, in the early days of psychiatric epidemiology. He played a pivotal role at WHO, serving first as the Head of the WHO Interregional Advisory Team on Epidemiology of Mental Disorders for one year, then working for four years as the Medical Officer in charge of programs of epidemiological and social psychiatry including the program of standardization of psychiatric diagnosis, classification and statistics. During this time, there were no diagnostic criteria. Instead, there was a reliance on the Freudian method of evaluation. Dr. Sartorius spearheaded the effort to bring a unified concept of diagnostic

criteria to the field. In 1974 he became the Chief of the Office of Mental Health for WHO, and after three years he was moved to the WHO's Division of Mental Health, where he served as Director for 16 years. After that he began tenure as a member of the WHO Mental Health Expert Panel, doing work he continues to this day.

From 1993 to 2001, Dr. Sartorius returned to work primarily in a university setting, serving as a Professor of Psychiatry at both the University of Geneva and the University of Prague, in addition to several appointments as Adjunct or Visiting Professor at institutions like University of London and New York University. In 1999 he began work with the World Psychiatric Association (WPA) that would continue to shape his efforts into the present day. Specifically, he became Scientific Director of the WPA Global Programme against Stigma and Discrimination, primarily focused on schizophrenia. In addition, from 2002 to 2005 he served as Vice Chairman of the WPA's Presidential Programme on Child Mental Health.

In 2004 Dr. Sartorius founded the Association for the Improvement of Mental Health Programmes, where he still serves as President. The work of the Association is wide-ranging and promotes the importance of mental health programs and improves the efficacy and reach of programs already in existence. Among the current projects of the Association are efforts to support mental health programs in the least developed countries, professional development for future leaders in psychiatry, and endeavors designed to decrease stigma related to mental disorders. Dr. Sartorius clearly shows his passion for this work to better lives, not just by improving treatments for mental disorders but also by breaking down negative beliefs about mental illness. He has visited many of the approximately 200 countries in the world while working for parity of mental disorders with other disorders, and to change the various ways people with mental disorders are treated so they can live a fuller life.

Along his path, Dr. Sartorius has, of course, been engaged in other professional pursuits, including serving on the Editorial Board of nearly 40 journals, and acting as editor of many others, including as Chief Editor of Current Opinion in Psychiatry since 1995. He has logged membership in numerous professional organizations, including being a Fellow of the Royal Society of Medicine, and serving for six years as President-elect then President of the World Psychiatric Association. He has been honored extensively, including honorary degrees from European universities, and honorary fellowship in many associations, including Distinguished Fellow of the American Psychiatric Association. Dr. Sartorius has a massive body of published work, including more than 370 articles in peer-reviewed journals and chapters in books, resulting in more than 6,800 citations according to the Web of Science.

In closing, it is a distinct pleasure and honor for me to nominate Dr. Sartorius for an honorary degree, and to reflect on his considerable career. I have compared Dr. Sartorius to the sartorius muscle, the longest muscle in the human body. It runs down the length of the thigh and is an important muscle, in addition to being the longest, because it allows us to be flexible. Norman is known the world over. When Residents and Fellows read his important

early work that shaped the field of psychiatry, they always add him to the top of their list of people to bring to their university. My own career path may have been quite different were it not for the work of this great man. Indeed, the field of psychiatry would be diminished without the efforts of Dr. Norman Sartorius. I hope that you will agree that he is deserving of this honor from the University of Florida, and that the University will, likewise, be honored by bestowing on him this tribute.

Sincerely,



Linda B. Cottler, PhD, MPH
Dean's Professor and Chair
Department of Epidemiology
Associate Dean for Research and Planning
College of Public Health and Health Professions



College of Medicine
Department of Psychiatry

PO Box 100256
Gainesville, FL 32610-0256
(352) 294-4921
(352) 392-9887 Fax

October 3, 2013

Dear Members of the Honorary Degrees Committee:

It is my great pleasure to provide this letter in strong support of the nomination of Dr. Norman Sartorius for an honorary degree from the University of Florida. I am proud to count Dr. Sartorius among my colleagues, and I feel strongly that he is deserving of this accolade.

During the past several years I have watched Dr. Sartorius provide global leadership, give keynote addresses, tackle tough topics on a national and international stage, organize data and write highly cited and impactful papers. I first met Dr. Sartorius at professional meetings but got to know him the best when he was at the W.H.O. in Geneva. He was always generous with his insights, resources, time and energy. While not primarily interested in drugs of abuse, he was quick to lead on areas of overlap between mental health problems and drug use. I as well as my colleagues in my field appreciated his leadership in global mental health. I was especially impressed and believe that his understanding of the important relationship between cigarette smoking and Schizophrenia, and weight gain during treatment with psychotropic medications was exemplary. He is a most accomplished and recognized global mental health researcher, leader, and professional.

Norman's career spans more than five decades, including a tenure of more than 15 years as the Director of the Division of Mental Health for the World Health Organization (WHO). Additionally, his service to the World Psychiatric Association, beginning in 1999, has been influential in the drive to diminish discrimination against the mentally ill. This work still motivates him today.

Dr. Sartorius has served as Professor at numerous and prestigious institutions, and has helped to educate many of today's prominent psychiatrists. His publication record is astounding, including 90 books written or edited and more than 370 book chapters and articles published in peer-reviewed journals. The Web of Science indicates that his

work has been cited more than 6,800 times! Even without his advocacy, his teaching and writing are substantial contributions, worthy of honor.

Greater than these details about Dr. Sartorius' career, however, is the effect he has had within the field of psychiatry, on his colleagues and students, and in the public arena. Throughout his career Dr. Sartorius has been a staunch advocate for those with mental illness, working to improve available treatments, increase the availability of treatment, and decrease societal stigma associated with mental disorders. His compassion for those who suffer from mental illness is evident, and his work seeks to bring about a better understanding of their plight.

Thank you in advance for your consideration of Dr. Sartorius for the distinction of an honorary degree from UF, and do not hesitate to contact me if you need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark S. Gold".

Mark S. Gold, M.D.
University of Florida Alumni Distinguished Professor (2011-2015)
University of Florida Distinguished Professor
Donald R. Dizney Eminent Scholar
University of Florida College of Medicine and McKnight Brain Institute
Departments of Psychiatry, Neuroscience, Anesthesiology, Community Health &
Family Medicine
Chairman, Department of Psychiatry

Norman Sartorius, M.D., M.A., D.P.M., Ph.D., FRC. Psych.

Dr Norman Sartorius, MD, MA, DPM, PhD, FRCPsych, obtained his M.D. in Zagreb (Croatia). He specialized in neurology and psychiatry and subsequently obtained a Masters Degree and a Doctorate in psychology (Ph.D.). He carried out clinical work and research and taught at graduate and postgraduate levels at the University of Zagreb, at the Institute of Psychiatry in London, at the University of Geneva and elsewhere.

Dr Sartorius joined the World Health Organization (WHO) in 1967 and soon assumed charge of the programme of epidemiology and in social psychiatry. He was also principal investigator of several major international studies on schizophrenia, on depression and on health service delivery. In 1977, he was appointed Director of the Division of Mental Health of WHO, a position which he held until mid-1993. In June 1993 Professor Sartorius was elected President of the World Psychiatric Association (WPA) and served as President-elect and then President until August 1999. In January 1999, Professor Sartorius took up his functions as President of the Association of European Psychiatrists (AEP) and is now the President of the International Association for the Promotion of Mental Health Programmes and President of the Board of the Prize of Geneva Foundation. Dr Sartorius holds professorial appointments at the Universities of London, Prague and Zagreb and at several other universities in the USA and China. He is a Senior Associate of the Faculty of the Johns Hopkins School of Public Health in Baltimore, Maryland.

Professor Sartorius has published more than 300 articles in scientific journals, authored or co-authored several books and edited a number of others.

Professor Sartorius is a corresponding member of the Croatian Academy of Arts and Sciences and a Corresponding Member of the Spanish Royal Academy of Medicine and of the Medical Academies of Peru and Mexico. He is a Doctor of Medicine *Honoris Causa* of the Universities of Umea and of Prague and a Doctor of Science *Honoris Causa* of the University of Bath. He is an Honorary Fellow of the Royal College of Psychiatrists of the United Kingdom of Great Britain and of the Royal Australian and New Zealand College of Psychiatrists. He is also a Distinguished Fellow of the American Psychiatric Association. He is an Honorary Member of numerous professional associations and advisory boards, both national and international. He is also the Co-editor of three journals and a member of editorial and advisory boards of many scientific journals.

He speaks Croatian, English, French, German, Russian and Spanish.

Professor Norman Sartorius
14, Chemin Colladon
1209 Geneva
Switzerland
Phone : +41 22 788 2331
Fax : +41 22 788 2334
Mobile : +41 79 220 0657
sartorius@normansartorius.com



Curriculum Vitae

Professor Norman SARTORIUS

Education:

1958	M.D Medicine	University of Zagreb, Croatia
1962	M.A. Psychology	University of Zagreb, Croatia
1963	Diploma Specialist in Psychiatry and Neurology	University of Zagreb, Croatia
1965	Ph.D. Psychology	University of Zagreb, Croatia
1965-	Postgraduate Fellowship &	University of London, UK
1966	Research	
1970	FRCPsych	Fellow, UK Royal College of Psychiatrists

Professional Positions:

1959-1967	University of Zagreb Teaching Hospital, Department of Psychiatry
1967-1968	Head of the WHO Interregional Advisory Team on Epidemiology of Mental Disorders
1969-1973	Medical Officer in charge of programmes of epidemiological and social psychiatry including the programme of standardization of psychiatric diagnosis, classification and statistics
1974-1977	Chief, Office of Mental Health, World Health Organization
1977-1993	Director, Division of Mental Health, World Health Organization
1982-	Professor of Psychiatry, University of Zagreb
1982	Senior Associate, Department of Mental Health, Johns Hopkins School of Public Health, Baltimore
1989-	Visiting Professor, III. Medical School, University of Beijing, PR China
1990-	Visiting Professor of Psychiatry, University of London
1993-2001	Professor of Psychiatry, University of Geneva
1993-2001	Professor of Psychiatry, University of Prague

1993-	Adjunct Professor of Psychiatry, Washington University at St. Louis, USA
1993-	Adjunct Professor of Psychiatry, New York University, New York N.Y: USA
1993-	Member of the WHO Mental Health Expert Panel
1994-1995	Professor Associé, Faculté de Médecine Pitié-Salpêtrière, Université Pierre et Marie Curie, Paris
1999-	Scientific Director, WPA Global Programme against Stigma and Discrimination because of Schizophrenia (Site of programme: Geneva)
2001-	Visiting Professor, University of Prague Czech Republic
2002-2005	Vice Chairman, WPA Presidential Programme on Child Mental Health Site of Programme: Geneva
2003-	Visiting Professor, University of Belgrade, Serbia and Montenegro
2004-	President, Association for the Improvement of Mental Health Programmes
2006	Honorary Professor, Institute of Mental Health, Peking University
2012	Honorary Professor, Maudsley International

Memberships in Professional Organizations

1963 -	Member of the Collegium Internationale Neuro-Psychopharmacologicum (CINP)
1980 -	Fellow of the Royal Society of Medicine
1993-1999	President-elect and President, World Psychiatric Association
1997-2001	President-elect and President, Association of European Psychiatrists
1999-	Member of the WPA Council
2000-	Fellow of the Association of European Psychiatrists
2001	Founding Fellow of the International Society for Affective Disorders (ISAD)
2004	European International Division of the Royal College of Psychiatrists
2008	Advisory Panel of the European Psychiatry Review
2010	Editorial Board of the Schizophrenia Bulletin
2013	Member of the International Advisory Board of the Indian Journal of Social Psychiatry

Also member of numerous other professional and scientific organizations.

Honours

Doctor of Medicine <i>Honoris Causa</i> of the University of Umea (Sweden)
Doctor of Medicine <i>Honoris Causa</i> Charles University, Prague (Czech Republic), 1998
Doctor of Science <i>Honoris Causa</i> of the University of Bath (UK)
Doctor of Psychiatry <i>Honoris Causa</i> of Copenhagen University, 2011
Honorary Member of Medical Academy, Mexico, 1993
Honorary Member of Medical Academy, Peru
Honorary member of the Medical Academy of Croatia, 1997
Corresponding Member of the Royal Medical Academy of Spain, 1986
Corresponding member of the Croatian Academy of Arts and Sciences of Croatia, 2008
Rema Lapouse Prize (Epidemiology), 1980
Harvard Award in Psychiatric Epidemiology and Biostatistics, 2002
Honorary Fellow of the American Society of Hispanic Psychiatrists
Honorary Fellow of the National Postgraduate College of Nigeria
Honorary Fellow of the Royal Australian and New Zealand College of Psychiatrists
Honorary Fellow Royal College of Psychiatrists of the United Kingdom of Great Britain
Distinguished Fellow of the American Psychiatric Association
Honorary Fellow of the Egyptian Psychiatric Association
Honorable Corresponding Fellow of the Indian Society of Psychiatry
Honorary Fellow, American College of Psychiatrists
Honorary Fellow of the American College of Mental Health Administration
Burgholz Li award for Clinical and Social Psychiatry, 2003
Prince Mahidol Award in Medicine (2004)

Honorary member of numerous psychiatric societies
Honorary fellowship of the World Association of Social Psychiatry (2013)

Editorial Functions in journals (date of first appointment given in brackets)

Editorial responsibility

Editeur associé, *Psychiatrie et Psychobiologie : Section diagnostic et classification* (1987)
Co-editor, *Psychiatria Danubina* (1987)
Corresponding editor, *General Hospital Psychiatry* (1978)
Associate editor, *International Journal of Mental Health* (1989)
Editor, *WHO Expert Series in Biological Psychiatry* (1989-1991)
Corresponding editor, *International Journal of Psychiatry in Medicine* (1993)
Co-editor for Europe, *Developmental Issues in Psychiatry and Psychology* (1994)
Chief Editor, *Current Opinion in Psychiatry* (1995)
Co-Editor, *Die Psychiatrie* (2004)
Associate Founding Editor, International Journal of Health and Disability-related Stigma

Member of editorial board

- Editorial Board, *Socijalna Psihijatrija*
- Editorial Board, *Culture, Medicine and Psychiatry: An International Journal of Comparative Cross-Cultural Studies*
- Editorial Advisory Board, *Progress in Neuro-Psychopharmacology & Biological Psychiatry*
- Editorial Board, *Journal of Affective Disorders*
- Editorial Board, *Neuropsychobiology*
- Editorial Board, *Integrative Psychiatry*
- Editorial Board, *The Scientific Basis of Psychiatry*
- Editorial Board *Journal of Psychosocial Oncology*
- Editorial Advisory Board, *Schizophrenia Bulletin*
- Editorial Committee, *The European Journal of Psychiatry*
- Editorial Consulting Board, American Psychiatric Press
- Editorial Advisory Board of *Primary Psychiatry*
- Editorial Board, *Psychiatry Today*
- Editorial Board, *Korsakoff J. of Neurology and Psychiatry*
- International Editorial Committee for Psychiatry, *Revista Chilena de Neuropsiquiatria*
- Editorial Board, *Primary Care in Psychiatry*
- Editorial Advisory Board, *J. of Mental Health Policy and Economics*
- Editorial Board, *PSYCHIATRIE - Casopis pro moderní psychiatrii*
- Editorial Board, *Hong Kong Journal of Psychiatry*
- Board of Cooperating Editors, *European Archives of Psychiatry and Clinical Neuroscience*
- Editorial Board, *International Journal of Psychiatry in Clinical Practice*
- Comité Editorial francophone of Journal Watch for Psychiatry
- Editorial Board - *Psychiatric Networks*
- Editorial Board - *Siberian Journal of Psychiatry and Narcology*
- Editorial Board - *Paediatrics Croatica*
- Editorial Board of Kiev's Medical Academy of Postgraduate Education's scientific journal "Mental Health"
- Honorary Member, Editorial Advisory Board, *Depression: Mind and Body*
- Honorary Editorial Board, Neuropsychiatric Disease and Treatment
- Advisory Panel of the European Psychiatry Review
- Advisory Board Psychiatry Investigation
- Advisory Council SIRS (Schizophrenia International Advisory Council)
- Editorial Board – Asia-Pacific Psychiatry
- Editorial Board – Mental Health in Family Medicine
- Advisory Board – The Journal of Nervous and Mental Disease
- International Editorial Advisory Board, UCLA
- Board of Directors – Actas EspaÑolas de Psiquiatría

- Advisory Board – World Psychiatry
- Council – International Federation for Psychotherapy
- Member of the Editorial Board of Current Psychiatric Reports (2011)
- Editorial Board Member, Stigma Research and Action (2011)
- Member of International Advisory Board (2011)
- Member of advisory Board of the Journal “Düstünén Adam: The Journal of Psychiatry and Neurological Science”
- Member of Committee of Education of the European Psychiatric Association
- Member of International Board of the Acta Medica Academica, Sarajevo
- International Editorial Board of the Journal of Psychiatry issued by the Psychiatric Association of Thailand (2013)

Publications

More than 370 articles in peer reviewed journals and chapters in books

Numerous technical contributions, prefaces, editorials, notes, comments and interviews

90 books written or edited (includes supplements and special issues of journals)

Full list available on request

Languages: Fluent in Croatian, English, French, German, Russian, Spanish ; able to read and understand Bulgarian, Italian, Slovenian

Merritt,Stacey

From: Stricker, Donna K
Sent: Thursday, October 03, 2013 1:18 PM
To: Merritt,Stacey
Subject: FW: nomination packet
Attachments: Sartorius nomination packet 2013.pdf

Importance: High

Follow Up Flag: Follow up
Flag Status: Flagged

One more.

From: Millay,Tamara Ann
Sent: Thursday, October 03, 2013 11:44 AM
To: Stricker, Donna K
Cc: Cottler, Linda B
Subject: nomination packet
Importance: High

Donna,

As discussed earlier this week, we are pleased to send the complete honorary degree nomination packet for Dr. Norman Sartorius. The packet includes the nomination form, along with the nominee's biosketch and CV, and supporting letters from Dr. Cottler and Dr. Mark Gold. Let me know if you have any trouble with the file, or need further information.

Thank you again for your patience.

Tamara

Tamara A. Millay
Administrative Coordinator to Dr. Linda B. Cottler
Department of Epidemiology
College of Public Health and Health Professions and
College of Medicine
University of Florida
PO Box 100231
Gainesville, Florida 32610
352-273-5468 (phone)
352-273-5365 (fax)



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP4
March 27, 2014**

SUBJECT: University of Florida Regulation Amendments

BACKGROUND INFORMATION

Under the Board of Governors regulations development procedure for State Universities, proposed regulations or amendments are adopted upon approval of the University Boards of Trustees. Regulations that pertain to student tuition and fees, articulation and admissions require additional approval by the Board of Governors prior to becoming effective.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the amendments to University of Florida regulations as contained in the following Summary and Board materials for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors' final approval is required for the regulations that address motorcycle and scooter, as well as P.K. Yonge, parking.

Supporting Documentation Included: [See attached summary.](#)

Submitted by: Curtis A. Reynolds, Vice President for Business Affairs and David Kratzer, Vice President for Student Affairs

Summary of University of Florida Regulation Changes
Committee on Educational Policy & Strategy
March 27, 2014

3.007 Traffic & Parking; Parking Registration

The price of a locking decal display device is increased from \$15 to \$25. Also, the existing policy allowing eligible pupils at P.K. Yonge Developmental Research School to park in the lot at its campus upon the purchase of a special parking permit and adherence to conduct conditions is codified.

3.010 Traffic & Parking; Control of Parking

The amendment clarifies that motorcycles and scooters may park only in motorcycle/scooter zones.

3.013 Traffic & Parking; Violations

The amendment clarifies that a vehicle may be impounded when it is displaying a decal belonging to a person who has presented a returned check or invalid check for payment to Transportation and Parking Services.

3.014 Traffic & Parking; Fine Schedule

The amendment adds a fine of \$15 for motorcycles or scooters not parked in the direction of arrows marked on the pavement in order to avoid side-way parking that blocks or crowds other vehicles.

3.0376 Miscellaneous Fees

This regulation change does not establish or increase any fees, but indicates where the rates and eligibility requirements for services provided by the Baby Gator Child Development and Research Center can be found.

4.003 Registered Student Organization Officer Eligibility

The amendments clarify and codify existing officer eligibility requirements for registered student organizations. The composition of the Student Activities Appeals Committee is delineated as is the timeline for requesting an appeal of a notice of ineligibility.

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

3.007 Traffic & Parking; Parking Registration.

- (1) Transportation and Parking Services is responsible for issuing decals and permits for parking on campus and for collecting parking fees.
- (2) To purchase a decal, students and employees must present the license plate number of a vehicle registered or titled to the individual, his or her guardian, or to some person in his or her immediate family and a valid University identification card.
- (3) Students and employees may own no more than one (1) current decal at any one time except as provided in paragraph (9)(g) and subsection (12) below.
- (4) Any person applying for or receiving a parking permit or decal by showing or giving false information or by other fraudulent means, which shall include reproducing, altering or defacing a decal, a permit, or any other document, shall be guilty of false registration.
- (5) The registrant must park in accordance with his or her decal assignment. The decal is not transferrable and may be used only by the registrant. The receipt of a parking permit or decal does not guarantee that a parking space will be available at all times.
- (6) Annual, semester, monthly, weekly or daily decals may be purchased. For employees, annual decals shall be effective from May 1 through April 30 of the year for which purchased. For students, annual decals shall be effective from September 1 through August 31 of the year for which purchased. Semester-term decals shall be effective for one (1) of the following semesters for which purchased:
 - (a) Summer -- May 1 through August 31.

- (b) Fall -- September 1 through December 31.
- (c) Spring -- January 1 through April 30.

(NOTE: Registration fee may be higher when purchased by semester, month, week or day. All fees include the required state sales tax.)

(7) Reserved spaces: Employees who register to park at the University and have a valid Official Business or a Restricted Area decal may purchase an individually reserved parking space, as approved by the President, upon payment of the appropriate fee shown below.

Annual	Semester
\$720.00	\$234.00

(8) Annual or semester decals for reserved parking areas may be purchased by eligible employees upon payment of the appropriate fee shown below. (NOTE: Health Science Center reserved parking decals are not valid in other Blue lots.)

Annual	Semester
Reserved Gated	
Decals	\$1020.00

Official Business	
Reserved Gated	
Decals	\$1140.00

Medical Resident	
Reserved Area	
Decals	\$444.00

(9) Parking decals are sold under the following guidelines:

(a) Faculty, Technical, Executive, Administrative, and Managerial Support (TEAMS)

and University Support Personnel System (USPS) employees are eligible for an Official Business decal, authorizing parking in Restricted Area lots except where signs prohibit it. An Official Business decal is issued upon payment of the appropriate fee shown below:

Annual	Semester
\$426.00	\$142.00

(b) Faculty, TEAMS and USPS employees are eligible for Restricted Area Orange and Blue decals, authorizing parking in designated restricted and Green lots. A Restricted Area decal is issued upon payment of the appropriate fee shown below:

Annual	Semester
\$318.00	\$106.00

(c) Disabled employees possessing a State of Florida issued Disabled Persons Parking Placard are eligible for a University of Florida Disabled Employee Parking decal upon approval and payment of the appropriate fee shown below. This decal is required to park in any designated disabled space on campus. This decal also will allow parking in any Restricted Area parking lot or garage on campus. If requested, the disabled employee is eligible to receive a reserved parking space near his or her primary work site at no extra charge.

Annual	Semester
\$318.00	\$106.00

(d) Any employee is eligible for Green parking in designated lots. A Staff Green decal is issued upon payment of the appropriate fee shown below:

Annual	Semester

	\$162.00	\$54.00
--	----------	---------

(e) Any student of the University of Florida is eligible to register for parking as authorized on campus upon payment of the appropriate fee shown below.

Annual	Semester
\$154.00	\$77.00

(f) Disabled students possessing a State of Florida or out-of-state Disabled Persons Parking Placard specifically issued to them are eligible for a University of Florida Disabled Student Parking decal upon approval and payment of the appropriate fee shown below. This decal is required to park in any designated disabled space on campus. This decal will also allow parking in any Restricted Area parking lot or garage on campus.

Annual	Semester
\$154.00	\$77.00

(g) In cases where an individual lives in Graduate and Family Housing and also works for the University, he or she may purchase two (2) decals for the same vehicle. In these cases, the full price for the higher-priced decal must be paid, and the price for the second decal is \$5.00.

(h) Individual monthly, weekly and daily parking permits may be sold to those requiring parking privileges on a short term basis upon approval of Transportation and Parking Services and payment of the appropriate fee shown below:

	Monthly	Weekly	Daily
Staff Restricted Area	\$60.00	\$25.00	\$5.00
Staff Commuter	\$35.00	\$15.00	\$3.00
Student	\$35.00	\$15.00	
Commercial	\$75.00	\$35.00	\$7.00

(i) Additional parking policies affecting students include the following:

1. Eligibility requirements for the various student decals will be established each year

by Transportation and Parking Services prior to May 1st.

2. Eligibility for student decals will be determined by an annual analysis of the capacity of parking facilities, projected enrollment levels of students, the anticipated mix of students by class and credit hour designations, and the appropriate demand/supply ratios that will occur from the proposed eligibility standards.

3. Eligibility requirements will be established with the goal of providing the most efficient and effective management of campus parking facilities. Assignment of parking eligibility for facilities close to the core of campus will be made to graduate and professional students, as available, up to the level that those parking facilities can provide reasonable accommodation.

(j) Gold and Diamond level members of the President's Council, as determined by the University of Florida Foundation, are eligible for a President's Council Official Business decal, authorizing parking in Restricted Area lots except where signs prohibit it, upon payment of the appropriate fee shown below:

Annual

\$450.00

4. Officials of University groups and organizations, as defined in paragraph (3)(a) of University of Florida Regulation 2.004, may be issued Restricted Area permits during their terms of office upon request and approval by the Parking and Transportation Committee.

(10) Decal sales and refunds:

- (a) The purchase price of a staff decal will be prorated on a bi-weekly basis over the term of the decal. The prorated price will be determined at the time of purchase.
- (b) A full refund is issued on annual and semester parking decals when requested within fifteen (15) calendar days from the purchase or effective date. Monthly, weekly and daily decals are non-refundable.
- (c) One twenty-fourth (1/24) of the annual price for each unused period may be given on an annual decal, based on when the decal is returned.
- (d) For employees making payments by payroll deduction, payments made in excess of the amount due will be refunded.
- (e) No refunds will be issued unless and until the decal or remains of the decal is returned to Transportation and Parking Services.

(11) Any person may operate a bicycle on the University of Florida campus. Bicycles may be registered with the University Police Department.

(12) Any student or employee having a valid operator's license is eligible to register a motorcycle, moped, or motor scooter and purchase a decal for parking in designated motorcycle parking spaces only, upon payment of the appropriate fee shown below:

Annual	Semester
\$154.00	\$77.00

An employee owning an automobile decal whose secondary vehicle is a motorcycle or scooter, may transfer that decal for use on the motorcycle or scooter provided a secure locking decal display device is used to ensure against unauthorized removal of the decal. However, a motorcycle or scooter decal may not be transferred to an automobile. The locking decal display

device may be provided by the user subject to approval by Transportation and Parking Services, or may be purchased from Transportation and Parking Services at a cost of \$25.00~~\$15.00~~.

(13) Any commercial visitor engaged in official business with the University of Florida is eligible to register and purchase a Commercial decal for each vehicle brought on campus. This entitles the holder to park in approved Restricted Area lots. The decals may not be used by the registrant or by members of the registrant's family or others to conduct personal business on campus. A Commercial decal may be purchased upon payment of the appropriate fee shown below:

Annual	Semester
\$432.00	\$144.00

(NOTE: Students do not qualify for a Commercial decal and must register and purchase a student decal in accordance with paragraph (9)(e) above.)

(14) Any appropriately marked vendor, delivery or commercial vehicle engaged in official business with the University of Florida may be permitted to go about that business without obtaining a permit or paying a fee. The vehicle must be clearly, conspicuously and permanently marked on both sides of the body of the vehicle with the company name and/or logo. Markings that are removable, transferrable, displayed on dashboards, affixed to windows, or otherwise added for the express purpose of avoiding purchasing a Commercial decal shall not grant the vehicle any campus parking privilege.

(15) At the request of the University of Florida Project Manager, contractors, subcontractors and construction workers may be permitted to either purchase a Commercial decal or receive a no-cost permit valid only in remote contractor parking areas, for use solely while actively engaged in construction projects at the University of Florida.

(16) Designated parking spaces will be reserved for: (1) deans and assistant vice presidents or higher positions when the employee's office is not near a gated parking lot, (2) employees having sufficient medical reasons, and (3) full-time professional resident staff living in the residence halls.

(17) Official Business parking permits are issued to University departments or other appropriate administrative units upon approval of a written request submitted by the department chairperson or unit director to Transportation and Parking Services and upon payment of the appropriate fee shown below:

Annual

\$110.00

These permits are to be used by employees while in the performance of official duties at several locations on campus, and may also be used for parking to load and unload in Service Areas for up to one (1) hour. Permits with extended Service Area time limits may be approved by Transportation and Parking Services if compelling justification is provided. Permits with a Service Area time limit greater than four hours, if approved, require payment of an additional \$100 fee. A decal may or may not be required, as specified on the permit.

(18) Temporary parking permits may be issued to employees and students at no charge upon approval of Transportation and Parking Services.

(19) The Parking and Transportation Committee shall have authority to hear requests and recommend special parking accommodations as needed.

(20) Decals or permits must be properly displayed on vehicles at all times while parked on campus.

- (a) A decal evidencing registration is issued to the registrant and must be immediately affixed in accordance with the instructions supplied with the decal. No grace period is allowed.
- (b) A vehicle bearing an illegal, transferred or improperly attached decal is not entitled to the privileges normally afforded by such decal.
- (c) Lost, misplaced, or defaced decals must be replaced immediately.
- (d) Changes in affiliation, classification, eligibility or address affecting the validity of the decal issued must be reported immediately to Transportation and Parking Services and the appropriate replacement decal purchased. The former decal must be surrendered.

(21) The cost for a replacement decal is \$25.00.

(22) Eligible pupils at P.K. Yonge Developmental Research School may park in the parking lot located on its campus upon the purchase of a special parking permit for a fee of \$25 per school year. The requirements and application for the issuance of this permit are found at <http://pkyonge.ufl.edu/modules/cms/pages.phtml?pageid=252654&sessionid=32980ffe8094dc88c3a6bec01630ce65/>.

Authority: BOG Regulation 1.001.

History--New 9-29-75, Amended 8-15-78, 8-19-79, 8-4-80, 8-26-81, 8-12-82, 3-6-85, 5-9-85, 10-14-85, Formerly 6C1-3.07, Amended 5-19-86, 5-14-87, 4-27-88, 4-23-89, 4-17-90, 5-7-92, 5-19-93, 4-30-95, 5-1-96, 7-15-97, 5-3-98, 5-10-99, 6-7-00, 5-22-01, 7-19-01, 5-20-02, 6-3-03, 7-19-05, 4-13-06, 3-13-07, 3-14-08 (BOT Approval), 4-23-08 (BOG Approval), 3-17-09 (BOT Approval), 3-24-09 (BOG Approval), Formerly 6C1-3.007, Amended 3-17-11 (BOT Approval), 4-8-11 (BOG Approval), 3-28-12 (BOT Approval), 4-6-12 (BOG Approval), 3-22-13 (BOT Approval, 4-1-13 (BOG Approval), _____.

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

3.010 Traffic & Parking; Control of Parking.

Parking is controlled on the campus under the following guidelines:

- (1) No vehicle without a current decal or permit may be parked on campus during the restricted hours except legally in pay parking locations upon payment of the required fee. Normal hours of restriction begin at 7:30 a.m. and end at 5:30 p.m. each day unless otherwise indicated except on Saturday, Sunday and University holidays. Designated lots, areas or parking spaces may be restricted for longer periods (up to twenty-four (24) hours a day, seven (7) days a week) as provided in this regulation.
- (2) Designated areas of the campus are restricted to the use of motor vehicles having decals or permits authorizing entrance to and parking in the particular area. No unauthorized automobile may operate or park within such areas during restricted periods.
- (3) Reserved parking spaces, parking spaces reserved for persons with disabilities, no-parking zones, fire lanes, and service areas are restricted at all times unless otherwise indicated.
- (4) Parking or leaving any motor vehicle in any space or area for a period of time longer than is indicated by authorized signs is prohibited at all times.
- (5) The University assumes no liability for damage to vehicles operated or parked on the campus. Any such damage is a risk assumed by the owner or operator of the motor vehicle.
- (6) Other parking restrictions include:

- (a) Motor vehicles must be parked within the space markers whenever provided.

Parking on or over a line or curb is prohibited.

- (b) Parking on grass, sidewalks, in crosswalks or in bike lanes is prohibited.
- (c) Parking with the front of the vehicle facing traffic is prohibited.
- (d) Parking in such a way as to obstruct traffic or to create a hazard is prohibited.
- (e) Continuous parking for extended periods is prohibited.
- (f) Family housing residents may purchase a decal to park trailers, boats, campers and similar vehicles by paying the appropriate decal fee
- (g) Designated parking areas may be set aside for pay parking or metered parking during established hours and an appropriate fee shall be assessed regardless of the decal or permit attached to the vehicle. Metered lots are enforced between the hours of 8 a.m. and 5 p.m., Monday through Friday except University holidays.
- (h) Backing into parking spaces is not allowed where signs prohibit it.
- (i) Motor vehicles must be parked in designated parking spaces/areas only.
- (j) Motorcycles and scooters may park only in Motorcycle/Scooter Zones.

Authority: BOG Regulation 1.001.

History--New 9-29-75, Amended 8-26-81, 8-12-82, 3-6-85, Formerly 6C1-3.10, Amended 5-14-87, 4-27-88, 4-23-89, 5-7-92, 5-19-93, 6-7-00, 3-31-2006 (technical changes only), 3-14-08 (BOT approval), 3-17-09 (technical changes only), Formerly 6C1-3.010, Amended 3-17-11 (technical changes only), _____.

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

3.013 Traffic & Parking; Violations.

(1) Any person operating or parking a vehicle in violation of these rules and regulations may be issued a citation and/or becomes subject to arrest. In addition, the vehicle may be subject to impoundment.

(2) The person in whose name the decal or vehicle is registered may be issued a citation in the event such vehicle is found parked or standing in violation of these rules and regulations and such vehicle is unattended by a driver. (NOTE: decals must be removed and returned to Transportation and Parking Services if the vehicle is sold, or a decal may be transferred to an alternate vehicle that has been registered with Transportation and Parking Services.)

(3) The University of Florida police have the authority to cause motor vehicles to be removed and impounded or impounded in place when left unoccupied on the University of Florida campus under any of the following circumstances:

(a) when parked or left standing illegally in a no-parking zone, service area, fire lane, or in a space reserved for disabled persons;

(b) when parked or left standing illegally in an individually-reserved parking space or any reserved or restricted parking area;

(c) when parked or left standing illegally in a manner so as to obstruct traffic or create a hazard to safety;

(d) when parked or left standing illegally in any bus stop or bicycle lane;

(e) when parked or left standing continuously for an extended period of time;

(f) when the use of the vehicle is in violation of the decal registration regulations of the University of Florida;

(g) when a motor vehicle against which there is one or more citations in default as provided in subsection (3) of University of Florida Regulation 3.014, is parked or left standing on campus; or

(h) when the motor vehicle of a person whose driving or parking privileges have been suspended under the provisions of subsection (4) of University of Florida Regulation 3.014, is parked or left standing on campus.

(i) when the motor vehicle is parked illegally due to false registration or the improper use of a decal.

(j) when the vehicle ~~has been issued a decal or~~ is registered to or displaying a decal belonging to a person who has issued a returned check or invalid check to Transportation and Parking Services ~~for fines and/or fees~~ that remainss outstanding.

(4) All University vehicles shall pass an annual safety inspection conducted by the University of Florida Motor Pool. The University of Florida Police have the authority to impound any University of Florida owned vehicle that does not have a current University safety inspection decal.

(5) Any and all charges or fees involved in impounding a motor vehicle are charged against the vehicle and the owner, and such fees and all unpaid fines must be paid before the vehicle is released, unless it has been determined pursuant to subsection (9) of University of Florida Regulation 3.015, that the motor vehicle must be released without payment of such charges. In the case of University of Florida owned vehicles, the charges or fees shall be paid by the department to which the vehicle is assigned.

(6) The maximum impound fee shall be \$50.00.

Authority: BOG Regulation 1.001.

History: New 9-29-75, Amended 3-6-85, Formerly 6C1-3.13, Amended 5-14-87, 4-27-88, 4-23-89, 5-19-93, 4-30-95, 5-1-96, 6-28-98, 6-3-03, 3-14-08 (BOT approval), 3-17-09, Formerly 6C1-3.013, Amended 3-17-11, _____.

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

3.014 Traffic & Parking; Fine Schedule.

- (1) The schedule of violations, and the accompanying fines are:
 - (a) No or expired decal or permit -- \$30.00;
 - (b) Parking out of assigned area -- \$30.00;
 - (c) Parking in a restricted area -- \$30.00;
 - (d) Parking in a reserved parking space -- \$30.00;
 - (e) Overtime Parking -- \$15.00;
 - (f) Parking over lines -- \$20.00;
 - (g) Parking on grass -- \$30.00;
 - (h) Parking facing traffic -- \$30.00;
 - (i) Parking on sidewalk -- \$30.00;
 - (j) Parking obstructing traffic -- \$30.00;
 - (k) Parking illegally in a service area -- \$30.00;
 - (l) Parking in No Parking Zone -- \$30.00;
 - (m) Decal improperly attached or displayed -- \$10.00;
 - (n) False registration -- \$150.00 plus the cost of the equivalent parking decal;
 - (o) The use of an unauthorized duplicate or lost or stolen decal -- \$150.00 plus the cost of the equivalent parking decal;
 - (p) Unauthorized use of decal or permit -- \$30.00;
 - (q) Driving/parking on campus while eligibility is suspended -- \$100.00;

- (r) Failure to pay parking lot fee -- \$30.00;
- (s) Unauthorized operation of a vehicle in a restricted area -- \$50.00;
- (t) Backed into parking spaces where prohibited -- \$30.00;
- (u) Parking without a permit in a parking space reserved for persons with disabilities -- \$250.00;
- (v) Bicycles parked out of assigned area -- \$10.00;
- (w) Tampering with or unauthorized removal of an immobilizing device -- \$200.00 plus the replacement price of the device if not returned to the University undamaged.

(x) **Motorcycle/scooter not parked in direction of pavement-marked arrows -- \$15.00.**

- (2) The above schedule covers all motor vehicles, mopeds and bicycles, as appropriate, and applies to all offenders. All listed fines are maximums and may be reduced at the discretion of the University Traffic Authority.
- (3) Any individual who receives a citation must pay the fine or file a statement of appeal with the University Traffic Authority as provided in University of Florida Regulation 3.015. Failure to pay the fine or to file a statement of appeal within fifteen (15) calendar days from the date of the citation constitutes a default and the citation will be considered delinquent. The appropriate penalty, plus an additional \$10.00 administrative fee shall be imposed. Failure to respond to a citation may result in the impoundment of the vehicle at the owner's expense. The impounded vehicle will not be released until all fines and fees are paid.

- (4) Accumulation of five (5) guilty citations (paid or unpaid) from September 1 through August 31, will be grounds for vehicle impoundment upon issuance of each subsequent citation. Accumulation of ten (10) or more guilty citations (paid or unpaid) from September 1 through

August 31 will result in suspension of campus parking privileges upon issuance of the next citation.

Authority: BOG Regulation 1.001.

History--New 9-29-75, Amended 8-12-82, 3-6-85, 5-9-85, Formerly 6C1-3.14, Amended 5-14-87, 4-27-88, 4-23-89, 4-17-90, 5-19-93, 4-30-95, 6-28-98, 6-7-00, 5-22-01, 1-11-05, 3-30-07, 3-14-08 (BOT Approval), 4-23-08 (BOG Approval), 3-17-09 (BOT Approval), 3-24-09 (BOG Approval), Formerly 6C1-3.014, Amended 3-16-2010 (BOT Approval), 3-29-2010 (BOG Approval)._____.

REGULATIONS OF
UNIVERSITY OF FLORIDA

6C1-UF 4.003 Student Leader Eligibility. Registered Student Organization Officer Eligibility

(1) All students are free to join student organizations at the University, subject to all applicable University regulations, policies and procedures. Registration ~~and official recognition~~ of student organizations is administered by the ~~Center for~~ Department of Student Activities and Involvement. All student organizations and groups are subject to the regulations and policies of the University of Florida, including but not limited to, Regulations ~~6C1UF~~-4.040 and ~~6C1 UF~~-4.041, concerning the Student Conduct Code and the Student Honor Code.

(2) The following are minimum eligibility requirements for any student to hold ~~an officer leadership position in an officially registered student organization at the University of Florida. Student organizations are encouraged to consider higher requirements if appropriate for their specific group and to apply these requirements to more than the officer positions needed for registration.~~ In order to hold ~~the positions of president, vice president, or treasurer an elected or appointed office~~ in a student organization, a student must:

(a) Be enrolled in a degree-seeking program at the University as an undergraduate, graduate, professional, or postgraduate student. Postgraduate student shall include enrollment as a post-baccalaureate student;

(b) Meet requirements for full-time registration and academic standing described below:

1. Undergraduate students must be registered for twelve (12) credits in the Fall and Spring semesters ([Spring and Summer semesters for Innovation Academy students](#)), have a

minimum 2.5 cumulative academic average and cannot have an academic warning or be on academic probation. If the student officer is actively representing the organization during a semester or term, the officer must be a registered student during that semester or term;

2. Graduate and professional students must meet the requirements for full-time status for the graduate or professional program in which they are enrolled, or be registered for nine (9) credits if appointed to a one-third or half-time graduate assistantship. ~~, or nine (9) credits if appointed to a one third time graduate assistantship.~~ Graduate and professional students must also have a minimum of 3.0 cumulative academic average, or at least the minimum grade point average required to remain in good standing with the graduate or professional program in which they are enrolled, and otherwise be in good academic standing;

3. Postgraduate students, including post-baccalaureate students, must be enrolled for at least twelve (12) credits. Postgraduate students may not hold an office in a registered student organization for more than one semester while in postgraduate status.

(c) Flexible Learning~~Correspondence~~ courses will not be considered for (a) or (b) above. Students will be allowed to enroll for one in-residence course at another college or university and have those credits count toward full-time status only if that course is a required course and is either not offered at the University in the current semester, or is full during that semester. The foregoing provision may only be used by a student for one semester, and the student must present documentation from the academic department showing the course was either not offered at the University or was full as described above;

(d) Have no late or delinquent obligation for fees or other late or delinquent debts owed to the University; and

(e) Be free of conduct probation for the duration of the elected or appointed term;

(3) Notwithstanding subsections (2)(a) and (b) of this regulation, students in the last semester before graduation are eligible to hold an officer position in a registered student organization if they are enrolled for the required number of credits needed for graduation that term.

(4) Students who otherwise meet the requirements of subsection (2) (a) and (b), but who have received approval from the Disability Resource Center in the Dean of Students' ~~office~~ Office to have a reduced course load due to a registered disability, are eligible to hold ~~leadership~~ officer positions in a registered student organizations as described herein.

(5) Students not meeting the eligibility requirements as outlined in this policy will be required to relinquish their office. If a student no longer meets the eligibility requirements, he or she must notify ~~the faculty/staff advisor and the highest ranking officer in the organization other than the student,~~ Student Activities and Involvement in writing ~~of the student's ineligibility~~ at the time he or she becomes ineligible. ~~If, however, the ineligibility is due to the student's cumulative academic average, the student is required to notify the Center for Student Involvement prior to the first day of classes of the next semester. Appeals of this policy must be filed within ten (10) days of when the basis for the ineligibility occurs.~~

(6) Student Activities and Involvement ~~The Dean of Students Office~~ shall conduct eligibility checks for each of the student positions outlined in section (72) each term. Students not meeting the eligibility requirements will be notified by an appropriate staff member of the ~~Dean of Students Office~~ Student Activities and Involvement that they must relinquish their offices within ten (10) days. Appeals of any such notice must be filed within ten (10) days of the date ~~of on the~~ notice and will be heard by the Student Activities Appeals Committee, chaired by the ~~Dean of Students~~ Director of Student Activities and Involvement (or designee), and

consisting of two (2) students appointed by the Student Body President, three (3) staff members for the Division of Student Affairs (including one from the Dean of Students Office) and one (1) academic advisor, appointed by the Chair. The date of notice is the date received or the date on which the notice is sent through electronic communication. All committee members will serve for one year terms and may be reappointed. If a student fails to submit an appeal within (10) days of notification, the student relinquishes his/her office immediately. Decisions by the Appeals Committee are final. ~~staff from the Reitz Union, the Department of Housing and Residential Education, an academic advisor, and two students appointed by the Student Body President.~~

(7) ~~Elected or appointed student leadership positions to which this regulation applies are student leadership positions in student organizations that are all University in their scope and responsibility.~~ A list of ~~student~~these organizations is available in the Department of Student Activities and University of Florida Center for Student Involvement.

Authority: BOG Resolution dated January 7, 2003.

History--New 9-29-75, Amended 1-28-80, 3-25-85, Formerly 6C1-4.03, Amended 4-30-95, 5-1-96, 6-28-98, 1-19-03, 6-15-07, 6-13-08, 6-12-09 (BOT approval).

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

~~6CI~~-3.0376 Miscellaneous Fees

- (1) The University of Florida has established the fees set forth in this regulation. The fees listed are in addition to fees set forth in other University of Florida regulations and other charges that are authorized by law. “Cost” as used in this regulation includes any increased costs to the University that are directly related to the delivery of the goods and services.
- (2) Application Fee – An individual who applies for admission to the University of Florida shall pay a non-refundable application fee in the amount of \$30.00. This fee is waived for applicants who provide documentation that they have received a fee waiver because of economic need as determined by the College Board or the American College Testing Program.
- (3) Library overdue fines – The University Libraries assess fines to encourage prompt return of overdue materials. Fines are higher for recalled items, course reserves, and certain short loan materials (DVDs, VHS videos, etc.) that are in high demand. A list of current fines and other consequences of not returning library materials by their due dates is posted in the Borrowing and Circulation section of the University Libraries home page.
- (4) Late equipment fee – variable
- (5) Duplicating/photocopying fee – variable
- (6) Standardized test (GRE, URE, etc.) fees will consist of the costs of administering the test.
- (7) Thesis and dissertation – Binding fee-cost; microfilm fee-cost; copyright fee-cost.

(8) Damaged, breakage and lost library materials; lost keys (includes cylinder change); equipment, materials, and facilities damage, breakage, and loss – cost of repair and/or replacement. If damaged or lost materials are the result of misconduct, a fine or other disciplinary action may be imposed under the provisions of [University of Florida Regulation 6C1-1.008](#).

(9) Interlibrary loans/literature searches – cost
(10) Orientation fee - \$35
(11) Nonrefundable admissions deposit - \$200. The admissions deposit paid by an individual shall be applied toward payment of that individual's tuition upon enrollment. The admissions deposit shall not be reimbursed to an individual who does not enroll in the term offered for admission and who does not withdraw his or her acceptance of admission prior to the applicable deadline as published in the University Record. The deposit is waived for those individuals who have provided documentation that they have received an applications fee waiver because of economic need as determined by the College Board, American College Testing Program, Law School Admissions Council, the American Association of Medical Colleges Fee Assistance Program, or the American Association of Dental Schools Application Service.

(12) Transcript fee - variable, not to exceed \$10
(13) Diploma replacement fee – variable, not to exceed \$10 per item
(14) Housing Rental Rates – variable
(15) Miscellaneous health related charges for services provided at the Student Health Care Center that are not covered by the Student Health Fee set forth in [University of Florida Regulation 6C1-3.0372](#) – cost.

(16) Facilities/Equipment Use Cost – variable

(17) Registration for zero hours – The student is assessed the applicable resident or non-resident costs as set forth in University of Florida Regulation ~~6C1~~-3.0375, for one (1) credit hour.

(18) Auditing – The student is assessed the applicable resident or non-resident tuition costs as set forth in University of Florida Regulation ~~6C1~~-3.0375, for the audited course.

(19) Off-campus educational activities – The President ~~of the University of Florida~~ or ~~President's~~ designee will establish fees for off-campus course offerings when the location results in specific identifiable increased costs to the University. These fees will be in addition to the regular tuition and fees charged to students enrolling in these courses on-campus. The additional fees charged are for the purpose of recovering the increased costs resulting from off-campus vis-a-vis on campus offerings. As used herein, “off-campus” refers to locations other than regular main campus, branch campuses, and centers.

(20) Collection costs. The University is authorized to assess a charge representing reasonable cost of collection efforts to effect payment for overdue accounts, including University and third party collection costs. Collection costs may be assessed to the student for payment for overdue student loan accounts and for collection of debts owed the university not secured by a promissory note or contract. Amounts received for collection costs shall be retained by the university.

(21) Division of Continuing Education Auxiliary Fund.

(a) All registration fees or other income collected as payment for development of or participation in non-credit educational activities (i.e., workshops, symposia, conferences, etc.) shall be deposited into the Division of Continuing Education auxiliary fund. Non-credit courses

sponsored by a unit of the Institute of Food and Agricultural Studies [IFAS] and administered through the IFAS Office of Conferences and Institutes may be exempted from this requirement.

(b) Revenues received for the purpose of planning, offering, and recovering all costs of sponsored credit institutes and other self-funded credit programs as provided by Board of Governors Regulation ~~6C~~-7.008(1)(a2) will be deposited into the Division of Continuing Education auxiliary fund.

(c) The Division of Continuing Education auxiliary fund may be used for the recovery of any additional fees established for off-campus educational activities under subsection (19) ~~above of this regulation~~, or for continuing education credit courses as provided by Board of Governors Regulation ~~6C~~-8.002(2)(b)4.

(22) Baby Gator Child Development and Research Center. The Baby Gator Child Development and Research Center at the University of Florida provides child care services to children ages 6 weeks to five years who have at least one parent or guardian associated with the University of Florida (including PK Yonge Development School) or Shands Hospital. The rates charged and eligibility for each center are located on the following website:
<http://www.babygator.ufl.edu/enrollment/rates.htm>.

~~Specific~~ Authority: BOG Regulation 1.001 Resolution dated January 7, 2003.

History--New 3-12-03, 6-3-03, 12-31-03, 5-30-04, 6-29-06, 3-13-07, 6-13-08, Formerly 6C1-3.0376, Amended.



The Foundation for The Gator Nation

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP5
March 27, 2014

SUBJECT: Housing Rental Rates for the Fiscal Year Ending June 30, 2015

BACKGROUND INFORMATION

The Board of Trustees has the authority to set local fees for the Fiscal Year ending June 30, 2015 effective July 1, 2014, including student housing rental rates. Proposed increases are: three percent for single student housing; and three percent for Diamond Village, Corry Village, Tanglewood Village, and University Village South; and a seven percent increase for Maguire Village (the rate adjustment for Maguire Village is to bring its rates in line with comparable UF student housing and is needed to reflect costs). These rates are reasonable in the context of demand for and cost to the University of student housing, as well as local market conditions, and were unanimously recommended by the Campus Student Housing Committee (of faculty, staff and students).

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the proposed Housing Rental Rates for the Fiscal Year ending June 30, 2015, as shown on the attachment, for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation Included: [See attached.](#)

Submitted by: David Kratzer, Vice President for Student Affairs

**University of Florida
Department of Housing and Residence Education
Budget Proposal 2014 – 2015
Board of Trustees Educational Policy Committee**

Process – Department of Housing and Residence Education staff annually prepares the subsequent fiscal year's budget. Budget development is an on-going process that begins the summer of the previous year. We continue to focus on strategic initiatives to procure transparency and empower each area to share their vision for improvements. These areas included Graduate and Family Housing, East Campus, West Campus, Maintenance Shops, Information Technology, Furnishings, Building Services, Pest Control and Student Learning and Engagement. Staff from Financial and IT Services, Residence Life and Education, Maintenance, Building Services, as well as students in these various areas worked together to provide lists of various strategic initiatives. Throughout the time the different areas are meeting, housing staff are developing the extensive capital projects list, securing information on proposed utility rates, acquiring information on salaries and personnel, and finalizing the six month actual expenses report (July 1 – December 31) for the current fiscal year.

Upon completion of the Department of Housing and Residence Education proposed budget in mid-January, the Associate Vice President for Student Affairs, Director for Financial and IT Services, and Director for Facilities Management present the budget proposal to the student Inter-Residence Hall Association and the student Mayor's Council for informational purposes. It is important that these two bodies understand how rent will be spent. The proposed rental rates and budget are then presented to the Campus Student Housing Committee (composed of faculty, staff, and students). This Committee voted to approve the rental rate proposal presented. The Campus Student Housing Committee recommendation was sent to the Vice President for Student Affairs, Dave Kratzer. The Department of Housing and Residence Education staff believes in student involvement in the budget process. Staff works very hard to assist the student groups in understanding how their money is utilized throughout the year.

Proposed Rates for 2014-2015

In graduate and family housing, there will be a 3% increase in Diamond Village, Corry Village, Tanglewood Village, and University Village South. This will be the second year Maguire Village, previously a HUD property, has been part of the Housing and Residence Education budget approval process. In order for Maguire Village's rent to be similar in pricing to University Village South, we will be raising their rate by 7%. The increase for all the Villages will range from \$23 - \$37 per month. A graduate and family housing rate sheet is attached.

In single student housing, we will be increasing the rate by 3% per semester (\$75 average) for fall and spring semesters. A single student housing rate sheet is attached.

Additionally, attached is a chart comparing rates and increases with other institutions. Special attention must be paid to what is or is not included in those comparative rates.

Past Rates – Previous years' rate increases are reflected in the following tables.

Graduate and Family Communities Rental Rate Percentage Increases FY 2011 - 2014

<u>Year</u>	<u>% Increase</u>
2010-2011	No Rental Rate Increase
2011-2012	3%-4.3% (\$15-\$30 per month)
2012-2013	4.5% (\$19-\$29 per month)
2013-2014	4.5% (\$23-\$37 per month)

Single Student Housing Rental Rates Percentage or Amount Increases FY 2011 - 2014

<u>Year</u>	<u>% Increase</u>
2010-2011	No Rental Rate Increase
2011-2012	3% (\$66)
2012-2013	4.5% (\$104)
2013-2014	4.5% (\$108)

Utilizing the additional rates – There were several key factors considered in determining the 2014 – 2015 budget. We have incorporated a three percent increase in salary expenses. Debt service payments for outstanding bonds will be increasing by 18%. The increase is due to the 2013A Bond issued for the construction of our new residence hall, Cypress Hall. Operating expenses have been reorganized to better characterize our expenses. Additionally, staff has worked to decrease total operating expenses by 4.6% (\$637,750).

Department of Housing and Residence Education Master Plan – The 2014 – 2015 budget will allow us to continue to advance the Housing Master Plan completing minor and major projects. Our operational focus will be on the renovation of Broward Hall and we will complete the renovation of Corry Village, Buckman Hall and Thomas Hall with bond proceeds. We are making excellent progress toward renovating our single student housing and graduate and family housing apartments. For 2014 – 2015, our total for building maintenance and projects will be \$13,493,685. This is categorized as \$1,939,605 for general maintenance; \$3,785,209 for strategic initiatives; \$6,777,853 for capital projects; and \$991,018 for maintenance services contracts, building services, supply inventory issues, and shop tools.

Norbert W. Dunkel
Associate Vice President for Student Affairs
February, 2014

UNIVERSITY OF FLORIDA

DEPARTMENT OF HOUSING & RESIDENCE EDUCATION

RESIDENCE HALLS ROOM RENTAL RATES FOR FALL/SPRING SEMESTER 2014-2015

(Rates Listed are Per Person, Per Semester)

Rental Rates shown are typical for most rooms on campus.

Rates will vary due to specific room features.

	SINGLE	DOUBLE	TRIPLE	ECONOMY TRIPLE	SUITE 2	SUITE 3	SUITE 4/5
MURPHREE AREA							
Murphree		\$2,720	\$2,373		\$2,720-2,938	\$2,720-2,938	
Thomas (no ac)	\$2,342	\$2,197	\$1,958				\$1,862(Quad)
Buckman	\$2,709	\$2,558	\$2,257				
Sledd/Fletcher	\$2,709	\$2,558	\$2,257		\$2,605 - 2,938	\$2,749-2,821	\$2,605
EAST CAMPUS							
Broward	\$2,709	\$2,558	\$2,257	\$2,201			
Rawlings	\$2,709	\$2,558	\$2,257				\$2,647
Mallory	\$2,709	\$2,558	\$2,257	\$2,201			
Reid	\$2,709	\$2,558	\$2,257	\$2,201			
Yulee	\$2,709	\$2,558	\$2,257				
Jennings	\$2,709	\$2,558	\$2,257				
Beaty Towers West- 2 Bedroom Apartment, 4 persons/apt- \$2,749 per person							
Beaty Towers East- 2 Bedroom Apartment, 4 persons/apt- \$2,749 per person							
WEST CAMPUS							
Graham	\$2,709	\$2,558					
Simpson	\$2,709	\$2,558					
Trusler		\$2,558					
Tolbert	\$2,709	\$2,558	\$2,257	\$2,201			
Riker	\$2,709	\$2,558	\$2,257	\$2,201			
Weaver	\$2,709	\$2,558	\$2,257				
East	\$2,709	\$2,558	\$2,257				
North	\$2,709	\$2,558	\$2,257		\$2,201		
Springs	\$3,171	\$2,957					
Hume	\$3,655	\$3,453					
Lakeside - 4 Bedroom Apartment, 4 persons/apt-\$3,313 per person							
Keys - 4 Bedroom Apartment, 4 persons/apt-\$3,067 per person							
Sophomores & above only.							

Refrigerators are provided ONLY in Beaty Towers, Keys and Lakeside Residential Complex.

ATTACHMENT D

UNIVERSITY OF FLORIDA

DEPARTMENT OF HOUSING & RESIDENCE EDUCATION

GRADUATE & FAMILY HOUSING RENTAL RATES 2014-2015

VILLAGE	MONTHLY RENTAL RATE
CORRY VILLAGE	
One Bedroom	\$468
One Bedroom/Remodeled Apartment	\$607
Two Bedroom	\$523
Two Bedroom/Remodeled Apartment	\$664
Two Bedroom/Deluxe Remodeled Apartment	\$720
DIAMOND VILLAGE	
One Bedroom	\$607
Two Bedroom	\$664
TANGLEWOOD APARTMENTS	
Efficiency	\$495
Efficiency w/Remodeled Kitchen	\$534
One Bedroom	\$569
One Bedroom w/Remodeled Kitchen	\$607
Two Bedroom	\$624
Two Bedroom w/Remodeled Kitchen	\$664
Townhouse	\$681
Townhouse w/Remodeled Kitchen	\$720
UNIVERSITY VILLAGE SOUTH	
One Bedroom	\$541
One Bedroom w/Remodeled Kitchen	\$579
Two Bedroom	\$596
Two Bedroom w/Remodeled Kitchen	\$636
MAGUIRE VILLAGE	
One Bedroom	\$516
One Bedroom w/Remodeled Kitchen	\$550
Two Bedroom	\$576
Two Bedroom w/Remodeled Kitchen	\$610

Kitchens in Tanglewood, University Village South, and Maguire are being remodeled over the next several years until complete.

Proposed 2014 - 2015 Rates

for Student Housing in Selected Public Universities in the South

	Residence Halls		Family/Graduate Apartments*			Percent of Increase Over Current Rate
	A/C Room Double Room	A/C Room Double Suite (per term cost)	1	2	3	
AUBURN UNIVERSITY	\$2,750-\$3,800	\$4,200-\$5,000	\$535-\$555	\$575		4.2%-10% res halls
FLORIDA STATE UNIVERSITY	\$2,550	\$3,550				3% res halls, grad apts closed effective August 2014
LOUISIANA STATE UNIVERSITY	\$2,885-\$3,175	\$3,060-\$3,640	\$643	\$588-\$673	\$728	4.7% res halls
NORTH CAROLINA STATE UNIVERSITY	\$2,620		\$590 -\$725 (unfurnished)	\$745-\$960 (unfurnished)		Unknown
UNIVERSITY OF ARKANSAS	\$2,372-\$3,307	\$3,525-\$3,806				1%-2% res halls
UNIVERSITY OF FLORIDA	\$2,558-\$2,720	\$2,605-\$3,453	\$468 - \$607	\$523 - \$720		3% res halls and apts
UNIVERSITY OF NORTH CAROLINA – CHAPEL HILL	\$2,964		\$935-950	\$1,000-1,015		3% res halls, 2.25% apts
UNIVERSITY OF MISSOURI	\$2,405-\$3,108	\$3,547.50-\$3,905	\$426-\$530	\$504-\$697		6% res halls, 0% apts
UNIVERSITY OF TENNESSEE	\$2,949	\$3,017				5% res halls, 3% apts
TEXAS A & M UNIVERSITY	\$2,010-\$2,958	\$1,580-\$3,605	\$782-857	\$975-\$1,048		3% res halls, 3% apts

* Some utilities included in Auburn University, Louisiana State University, and University of Florida

Proposed Rates
 UF - University Housing
 Revised 2-9-14



The Foundation for The Gator Nation

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP6

March 27, 2014

SUBJECT: University of Florida-University of Florida Research Foundation, Inc. (UFRF)
Conflict of Interest Policy regarding UFRF Equity Holdings

BACKGROUND INFORMATION

The University of Florida-University of Florida Research Foundation, Inc. (UFRF) Conflict of Interest Policy regarding UFRF Equity Holdings, first promulgated in 1998, is intended to address institutional conflicts that arise when UFRF has ownership interests in companies to which it has licensed University intellectual property. The amendments to the policy clarify the process to be followed when University administrators are involved with a company, the individual responsibility of employees with regard to ownership interests, and the approval process for any exceptions to the general policy that the University not be involved in any clinical trials/product testing of its own licensed technologies. The amendments also reflect title changes resulting from University organizational changes.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the revisions to the University of Florida-University of Florida Research Foundation, Inc. (UFRF) Conflict of Interest Policy regarding UFRF Equity Holdings (previously approved by the UFRF board of directors) for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required. This policy has been approved by the UFRF Board.

Supporting Documentation Included: [See Appendix](#).

Submitted by: David P. Norton, Vice President for Research

University of Florida-
University of Florida Research Foundation, Inc. (UFRF)
Conflict of Interest Policy
regarding UFRF Equity Holdings

A. Introduction:

Various conflicts of interest may arise when the University of Florida Research Foundation, Inc. (“UFRF”) holds equity in companies that license technology and/or support ongoing research at the University of Florida. (“University”). This policy concerns conflicts of interest other than the personal conflicts of interest that may arise when a faculty member or other employee stands to benefit financially from the results of his/her own research. The University has policies in place to deal with these conflicts. Basically, these personal conflicts are managed by first requiring disclosure to the chairperson, dean, the Vice President for Research, and, in some instances, to the Senior Vice President and the Chancellor~~or Chair~~ of the State University System Board of Trustees. In cases of potentially significant conflicts, such as when a faculty inventor conducts~~is involved in conducting~~ research sponsored by a company that has licensed the technology, a plan to monitor the potential conflicts must be formulated and agreed to by the department chair, the dean, and the deanOffice of Research. The purpose of this policy is to mitigate institutional conflicts (UFRF and the University) and to avoid the creation of other personal conflicts with regard to UFRF equity holdings.

An institutional conflict may develop when an academic unit, such as a department or college, ~~RGP~~the Office of Research, or UFRF stands to benefit financially from the outcome of research ongoing at the University to support a license or a research agreement. UFRF, ~~RGP~~the Office of Research, and/or academic units at the University, along with inventors, may receive future financial rewards by way of royalties or other fees if the product or service is commercially successful. Therefore, they have a financial interest in assuring the success of the product. If the returns are in the form of royalties, there is asome control, however. The market must buy the product or service and will judge it on its merits, not on earlier ~~university~~University actions. Otherwise, there are no royalties.

~~UFRFI~~UFRF may hold equity or other ownership interests (“equity” herein) in licensees, ~~most often equity taken in lieu of royalties or other license fees~~. In these instances the potential institutional conflicts become more likely for several reasons:

- Equity markets are not perfect. Speculators reacting to information such as research results may cause substantial changes in market value. This may occur before any product sales.
- Unlike royalties, owners of equity may cash in their shares prior to the product or service passing the market test of generating sales. This creates a situation where UFRF and the inventor may enhance their positions relative to other shareholders by having superior ~~or “insider”~~ information.

- UFRF generally accepts a level of equity that could have substantial value if the product or service is successful. Therefore, the size of the transaction makes the potential institutional conflict even more serious.
- The University and UFRF, as well as the inventor, must avoid even the appearance of manipulating stock prices through issuing or using information that may later prove incorrect, such as promoting a drug discovery that later fails FDA tests. ~~Such manipulation exposes these entities and individuals to significant criminal and civil liabilities.~~

Acceptance of equity in licensees of university technologies is within the overall mission of the University of Florida Research Foundation, Inc. There are three compelling reasons. First, many technologies are best developed within a small entrepreneurial company. In such cases, cash held by these companies may be better employed in product development and marketing rather than paying a cash license fee. Second, consistent with UFRF's Investment Policy as approved by the Board of Directors, UFRF may elect on occasion to invest directly in a licensee. ~~UFRF must maximize its risk-adjusted returns, and some startups may have outstanding potential.~~ Such an investment must be approved by the Board of Directors upon the recommendation of the Investment Subcommittee of the UFRF Finance Committee. Finally, the development of technologies in a small company may enhance economic development within the region, which is also of benefit to the University of Florida and the State of Florida. By licensing to new companies that locate within the region, jobs are created. If the company is successful, many jobs may be created.

B. Hypothetical Situation:

To illustrate the issues involved in institutional conflicts of interest, consider the following hypothetical case. UFRF licenses a drug developed at the University to a start-up biotechnology company (BIO). As an alternative to a license fee, UFRF takes 100,000 shares of BIO stock which is 10% of the founders' shares. The stock has no market value initially and is carried on the books at a value of zero. Suppose that after the license agreement is entered into, the entrepreneur is successful in a private placement and raises \$5,000,000 for future research and development from venture capitalists at a price of \$4 per share. Thus, the UFRF position has now effectively grown to \$400,000 although there is no market for the stock.

The venture capitalists that invested in BIO anticipate that if the drug goes through clinical trials, it will create a valuation at 20 times their investment. Thus, UFRF looks at a potential stock price at a public offering of \$80. UFRF's position would then be worth \$8,000,000. Under current policy, UFRF would sell the stock as soon as practicable when it becomes publicly traded. The inventor would then receive 25% or approximately \$2,000,000. The researcher's program would receive \$800,000, the researcher's department would receive \$800,000 and the researcher's college, \$800,000. UFRF would receive the remaining \$3,600,000. Additionally, if the stock reaches this value, it is likely that there will be many millions in royalty income over the life of the patent. These funds will also accrue to the inventor, the inventor's program, the department, the college, and UFRF.

With a potential \$6 million from the sale of stock, plus future royalties coming to the University, there is a large incentive for academic units to make this technology successful. Developmental research may be the key to success. This is widely known by the financial community that will become very interested in research progress reports. If research continues on the invention at the institution, and particularly if that research is partially or wholly conducted by the inventor, conflicts of interest or the appearance of such conflicts ~~may~~ occur. (The following analysis borrows heavily from Ezekiel Emanuel and Daniel Steiner, "Institutional Conflict of Interest," The New England Journal of Medicine, January 26, 1995.) Examples of situations in which such conflicts may lead to decisions not in the best interests of the University or UFRF are:

1. The inventor/researcher may elect to assign his/her graduate students to work on the project although this may not be in the best interests of the careers of the graduate students because of confidentiality reasons or simply the nature of the science or technology involved.
2. The researcher may inappropriately divert resources from research not funded by the licensee company (i.e., supported by a federal agency or another corporate sponsor) to development of the invention.
3. The department may assign excessive laboratory space or other resources to the project, crowding out more deserving science/technology in terms of research and educational value.
4. The department, the college, and the University will have an incentive to keep the researcher on the faculty and involved with the technology. This may conflict with normal tenure, promotion, and merit pay standards. For the same reason, the researcher may be allowed to enter into inappropriate consulting or other agreements with the company.
5. If future research involves clinical trials, there may be pressure on the institution to aggressively seek patients for these tests, to fail to inform patients of the potential conflict, and to ignore or minimize symptoms that suggest an adverse reaction to the drug.
6. There is a risk that the researcher will employ a research design or data collection that biases the study to obtain the desired results and that traditional institutional checks on the behavior will be ignored.
7. In reporting the results to the public or in other public relations activities, the University and the researcher have an incentive to portray research progress and the potential for the company in the best possible light to maximize investor interest in the company.
8. If another researcher at the institution invents an alternate therapy or product, which may be more efficacious for the patient or have more value for consumers, the University may not pursue further development or licensing because of economic competition with the existing invention.

C. Institutional Conflict of Interest Policy:

The University and UFRF have adopted the following procedures to deal with the potential and actual conflicts created when UFRF holds equity interests in commercial enterprises that license technology and/or support ongoing research at the University:

1. Disclosure and Responsibility for Monitoring:

a. Any material provided to the public, to scientific journals, or to professional organizations from the University, UFRF, or from their respective employees should include the disclosure that the University of Florida, UFRF, and/or the inventor(s) have significant financial interests in the licensing company. The person providing the material is responsible for making such disclosures.

b. When a research contract or grant is entered into by the University ~~or UFRF~~ with a company in which UFRF holds an equity interest, or when a research project is commenced dealing with a licensed product of a company in which UFRF holds an equity interest, the ~~Director of Sponsored~~Vice President for Research ~~or~~ ~~the University or UFRF~~Vice President's designee shall inform the appropriate officials of the potential conflict of interest of any faculty member or other employee ("Researcher") working on that research project. Notification should be made to the department chair, to the department graduate coordinator, to the dean of the college, to the ~~vice-president~~Senior Vice President responsible for that college, and to the Vice President for Research. The dean of the college, ~~with oversight by the Provost~~, will be responsible for monitoring the situation, with special attention to resource allocation, employment practices, and graduate student assignments, and for informing the Researcher of this policy.

c. In cases (such as the BIO example) where potential conflicts are significant, the college dean must make annual written reports to the University's General Counsel's office, which will assist these persons in overseeing the disclosure and management of potential conflicts. A copy of the reports shall also be sent to the ~~Provost's~~applicable Senior Vice President's office. In all cases in which UFRF has an ownership interest, any proposed changes in the license or research agreements involved or any potential sale of that interest must be immediately reported to the General Counsel's office.

d. The financial interests of the University of Florida, UFRF, and the Researcher must be disclosed specifically and in writing to any research subject. The Researcher is responsible for making such disclosures.

2. Research Procedures:

a. The University should not be involved in any clinical trials/product testing of its licensed technology. In those exceptional circumstances in which the University must be involved (which must be specifically approved by the University's Vice President for Research),

the inventors should not participate in such trials/testing at the University (unless approved by the University's Vice President for Research) and independent research should be conducted at other institution(s) to substantiate research results obtained by a Researcher. If the Vice President for Research approves any exception to the general policy that the university not be involved in any clinical trials/product testing of its licensed technology, documentation of the request for the exception and the reasons why it was granted must be maintained for a minimum of eight years after the completion of the clinical trials/product testing.

b. Any research should be designed to minimize researcher discretion in interpreting results. The Researcher should keep extensive notes to detail results and other issues that came up during the study. These records should be kept a minimum of eight years.

3. SecuritiesEquity Decisions:

a. UFRF managers, which shall include its directors and officers, and University of Florida managers, which shall include its trustees, president and vice presidents shall not acquire ~~stock~~any equity in any commercial enterprise which has provided UFRF an equity position as consideration under a license or other agreement or in which UFRF has otherwise acquired an equity interest. A list of such equity positions shall be found in the UFRF annual audit.

b. University department chairs and college administrators (deans, associate deans, assistant deans, and so forth) shall not acquire ~~stock~~equity in any such company when the respective department or college may benefit financially from the license or other agreement. Notwithstanding the foregoing, if a University department chair or college administrator is the inventor of intellectual property licensed to a commercial enterprise and that commercial enterprise desires to utilize the services of the chair or college administrator as a consultant or otherwise as needed for the further development of the licensed product, the University chair or college administrator may receive equity in the company as payment for such services. Such arrangement requires the approval of the Vice President for Research and the applicable Senior Vice President.

c. If a research grant or contract is entered into with a company in which UFRF holds an equity interest, any UFRF or University manager who also has supervisory authority over the Researcher as a University employee shall recuse himself or herself from any UFRF or University discussions or decisions regarding the ~~stock~~equity or regarding any agreement between UFRF or the University and the company.

d. A Researcher or any other University employee who may have knowledge of the research shall not discuss current research results that have not been made public with any UFRF managers who have authority to make decisions on the stock. If the stock is publicly traded, it is the individual responsibility of the Researcher and those working with him on the research project and his/her department chair and dean ~~shall be informed of the limitations imposed by federal securities law. Under federal securities law, it is generally illegal to buy or sell stock of publicly traded companies ("insider trading") while in possession of material, non-~~

~~public information (“inside information”) relating to such publicly traded companies to familiarize themselves with and comply with any restrictions imposed under federal securities law.~~

e. UFRF managers will make decisions on the ~~stock~~equity, including whether and when to sell the stock, based only upon publicly available information.

f. UFRF will sell its stock as soon as practicable on the market. Such a sale will be accomplished upon the advice of the UFRF Investment Subcommittee~~and UFRF's investment manager.~~ In order to limit potential conflicts, no University department chairs or college administrators whose department or college has any technology licensed by UFRF shall serve on the Investment Subcommittee.

Adopted by the Board of Directors and Approved by the University of Florida President on October 1, 1998.

Revised by the Board of Directors on December 9, 2013 and Approved by the University of Florida Board of Trustees on _____.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP7**
March 27, 2014

SUBJECT: Degree Program Terminations

BACKGROUND INFORMATION

The Board of Governors requires periodic reviews of all academic degree programs to determine whether they remain viable academic offerings. Degree programs that have been inactive or which are not planned to be reactivated must be closed.

The College of Medicine has requested that the Ph.D. in Biochemistry and Molecular Biology Degree Program be terminated due to no students being admitted into this program over 10 years. In 1996, the College of Medicine started a college-wide Ph.D. program, the Interdisciplinary Program in Biomedical Sciences (IDP), which is composed of six core disciplines including Biochemistry and Molecular Biology. All Biochemistry graduate students are admitted via this program. The Faculty Senate approved the College of Medicine's request at its December 12, 2013 meeting.

The College of Education has requested that the following degree programs be terminated: Ed.S. only in Research and Evaluation Methodology, Ed.S. only in Student Personnel in Higher Education, and Ed.S. only in Higher Education Administration. None of these programs admit students to the Ed.S. program so there is no need to offer the Ed.S. degree in Research and Evaluation Methodology, Student Personnel in Higher Education, or Higher Education Administration. The Faculty Senate approved the College of Education's requests at the December 12, 2013 and January 23, 2014 meetings.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the proposed termination of the following degree programs: Ph.D. in Biochemistry and Molecular Biology (CIP Code 26.0210); Ed.S. in Research and Evaluation Methodology (CIP Code 13.0603); Ed.S. in Student Personnel in Higher Education (CIP Code 13.1102); and Ed.S. in Higher Education

Administration (CIP Code 13.0406) for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors final approval will be required for termination of all doctoral and professional degree programs only.

Supporting Documentation Included: [See Appendix](#).

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

Approved at Faculty
Senate mtg on
12/12/13

RECEIVED

OCT 26 2012

PROGRAM TERMINATION FORM
Board of Governors, State University System of Florida

OFFICE OF THE PROVOST

UNIVERSITY: University of Florida

PROGRAM NAME: Biochemistry and Molecular Biology

DEGREE LEVEL(S): Ph.D.

(Ph.D., Ed.D., etc)

CIP CODE: 26.0210

(Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: January 1, 2000

(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: October 12, 2012

(Last date that data will be submitted for this program)

This is the form to be used for university requests to terminate doctoral degree programs and is recommended for use when terminating other programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012 (3), with notification sent to the Board of Governors, Office of Academic and Student Affairs. The issues outlined below should be examined by the UBOT in approving termination.

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

In 1996, the College of Medicine started a college-wide Ph.D. program, the Interdisciplinary Program in Biomedical Sciences (IDP), that is composed of six core disciplines including Biochemistry and Molecular Biology. Faculty in the Department of Biochemistry and Molecular Biology (BMB) participate in this program, and all of our Biochemistry graduate students are admitted via this program. We have not admitted a Ph.D. student into the Biochemistry and Molecular Biology Ph.D. Program in over 10 years. All of the formal courses offered in our Departmental Graduate Program are still offered through the IDP program and the curriculum is fundamentally the same. The college-wide IDP program is advantageous for students, faculty, and the department. Students have more choices for faculty mentors, not just those faculty in the BMB department, and faculty have a larger pool of students. By having a college-wide program, we avoid duplication of topics in courses and duplication of effort on the part of both faculty and staff. Given that the Departmental Program represents a duplication of

3. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The Biochemistry and Molecular Biology Ph.D. program is offered at the University of Florida in the College of Medicine on the Gainesville campus. This program has been inactive for more than 10 years; the last student entered the BCH Ph.D. program in January 2000. Because we offer essentially the same curriculum through the college-wide IDP program, there will be no impact on our current students or faculty.

See attached

PROGRAM TERMINATION FORM (PAGE 2)

4. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

There are currently no students in the Biochemistry & Molecular Biology Ph.D. program. This program has been inactive for over 10 years. All the faculty who participated in the departmental program now participate in the college-wide IDP program. Graduate coordinators in other departments who may have students that minor in Biochemistry and Molecular Biology have been notified about this change by email. We have explained that the course offerings will not change, the students will simply receive their minor in Biochemistry and Molecular Biology from the IDP program. In terms of future enrollment, the Department of Biochemistry and Molecular Biology recruits Ph.D. students through the IDP program. Our website advises students interested in Biochemistry and Molecular Biology to apply to the Ph.D. through the IDP program.

5. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

Students and faculty will not be affected by the termination of the Biochemistry and Molecular Biology (BCH) Ph.D. program because the same curriculum is offered through the college-wide Interdisciplinary Program in Biomedical Sciences. We have not admitted a student to the BCH Ph.D. program in over 10 years; the last student was admitted in January 2000. There are many advantages for both the students and faculty by offering the BCH curriculum through the college-wide IDP program rather than the stand-alone departmental program. Merging the programs gives the students many more choices for faculty advisors and formal courses that may be taken towards their degrees. We have more faculty from across the college who participate in teaching the biochemistry courses who are able to contribute their unique expertise. Because the IDP program recruits more students than the stand-alone departmental program, faculty in the biochemistry program have more opportunities for recruiting students to their individual research programs.

During the last five years of the Biochemistry and Molecular Biology Ph.D. Program (1995/1996 - 1999/2000 academic years), 20 students received Ph.D. degrees. Of those 20, 9 were female and 11 were male, 16 were white and 4 were Asian. There are currently 35 faculty with appointments in the Department of Biochemistry & Molecular Biology. Of those 38 faculty,

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

There will be no negative impact of termination of the Biochemistry and Molecular Biology Ph.D. Program on any group of students or faculty. The Biochemistry and Molecular Biology Ph.D. program has been inactive for more than 10 years because we have gone to the college-wide IDP program. The same Biochemistry and Molecular Biology curriculum that was offered through the stand-alone departmental Ph.D. program is currently offered through the College of Medicine-wide Interdisciplinary Program in Biomedical Sciences.

PROGRAM TERMINATION FORM (PAGE 3)

LBB / Linda B. Bloom

10/12/12

Signature of Requestor/Initiator

Date

Baw J. Wassel

10/12/12

Signature of Campus EO Officer

Date

Linda B. Bloom

10/12/12

Signature of College Dean

Date

Joyce D. DeLoach

10/26/12

Signature of Vice President for
Academic Affairs

Date

REVISED 11/2009

1. In 1996, the College of Medicine started a college-wide Ph.D. program, the Interdisciplinary Program in Biomedical Sciences (IDP), that is composed of six core disciplines including Biochemistry and Molecular Biology. Faculty in the Department of Biochemistry and Molecular Biology (BMB) participate in this program, and all of our Biochemistry graduate students are admitted via this program. We have not admitted a Ph.D. student into the Biochemistry and Molecular Biology Ph.D. Program in over 10 years. All of the formal courses offered in our Departmental Graduate Program are still offered through the IDP program and the curriculum is fundamentally the same. The college-wide IDP program is advantageous for students, faculty, and the department. Students have more choices for faculty mentors, not just those faculty in the BMB department, and faculty have a larger pool of students. By having a college-wide program, we avoid duplication of topics in courses and duplication of effort on the part of both faculty and staff. Given that the Departmental Program represents a duplication of programs and has been inactive for over 10 years, we would like to terminate the Departmental Program.

5. Students and faculty will not be affected by the termination of the Biochemistry and Molecular Biology (BCH) Ph.D. program because the same curriculum is offered through the college-wide Interdisciplinary Program in Biomedical Sciences. We have not admitted a student to the BCH Ph.D. program in over 10 years; the last student was admitted in January 2000. There are many advantages for both the students and faculty by offering the BCH curriculum through the college-wide IDP program rather than the stand-alone departmental program. Merging the programs gives the students many more choices for faculty advisors and formal courses that may be taken towards their degrees. We have more faculty from across the college who participate in teaching the biochemistry courses who are able to contribute their unique expertise. Because the IDP program recruits more students than the stand-alone departmental program, faculty in the biochemistry program have more opportunities for recruiting students to their individual research programs.

During the last five years of the Biochemistry and Molecular Biology Ph.D. Program (1995/1996 - 1999/2000 academic years), 20 students received Ph.D. degrees. Of those 20, 9 were female and 11 were male, 16 were white and 4 were Asian. There are currently 35 faculty with appointments in the Department of Biochemistry & Molecular Biology. Of those 38 faculty, there are 1 Research Associate Professor, 1 Assistant Professor, 6 Associate Professors, 23 Professors, 3 Distinguished Professors, 1 Eminent Scholar, and 3 Retired Professors. These data were collected from the Graduate Information Management System (GIMS) at UF.

Approved by Faculty
Senate on 1/23/14

FORM D

PROGRAM TERMINATION FORM
Board of Governors, State University System of Florida

UNIVERSITY: University of Florida

PROGRAM NAME: Higher Education Administration

DEGREE LEVEL(S): Ed.S. ONLY
(Ph.D., Ed.D., etc)

CIP CODE: 13.0406
(Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: Summer 2013
(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: Spring 2014
(Last date that data will be submitted for this program)

This is the form to be used for university requests to terminate doctoral degree programs and is recommended for use when terminating other programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012 (3), with notification sent to the Board of Governors, Office of Academic and Student Affairs. The issues outlined below should be examined by the UBOT in approving termination.

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

Higher Education Administration does not admit students to the EdS program. So there is currently no need to offer the EdS degree in the Higher Education Administration program.

3. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

Higher Education Administration does not admit students to the EdS program. Therefore, termination will have no impact on enrollment planning or reallocation of resources.

FORM D

PROGRAM TERMINATION FORM (PAGE 2)

4. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

Higher Education Administration does not admit students to the EdS program. Therefore, there are no active students.

5. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

Higher Education Administration does not admit students to the EdS program. Therefore, it is not possible to provide a gender and racial distribution of students and faculty.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

Higher Education Administration does not admit students to the EdS program. Therefore, there is no potential impact.

FORM D

PROGRAM TERMINATION FORM (PAGE 3)

Matthew Smart
Signature of Requestor/Initiator

8/1/13

Date

Deborah Jussee
Signature of Campus EO Officer

10/10/13

Date

Mark
Signature of College Dean

8/1/13

Date

Joseph D. Doherty
Signature of Vice President for
Academic Affairs

10/10/13

Date

REVISED 11/2009

Approved by Faculty
Senate on 12/12/13

FORM D

PROGRAM TERMINATION FORM
Board of Governors, State University System of Florida

UNIVERSITY: University of Florida

PROGRAM NAME: Research and Evaluation Methodology

DEGREE LEVEL(S): Ed.S. ONLY
(Ph.D., Ed.D., etc)

CIP CODE: 13.0603
(Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: Summer 2013
(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: Spring 2014
(Last date that data will be submitted for this program)

This is the form to be used for university requests to terminate doctoral degree programs and is recommended for use when terminating other programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012 (3), with notification sent to the Board of Governors, Office of Academic and Student Affairs. The issues outlined below should be examined by the UBOT in approving termination.

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

Research and Evaluation Methodology does not admit students to the EdS program. So there is currently no need to offer the EdS degree in the Research and Evaluation Methodology.

3. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

Research and Evaluation Methodology does not admit students to the EdS program. Therefore, termination will have no impact on enrollment planning or reallocation of resources.

FORM D

PROGRAM TERMINATION FORM (PAGE 2)

4. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

Research and Evaluation Methodology does not admit students to the EdS program. Therefore, there are no active students.

5. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

Research and Evaluation Methodology does not admit students to the EdS program. Therefore, it is not possible to provide a gender and racial distribution of students and faculty.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

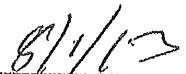
Research and Evaluation Methodology does not admit students to the EdS program. Therefore, there is no potential impact.

FORM D

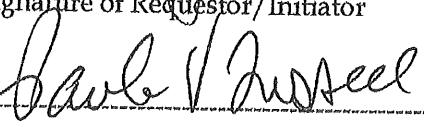
PROGRAM TERMINATION FORM (PAGE 3)



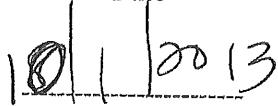
Signature of Requestor/Initiator



Date



Signature of Campus EO Officer



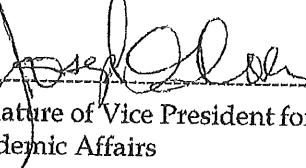
Date



Signature of College Dean



Date



Signature of Vice President for Academic Affairs



Date

REVISED 11/2009

Approved by Faculty
Senate on 12/12/13

FORM D

PROGRAM TERMINATION FORM
Board of Governors, State University System of Florida

UNIVERSITY: University of Florida

PROGRAM NAME: Student Personnel in Higher Education

DEGREE LEVEL(S): Ed.S. ONLY
(Ph.D., Ed.D., etc)

CIP CODE: 13.1102
(Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: Summer 2013
(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: Spring 2014
(Last date that data will be submitted for this program)

This is the form to be used for university requests to terminate doctoral degree programs and is recommended for use when terminating other programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012 (3), with notification sent to the Board of Governors, Office of Academic and Student Affairs. The issues outlined below should be examined by the UBOT in approving termination.

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

Student Personnel in Higher Education does not admit students into the EdS program. So there is currently no need to offer the EdS degree in the Student Personnel in Higher Education program.

3. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

Student Personnel in Higher Education does not admit students to the EdS degree program. Therefore, termination will have no impact on enrollment planning or reallocation of resources.

FORM D

PROGRAM TERMINATION FORM (PAGE 2)

4. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

Student Personnel in Higher Education has not admitted any students into the EdS degree program in the last five years. Therefore, there is no need to develop any accommodations for current students.

5. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

Student Personnel in Higher Education does not admit students into the EdS degree program. Therefore, it is not possible to provide a gender and racial distribution of students and faculty.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

Student Personnel in Higher Education does not admit students into the EdS program. Therefore, there is no potential impact.

FORM D

PROGRAM TERMINATION FORM (PAGE 3)

Mary Anne L
Signature of Requestor/Initiator

8/1/13

Date

David J Gussell
Signature of Campus EO Officer

8/1/13

Date

Stan
Signature of College Dean

8/1/13

Date

Joyce Dole
Signature of Vice President for
Academic Affairs

9/29/13

Date

REVISED 11/2009

College of Design, Construction and Planning
Office of the Dean

MOU1413
9:28AM

Approved by the
Faculty Senate
on 7/23/14.

331 Architecture Building
PO Box 115701
Gainesville, FL 32611-5701
352-392-4836
352-392-7266 Fax

October 22, 2013

MEMORANDUM

TO: Paul Duncan, Associate Dean, Graduate School



FROM: Peggy Carr, Associate Dean, College of Design, Construction and Planning

CC: Karen Bradley, Assistant Dean, Graduate School

Kristin Larsen, Director, School of Landscape Architecture and Planning

Joseli Macedo, Interim Chair, Department of Urban and Regional Planning

RE: Change in Degree Name – Graduate Degree in Urban and Regional Planning

The Department of Urban and Regional Planning proposed a change in name for their master degree from Master of Arts in Urban and Regional Planning to Master of Urban and Regional Planning as described in Dr. Larsen's memorandum of January 22, 2013. This proposal was approved by faculty of the Department in December 2012, and by the DCP Curriculum Committee on January 22, 2013. The proposed name change was also unanimously supported by the Department's Advisory Council at their Spring 2013 meeting.

The only change proposed is in the name. The CIP code will remain the same (04.0301) and there are to be no curricular changes.

The Department asks that the name change be implemented for all students who enter in Fall 2014. Students already enrolled in the MAURP would be offered the opportunity to switch to the MURP, but it might be necessary to run the two degrees concurrently until existing students have completed their degrees. Once those students have run through the system, the Department would like to sunset the MAURP.



College of Design, Construction and Planning
Department of Urban and Regional Planning

431 Architecture Building
PO Box 115706
Gainesville, FL 32611-5706
352-392-0997
352-392-3308 Fax

January 22, 2013

MEMORANDUM

TO: Kenneth J. Gerhardt, Senior Associate Dean, Graduate School

FR: Kristin E. Larsen, Ph.D., Chair and Associate Professor

A handwritten signature in blue ink that reads "Kristin E. Larsen".

RE: Change in Degree Name – Graduate Degree in Urban and Regional Planning

This request is to change the degree name for the Master of Arts in Urban and Regional Planning to Master's in Urban and Regional Planning to more accurately reflect the curriculum and course content of this graduate degree. When the program was established in 1975, it was located in the School of Architecture. It is now in the College of Design, Construction and Planning, and "Arts" is much less descriptive of what we do. In fact, our department is nationally and internationally recognized for its Geographic Information Systems (GIS), transportation, climate change/sea level rise, and other technical research and teaching efforts as distinct from an arts-based emphasis. Further, this change is consistent with similarly accredited programs across the country that offer a Master's in Urban and Regional Planning. Of the 75 accredited planning programs, of which we are one, over 82% offer a Master's in Urban and Regional Planning with only 8% offering a Master of Arts in Urban and Regional Planning. Thus, this change will make us more consistent with similar programs across the country.

Please do not hesitate to contact us if further information is needed. Thank you.



Office of the Provost and Senior Vice President

Approved at Faculty
Senate Meeting on
11/21/13,

235 Tigert Hall
PO Box 113175
Gainesville, FL 32611-3175

MEMORANDUM

TO: Faculty Senate
FROM: Bernard A. Mair, Associate Provost
Undergraduate Affairs
DATE: July 29, 2013
RE: Name Change for Major

A handwritten signature in black ink that reads "BAMair".

The University Curriculum Committee has approved the request from the college of Health and Human Performance to change the name of the BS in Recreation Parks and Tourism to the BS in Tourism, Events and Recreation Management. The renamed degree will retain the same CIP 31.0301 program designation but will better prepare students for careers in the leisure industry by increasing curriculum content related to some of largest industries in the state of Florida – tourism, hospitality, and events. The documentation from the college is attached.



College of Health and Human Performance
Office of the Dean

February 25, 2013

MEMORANDUM

TO: University Curriculum Committee

FROM: Christopher Janelle (cjmj@hhp.ufl.edu)

SUBJECT: Change of Name and Curriculum for the BS in Recreation, Parks and Tourism

The Department of Tourism, Recreation and Sport Management is requesting a degree program name and curricular change effective Fall 2014. The requested updates to the degree program include deletion of one of the existing specializations, updating the names of two existing specializations, 5 course revisions, and 7 new courses.

Please find attached the original curriculum revision request outlining proposed changes to the existing Recreation, Parks and Tourism program. The requested changes were approved by the HHP College Curriculum Committee on November 5, 2012. Course revisions and new courses were approved by the UCC during the November 20, 2012, and December 18, 2012 meetings.



College of Health and Human Performance
Department of Tourism, Recreation and Sport Management

October 28, 2012

MEMORANDUM

TO: HHP College Curriculum Committee

FROM: Michael Sagas, TRSM
Bertha Cato, TRSM

SUBJECT: Change of Name and Curriculum for the BS in Recreation, Parks and Tourism

This memo, in addition to the attached supporting documentation, represents a curriculum change request for consideration at the November HHP Curriculum Committee meeting. These changes would be effective for the fall 2014 semester. This curriculum revision includes the 5 course revisions and 7 new courses approved at the October 24, 2012 HHP CCC meeting. A draft of the proposed Student Learning Outcomes for this revised program are also included as an attachment to this memorandum.

In this change request, we have included a brief background of the process we used to study our curriculum and the rationale of the requested changes. We have also included a side by side comparison of the current degree and the revised degree. We have also included an 8 semester plan for each of the concentrations available in the revised program.

Background and Pedagogical Rationale for Changes

The Department of Tourism Recreation and Sport Management (TRSM) in the College of Health and Human Performance is proposing to revise and rename the current Bachelor of Science in Recreation, Parks and Tourism (RPT). The current BS in RPT offers four specializations – Tourism and Hospitality Management, Recreation and Event Management, Recreation Programming, and Natural Resource Recreation. Approximately 300 students are currently enrolled in the program with a majority of the students electing to specialize in either Tourism and Hospitality (n = 99) or Recreation and Event Management (n=163).

The Department faculty conducted a comprehensive internal and external curriculum review of the BS in RPT curriculum over the course of approximately 18 months. The review revealed a need to revise the curriculum to better fit the needs of current students and the evolving leisure industry. The primary indicators that emerged from the review that clearly indicate a need for

changes to the degree included, a) declining student numbers in the current program (from 442 in fall of 2008 to 282 in fall of 2012), b) changing industry perspectives and needs, and c) newly emerging career possibilities for which UF graduating students require more specific educational training.

This proposal requests that the BS in RPT be renamed to the Bachelor of Science in Tourism, Events and Recreation Management (TERM). The renamed degree will retain its CIP 31.0301 program designation but will better prepare students for careers in the leisure industry by increasing curriculum content related to some of largest industries in the state of Florida – tourism, hospitality, and events.

From a statewide perspective, the tourism, hospitality and events industries fall within the top two economic contributors to the State of Florida. The Bureau of Labor Statistics (2011) recognizes that the tourism and hospitality industry supplies a larger amount of occupations, employment, and wages in the state when compared to all other state industry markets. Further, the US Department of Commerce Bureau of Economic Analysis (2011) reveals that direct employment in the tourism and hospitality industry has reflected an overall increase over the past 10 years (recession notwithstanding).

The revised curriculum will also continue to meet the needs of aspiring community and park recreation professionals through enhanced concentration in Recreation Management. This concentration will build on multidisciplinary foundations in tourism, hospitality and events in the core of the curriculum, as opposed to the recreation and leisure sciences core in the current degree, and thus also better prepare recreation oriented students for expanded opportunities, including those in commercial and private recreation settings.

In summary, the current BS in RPT is supported by a core curriculum that is best equipped to adequately prepare students for recreation and leisure based careers, but does not fully profile today's business management career options in the leisure industry. The revised BS in TERM fills the curriculum gaps revealed in the comprehensive review through an enhanced and expanded core curriculum, that includes previous concentration and elective courses, and five revised courses. The program also reinforces these foundations through the development of three specializations of 12 credit hours each. Seven new courses have been developed to support the three specializations.

Curriculum Overview and Comparison Tables

The following table depicts the proposed 120 credit hour BS in Tourism, Events and Recreation Management.

Course Number	Course Title	Credit Hours
Common Course Prerequisites [16 credit hours]	PSY2012	General Psychology
	SPC2008/ AEC3030c	Public Speaking
	ECO2013/ ECO2023	Macro/Microeconomics
	EOP 3110 or DEP 3053	Human Growth and Development OR Developmental Psych
	SYG 2000	Principles of Sociology
		3
Pre-Professional Courses [15 credit hours]	MAR 3023	Principles of Marketing
	MAN 3025	Principles of Management
	ACG 2021	Financial Accounting
	STA2023	Introduction to Statistics
		3
Professional Core Courses (42 credit hours)	LEI 2181	Leisure Contemporary Society
	HFT 2790	Event Management
	LEI 3301	Principles of Travel and Tourism
	LEI 3360	Hospitality Management
	LEI 3843	Entrepreneurship in TRSM
	LEI 3921	Field Experience
	LEI 4800	Legal Aspects of Tourism, Events and Recreation
	LEI 4540	Man and Supervision of Leisure Facilities and Personnel
	LEI4880	Research Methods in TRSM
	LEI4940	Internship In Leisure Services
Specializations (Student choose one: 12 credit hours)	<i>Event Management</i>	
	HFT 4468	Hospitality Revenue Management
	HFT 4754	Advanced Event Management
	HFT 3512	Event Promotion
	HFT 4517	Conventions Sales & Services
	<i>Recreation Management</i>	
	LEI 3400	Recreation Program Design and Leadership
	LEI 3120 or LEI 4845	Intro Outdoor Recreation or Outdoor Rec Enterprise
	HFT 3512	Event Promotion
	LEI 4570	Revenue Resource Management
	<i>Tourism and Hospitality Management</i>	
	HFT 3253	Lodging Operations & Management
	LEI 3303	Tourism Planning and Development
	HFT 4468	Hospitality Revenue Management
	HFT 4743	Tourism and Hospitality Marketing
Total Credit Hours Defined Above		85
Minimum additional GE courses		21
General/Free Electives		14
Total Hours Required for Degree		120

Side by Side Comparison of the Existing and Revised Program



Undergraduate Affairs

235 Tigert Hall
PO Box 113175
Gainesville, FL 32611-3175
352-846-1761
352-392-5155 Fax

TO: Joe Glover, Provost
FROM: Bernard Mair, UCC Chair
DATE: March 21, 2014
RE: Changes to Food Science and Human Nutrition Degree Program

A handwritten signature in black ink that reads "B Mair".

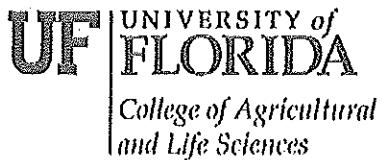
The existing Bachelor's degree program in Food Science and Human Nutrition has three tracks – Food Science, Dietetics, and Nutritional Sciences, all under CIP code 01.1001. The Dietetics and Food Sciences tracks have professional accreditations so meet professional standards. The Nutritional Sciences track provides rigorous training in science-based curriculum to prepare students for professional schools and graduate programs in nutrition.

The Department of Food Science and Human Nutrition is requesting that these three tracks be split into three separate degree programs under three different CIP codes. To achieve this, they have requested the following:

1. The approval of a new BS in Dietetics under CIP code 51.3101
2. The approval of a new BS in Nutritional Sciences under CIP code 30.1901
3. To change the name of the existing BS in Food Science and Human Nutrition to BS in Food Science.

In their current format as a single degree program, there is very little overlap in the curriculum for the tracks so separating them is actually required to conform to the expectation that all majors in a degree program have significant overlap. Separating them will also clarify the students' understanding of their career paths, improve the academic advice students receive, and increase their visibility to prospective students and employers.

These requests have been approved by the College of Agricultural and Life Sciences, the University Curriculum Committee, and the Faculty Senate.



Approved by
Faculty Senate
on 3/20/14

MEMORANDUM

TO: University Curriculum Committee

FROM: R. Elaine Turner, Associate Dean *R. Elaine Turner*
College of Agricultural and Life Sciences

CC: Wendell Porter, Chair, CALS Curriculum Committee
James Fant

DATE: December 29, 2013

SUBJECT: Requests from Food Science and Human Nutrition

On November 15, 2013 the College of Agricultural and Life Sciences Curriculum Committee approved requests by the Food Science and Human Nutrition Department to establish new B.S. programs in Dietetics and Nutritional Sciences. In December, the CALS Curriculum Committee approved an additional request to change the name of the existing B.S. program in Food Science and Human Nutrition to Food Science pending approval of the two new B.S. programs.

The intent of these requests is to elevate the current specializations in Dietetics and Nutritional Sciences that are part of the Food Science and Human Nutrition degree program to stand-alone degree programs. That would leave only the Food Science specialization under the current degree, thus the request to change the name. As currently structured, the three specializations have little overlap in curriculum, student learning outcomes, and assessment mechanisms. If approved, these changes will enhance the clarity of program offerings, visibility to prospective students, and academic advising to current students. No substantial changes in enrollment are anticipated, although it is possible that students will elect one of these majors sooner in their academic careers.

Documents from the department are provided. If all three requests are approved in time, these changes would be effective Summer B, 2014.



College of Agricultural and Life Sciences
Food Science & Human Nutrition

PO Box 110370
Gainesville, FL 32611-0370
352-273-3472
kendall@ufl.edu

December 24, 2013

Angel Kwolek-Folland, PhD
Associate Provost
University of Florida
Gainesville, FL 32611

Dear Dr. Kwolek-Folland,

The Food Science and Human Nutrition Department (FSHN) has submitted two proposals to elevate its Nutritional Sciences and Dietetics specializations to major status as this will be consistent with SACS expectations for university programs, will enhance their visibility and will simplify advising of students. Once these specializations are approved as majors, we will change the name of the Food Science and Human Nutrition major to Food Science which will continue under the current CIP code of 01.1001.

Thank you for your consideration. Please do not hesitate to call me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Anne Kendall".

Anne Kendall, PhD, RD, LDN
Undergraduate Coordinator, FSHN

Food Science and Human Nutrition

The food science and human nutrition major prepares students for careers in the food industry. Professional food scientists are involved in many disciplines, including quality assurance, sensory evaluation, chemistry, engineering, packaging, microbiology, biotechnology, toxicology, food safety and nutrition. offers three specializations: dietetics, food science and nutritional sciences. Each specialization equips students for a challenging and interesting career and has its own set of course requirements.

About This Major

- College: Agricultural and Life Sciences
- Degree: Bachelor of Science
- Specializations: Dietetics, Food Science, Nutritional Sciences
- Hours for Degree: 120
- Minor: Yes
- Website: fshn.ifas.ufl.edu

Overview

The Department of Food Science and Human Nutrition is among one of the world's largest combined programs in which food science, nutritional sciences and dietetics are studied within one academic department.

After completing the undergraduate degree, students typically move on to professional employment, further education or training in food or nutrition graduate programs, or professional school programs.

The food science curriculum emphasizes a strong technical background, with elective options important to employment in the food industry, government agencies or as preparation for graduate study. The curriculum is approved by the Institute of Food Technologists (IFT), the professional society of the discipline. Graduates have obtained employment in state, national and international food corporations. Most work in the areas of quality control, technical support and sales, or research and product development.

The curriculum also prepares the student for graduate study. Opportunities to become involved in leadership roles in the FSHN Club and through national competitions are considerable. Internships in Florida's food industries may be available, and these provide invaluable experience as well as contacts that can be extremely beneficial when seeking employment.

Programs in the major are accredited by the Institute of Food Technologists (IFT) and the Commission on Accreditation for Dietetics Education of the American Dietetic Association.

Food Science

Professional food scientists are involved in many disciplines, including quality assurance, sensory evaluation, chemistry, engineering, packaging, microbiology, biotechnology, toxicology, food safety and nutrition.

The food science curriculum emphasizes a strong technical background, with elective options important to employment in the food industry, government agencies or as preparation for graduate study. The curriculum is approved by the Institute of Food Technologists (IFT), the professional society of the discipline. Graduates have obtained employment in state, national and international food corporations. Most work in the areas of quality control, technical support and sales, or research and product development.

The curriculum also prepares the student for graduate study. Opportunities to become involved in leadership roles in the FSHN Club and through national competitions are considerable. Internships in Florida's food industries may be available, and these provide invaluable experience as well as contacts that can be extremely beneficial when seeking employment.

Critical Tracking

To graduate with this major, students must complete all university, college and major requirements.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

Semester 1

- 2.0 UF GPA required for semesters 1-4
- 2.5 GPA on all critical-tracking coursework for semesters 1-4
- Complete CHM 2045/2045L

Semester 2

- Complete CHM 2045/2045L and MAC 2311

Semester 3

- Complete CHM 2046/2046L and BSC 2010/2010L

Semester 4

- Complete BSC 2011/2011L

Recommended Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. Students are required to complete HUM 2305 The Good Life (GE-H) in semester 1 or 2.

Semester 1	Credits
CHM 2045 and 2045L General Chemistry 1 (3) and General Chemistry 1 Laboratory (1) (GE-P)	4

MAC 1147 Precalculus: Algebra and Trigonometry (GE-M)	4
Composition (GE-C, WR)	3
Elective	1
Humanities (GE-H)	3
	Total 15
Semester 2	
AEB 2014 Economic Issues, Food and You (3) or AEB 3103 Principles of Food and Resource Economics (4) or ECO 2013 Principles of Macroeconomics (4) or ECO 2023 Principles of Microeconomics (4) (GE-S)	3-4
CHM 2046 and 2046L General Chemistry 2 (3) and General Chemistry 2 Laboratory (1) (GE-P)	4
HUM 2305 What is the Good Life (GE-H)	3
MAC 2311 Analytic Geometry and Calculus 1 (GE-M)	4
	Total 14-15
Semester 3	
BSC 2010 and 2010L Integrated Principles of Biology 1 (3) and Biology 1 Laboratory (1) (GE-B)	4
PHY 2004 and 2004L Applied Physics 1 (3) and Applied Physics Laboratory (1) (GE-P)	4
Elective	1
Humanities (GE-H) or Social and Behavioral Sciences (GE-S)	3
Social and Behavioral Sciences (GE-S)	3
	Total 15
Semester 4	

AEB 3114L Introduction to Agricultural Computer Applications	1
BSC 2011 and 2011L Integrated Principles of Biology 2 (3) and Biology 2 Laboratory (1) (GE-B)	4
CHM 2210 Organic Chemistry 1 **	3
STA 2023 Introduction to Statistics 1 (GE-M)	3
Electives	4
Total	15

Semester 6	Credits
AEC 3030C Effective Oral Communication	3
CHM 2211 and 2211L Organic Chemistry 2 (3) and Organic Chemistry 2 Laboratory (2)	5
FOS 4722C Quality Control in Food Systems	3
Elective	4
Total	15

Semester 6	Credits
FOS 4311 and 4311L Food Chemistry (3) and Food Chemistry Laboratory (1)	4
FOS 4731 Government Regulations and the Food Industry	2
HUN 2201 Fundamentals of Human Nutrition	3
MCB 2000 and 2000L Microbiology (3) and Microbiology Laboratory (1)	4
Elective	3
Total	16

Semester 7	Credits
------------	---------

AEC 3033C Research and Business Writing in Agricultural and Life Sciences (WR)	3
AOM 4062 Principles of Food Engineering	4
BCH 3025 Fundamentals of Biochemistry	4
FOS 4321C Food Analysis	4
	Total 15
Electives (9)	Credits
FOS 4222 and 4222L Food Microbiology (3) and Food Microbiology Laboratory (2)	5
FOS 4427C Principles of Food Processing	4
FOS 4435C Food Product Development	3
Elective	3
	Total 15

* Achieve a minimum grade of C within two attempts, including withdrawals, in CHM 2210.

** Take CHM 2210 and CHM 2211/2211L -or- MAC 2312 and CHM 2200/2200L.

Note: Take electives to complete the 120 credit hours necessary for graduation.

Request to Change the Name of a Center/Institute

Over the life of a Center or Institute the need or interest in changing the name may occur. To request such a name change, complete the information below and forward to the Provost's Office, PO Box 113175. The name change is contingent upon approval from the Provost.

Center/Institute Original Name: Comprehensive Center for Pain Research

Proposed New Center/Institute Name: Pain Research and Intervention Center of Excellence

Brief Explanation for the Name Change:

In 2001 the Comprehensive Center for Pain Research (CCPR) was created to establish a campus wide program in pain research. In the ensuing years the CCPR has been successful in creating a programmatic environment that has supported a twice funded NIH T-32 training grant related to "Integrative and Translational Training in Pain Research" along with supporting numerous educational activities (e.g. Pain Journal Club, Pain Research Day, Outside speaker program, etc.). Although the success of the CCPR can be well documented, in recent years there has been a realization that with the growth of new educational programs, the addition of new faculty participating in pain related research, increased extramural funding in pain research, the emergence of new collaborative partners (e.g. the Institute on Aging, the Clinical and Translational Science Institute), and the establishment of new clinical services focusing on pain management, the decision was made to establish a center of excellence in the area of pain research and intervention, i.e. the Pain Research and Intervention Center of Excellence (PRICE), that would replace the existing CCPR. The establishment of this new program was supported by the College of Medicine, Institute on Aging, Clinical and Translational Science Institute, and the College of Dentistry and was viewed as an important next step in the evolution of the pain community at the University of Florida (UF). In order to make the transition from the CCPR to PRICE and take advantage of a well established administrative infrastructure of the CCPR the decision was made to simply change the name of the CCPR to PRICE. With this name change comes a new recognition consistent with the fact that the pain community at UF rightly deserves to be recognized as one of the premier pain programs in the country. By changing the name from CCPR to PRICE we are able to maintain the administrative and fiscal foundations established by the CCPR while building a new programmatic structure for the future.

~~PPU People~~ 12/9/13
Director Date

B. Belknap 12/10/13
Dean Date

DeLoach 12/18/13
Vice President (as appropriate) Date

Vice President (as appropriate) Date

Approved

Disapproved

For Provost's Office Use Only

Copy to requesting Center: (date) 1/13/14

Copy to Institutional Research: (date) 7/13/14

Request to Change the Name of a Center/Institute

Over the life of a Center or Institute the need or interest in changing the name may occur. To request such a name change, complete the information below and forward to the Provost's Office, PO Box 113175. The name change is contingent upon approval from the Provost.

Center/Institute Original Name: Periodontal Disease Research Center (PDRC)

Proposed New Center/Institute Name: Dental Clinical Research Unit (DCRU)

Brief Explanation for the Name Change:

The Periodontal Disease Research Center (PDRC) was established at the University of Florida in 1978 by the State University System Board of Regents as an independent center for the purpose of conducting research in the prevention, causes, diagnosis, and treatment of oral diseases and/or conditions. The PDRC conducts clinical research trials which may include interdisciplinary projects such as periodontology, pharmacokinetics, microbiology, immunology, cariology, dental biomaterials, and statistics. In 2011, the College charged the PDRC with working with College Faculty and other units on campus to enhance support for clinical and translational research. The title Dental Clinical Research Unit captures this broader mission of dental research activity and more accurately reflects the fact that research conducted in the Center's facility is not focused solely on periodontal diseases.



2/13/2014

Director

Date



2/13/14

Dean

Date



David Norton

Vice President for Research 2/17/2014

Vice President (as appropriate)

Date

2/17/14

Provost

Approved . Disapproved

Date

For Provost's Office Use Only

Copy to requesting Center: (date) 2/17/14

Copy to Institutional Research: (date) 2/17/14